



Institutional Self Evaluation Report
of Educational Quality and Institutional Effectiveness
In Support of Reaffirmation of Accreditation

Submitted by:

Clovis Community College
10309 North Willow Avenue
Fresno, California 93730

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 5, 2018

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Driven by the college's Guiding Principles and the Mission and Vision Statements, members of Clovis Community College are dedicated to cultivating an innovative, diverse, and creative learning environment for all students of our community.

GUIDING PRINCIPLES

Community building

Our college has a long-standing culture of collegiality that extends across all disciplines and functions and includes our students as members of our community of learning. We plan to continue that collegiality and expand our influence and our utility to the larger community.

Equity

The diversity of the central valley is an inspiration and a challenge. We will increase the diversity of our college community, defining diversity in its broadest senses, and we commit to providing equitable opportunity to all.

Innovation

Our college prides itself on being in the vanguard of innovation. We are committed to the highest levels of rigor and inspiration, and so we explore innovative practices that will provide the best opportunities for our students

CLOVIS COMMUNITY COLLEGE MISSION STATEMENT:

Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

VISION STATEMENT

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Certification

To: Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Lori Bennett
Clovis Community College
10309 North Willow Avenue
Fresno, California 93730

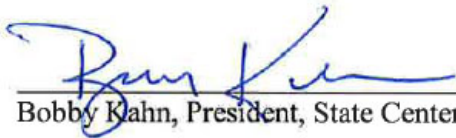
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Institutional Self Evaluation Report accurately reflects the nature and substance of this institution.

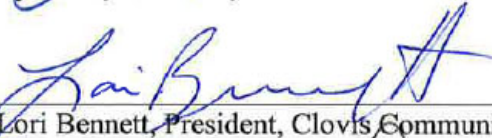
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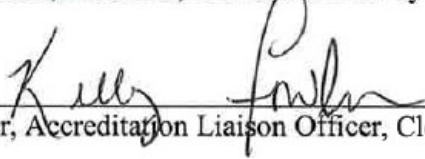
Dr. Paul Parnell, Chancellor, State Center Community College District



Bobby Kahn, President, State Center Community College District – Board of Trustees



Dr. Lori Bennett, President, Clovis Community College



Kelly Fowler, Accreditation Liaison Officer, Clovis Community College



Elizabeth Romero, Academic Senate, President, Clovis Community College



Jason Mendez, Classified Senate, President, Clovis Community College



Bryndis Arnarsdottir, Associated Student Government, President, Clovis Community College

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Introduction

A Brief Background

In the 1990s, the State Center Community College District (SCCCD) established centers in the District's northern areas of Madera and Oakhurst in an effort to increase the educational and student support services offered to the residents in that area. In 1992, the District established the Clovis site when it purchased land off of Herndon Avenue, which included buildings previously owned by a private college. This collection of buildings was the original Clovis Center (which was later relocated to a new location at the cross streets of Willow Avenue and International Avenue in 2007) and is now called the Herndon Campus. This Herndon Campus location (then called the Clovis Center), also joined two other locations of Reedley College in Madera and Oakhurst to be a collective of sites called the North Centers.

In response to the growth at the Clovis site, the Board of Trustees, in 2003, completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. The new Center opened in fall 2007 (known at that time as the Willow International Community College Center) and serves the northeast Fresno/greater Clovis area, with the first phase included an 80,000 square foot Academic Center, central plant, café, and bookstore. The Center obtained \$50 million funding for the complex through local and State bond monies.

In 2007, the Herndon Campus moved to our new location (with the name of the Willow International Community College Center) and received Candidacy from ACCJC in 2012. At this time, the Center broke away from the Madera and Oakhurst Community College Centers and became a stand-alone center until 2015. In 2015, ACCJC awarded Initial Accreditation to Clovis Community College. Thus, Clovis Community College has only been a college for two years as of the writing of this Institutional Self Evaluation Report (ISER). Clovis Community College became the 113th community college in the state of California and is third fully accredited college in the State Center Community District.

History of the North Centers and Clovis Community College

1992 SCCCDD established the Clovis site as the third site of the North Centers (along with Madera and Oakhurst) and hired a Vice Chancellor of the North Centers to oversee the North Centers.

- 2007 The former Clovis Center (now called the Herndon Campus) moved to new location (at Willow Avenue and International Avenue) and was called the Willow International Community College Center.
- 2007 Willow International Community College Center opened Academic Center One (AC1) at the current location on 110 acres.
- 2007 Willow International Community College Center received Center status (included Academic Center One, Child Development Center, and café/bookstore).
- 2010 Willow International Community College Center opened Academic Center Two (AC2).
- 2011 The Board of Trustees appointed Terral Kershaw as the Campus President.
- 2012 Willow International Community College Center received Candidacy Status from ACCJC.
- 2012 The District disbanded the North Centers with Oakhurst and Madera Community College Center no longer associated with the Clovis site as a collective group of centers; Willow International Community College Center retained accreditation under Reedley College, and the organizational plan shifted to more autonomy as required by ACCJC.
- 2013 First college campus president, Deborah Ikeda, hired to oversee the campus.
- 2014 The Board of Governors approved the Needs Assessment Report.
- 2014 Board of Governors approved name change from Willow International Community College Center to Clovis Community College.
- 2014 ACCJC approved name change from Willow International Community College to Clovis Community College Center.
- 2015 Clovis Community College received Initial Accreditation from ACCJC.
- 2015 Board of Governors approved the 113th college in the state of California, Clovis Community College.
- 2016 Dr. Lori Bennett hired as the 2nd Clovis Community College President.

Clovis Community College is part of State Center Community College District, located in Fresno, California, primarily serving the cities of Fresno and Clovis. Students in the central valley of California often have a few choices of which college to attend. Their choice is driven by many factors including type of programs offered, convenience of scheduling, proximity to home or work, public transportation options, support services offered, and extracurricular activities. In the case of Clovis Community College, students come from nearby and far afield. Most students, however, live close to the College. During the review of the service area for the College's Educational Master Plan, the External Environmental Scan found that most students attend the College within a circular geographical area with a 7.5-mile radius with Clovis Community College at the center (see geographic picture below).



The College's Educational Master Plan also indicated that the population of the service area is approximately 105,000 with an expected 6% increase in population to 111,169 people by the year 2021. The median age of the College's service area population is 34.9 years old which is higher than the District's median age of 31.8 years old. The median household income is \$66,264 with 17.2% of the population representing the ratio of income to poverty level (from 2016). Approximately 9.8% of the population of 25 years and older have earned an associate degree as their highest educational attainment which compares to 8.3% for the District and 7.8% for the state of California. In addition, more than half (54.1%) of the service area population (16 years and older) are employed in a service industry, followed by retail trade (11.1%), finance, insurance and real estate at 7.2%, public administration at 6.5%, and manufacturing at 5.7%. More than two-thirds (67.4%) of the service area population (16 years and older) is employed in white-collar occupations. This is significantly higher than State Center Community College District (51.1%) and the state of California at 60.7%.

Major Developments Since Becoming a College (Summer 2015)

Clovis Community College established stand-alone college status over the summer of 2015. Since that time, the first College President, Deborah J. Ikeda retired in 2016 and has since joined the State Center Community College District Board of Trustees in December of 2016. In July of 2016, Dr. Lori Bennett joined the administrative team as the College's second President. In addition, the College has since hired a Director of Institutional Research, Custodial Manager, Admissions and Records Manager, Child Development Center Manager, Director of Financial Aid, and two additional deans of instruction. In addition, the College has hired approximately thirty new faculty and twelve new classified positions since becoming a college in 2015.

Faculty, staff, students, and administrators also participated in establishing the goals for a local bond that voters approved on June 7, 2016. Clovis Community College was included in the State Center Community College District (SCCCD) Measure "C" bond initiative that comprised of a \$485 million capital improvement bond. Clovis Community College will use the proceeds from the bond to build additional facilities for the College, such as an Applied Technology Building. This additional building will assist the College in expanding Career Technical Education (CTE) programs, such as Mechatronics, Food Safety and Quality, Wastewater Treatment, and Occupational Therapy Assistant. Many staff, faculty, and administrators supported Measure "C" by volunteering, during non-school time, to precinct walk and make phone calls to voters before the June 7, 2016 election.

In the past year, the College has completed an updated Educational Master Plan, the College's 2017-2021 Strategic Plan, an updated Governance Handbook, and is in the process of reviewing and updating the College's program review process. In addition, the College submitted a Substantive Change Report to ACCJC in early September to add the Herndon Campus as a site for the College (although the College has been a part of this site since the 1990s). In other words, the past two years have been a very busy time for Clovis Community College!

Presentation of Student Achievement Data and Institution-Set Standards

Enrollment Trends: Distance Education

As the newest college in the State Center Community College District (SCCCD), Clovis Community College (CCC) now serves almost 7,000 students during the fall semesters. The majority of students enroll for on-campus courses with approximately 7 percent of students taking only-online courses and a similar percentage sharing online and on-campus classes.

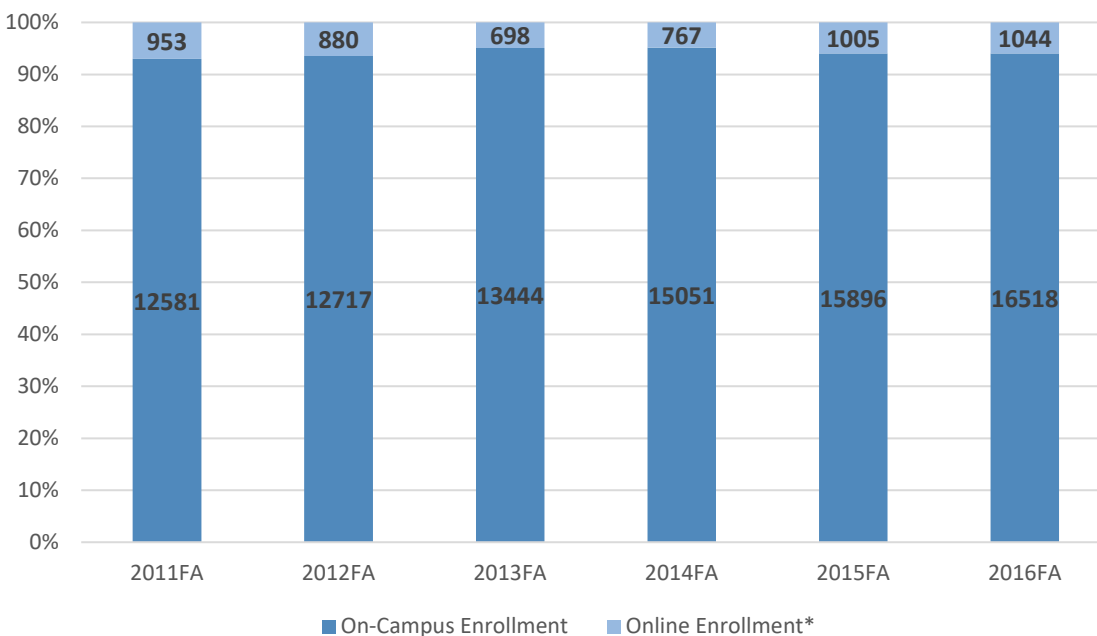
Overall college enrollments have increased 30 percent over the past six fall terms (Table 1); however, online-only student enrollments have decreased 2 percent and currently account for 6 percent of all enrollments (Figure 1).

Table 1. Student Headcount by Distance Education Status

Student Headcount	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
On-Campus Only	4,756	4,634	4,939	5,548	5,791	6,017
Online Only	444	426	342	351	463	436
On Campus and Online	362	292	250	314	414	476
Total	5,562	5,352	5,531	6,213	6,668	6,929

Source: SCCC ATERM file

Figure 1. Fall Enrollment by Distance Education Status



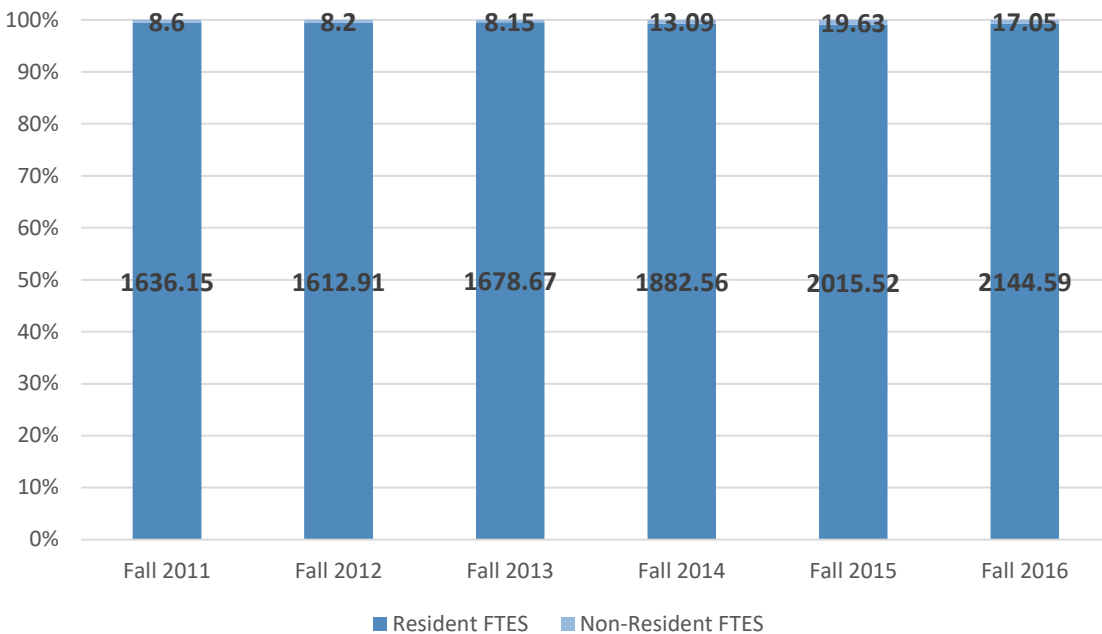
Source: SCCC ATERM file, ATERM FTES file

* Includes enrollments in hybrid courses

Enrollment Trends: Residency

Full-time equivalent students (FTES) increased 31 percent over the past 6 fall terms (Figure 2). While California residents generated the majority of FTES, there has been a gradual increase in non-resident FTES. The College does not generate significant FTES from noncredit courses. The only non-credit courses the College currently offers is one noncredit interdisciplinary studies class that is part of the College’s Tutorial Center.

Figure 2. Fall Credit FTES by Residency Status



Source: SCCC ATERM file, ATERM FTES file

Enrollment Trends: Ethnicity

Table 2 (below) presents a summary of Clovis Community College student enrollment by ethnicity for Fall 2011 through Fall 2016. Most of the ethnic groups have remained consistent over time with the categories showing only minor fluctuations between reporting periods.

Although the White/Non-Hispanic population represented the largest group in this demographic until 2016, the White/Non-Hispanic population is approximately equal to the Hispanic population. The Hispanic population increased approximately seven percent increase from Fall 2011 to Fall 2016.

Table 2: Student Headcount by Ethnicity

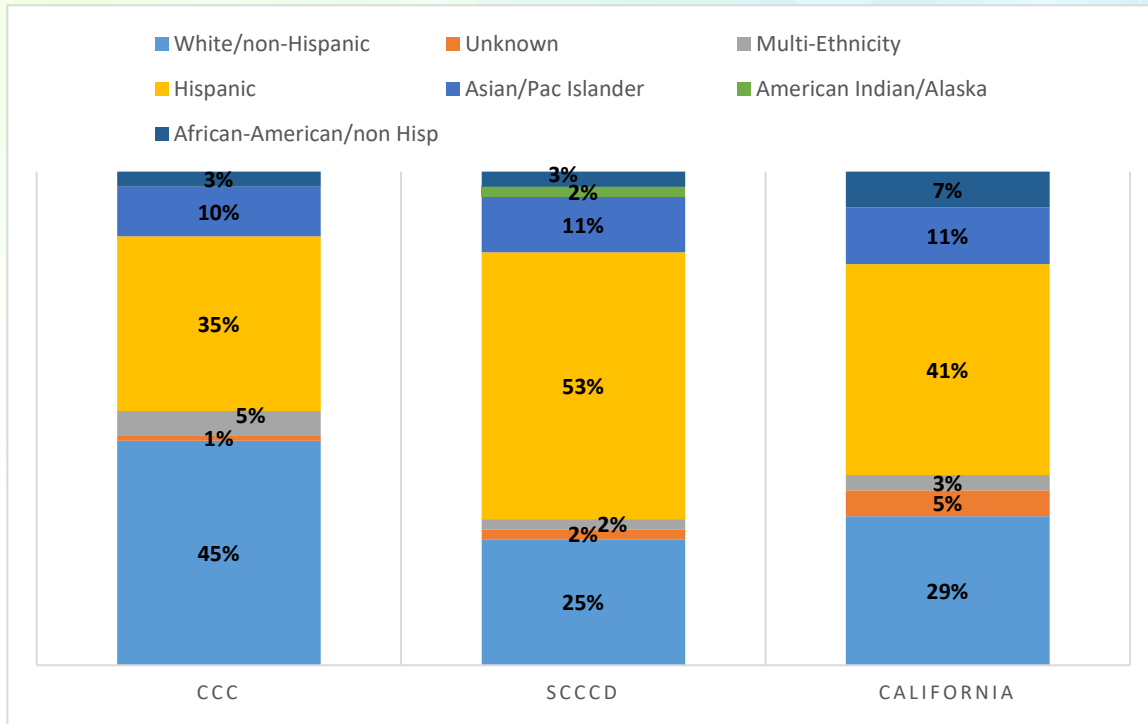
Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
African-American	167	3%	163	3%	178	3%	180	3%	162	2%	193	3%
American Indian/Alaska Native	36	1%	38	1%	24	0%	30	0%	37	1%	39	1%
Asian	410	7%	411	8%	464	8%	464	7%	620	9%	566	8%
Filipino	83	1%	86	2%	91	2%	103	2%	105	2%	122	2%
Hispanic	1776	32%	1748	33%	1924	35%	2366	38%	2545	38%	2737	40%
Multi-ethnicity	211	4%	233	4%	261	5%	297	5%	398	6%	435	6%
Pacific Islander	6	0%	9	0%	15	0%	10	0%	15	0%	17	0%
Unknown	189	3%	136	3%	85	2%	49	1%	47	1%	32	0%
White/ non-Hispanic	2684	48%	2528	47%	2489	45%	2714	44%	2739	41%	2788	40%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Source: SCCCD ATERM file

In the table below, Clovis Community College's student composition is similar to the California Community College system and demonstrates why Clovis Community College is a Hispanic-serving institution.

Another difference between the Clovis Community College student enrollments by ethnicity and District and state reporting include lower than average African American/Non-Hispanic group reporting. The District reports an average of 5 percent and the state reports an average of 7 percent while Clovis remains steady at an average of 3 percent enrollment in this ethnic category (Figure 3).

Figure 3. Enrollment by Ethnicity over 6 Terms



Data Source: SCCC ATERMs, CCCCO Datamart

Enrollment Trends: Gender

The table below reports fall-to-fall student enrollment by gender for the Clovis Community College from Fall 2011 through Fall 2016 (Table 3). The rates show consistent enrollment over time between women and men with women enrolling at a higher rate than men do by at least 9 percent.

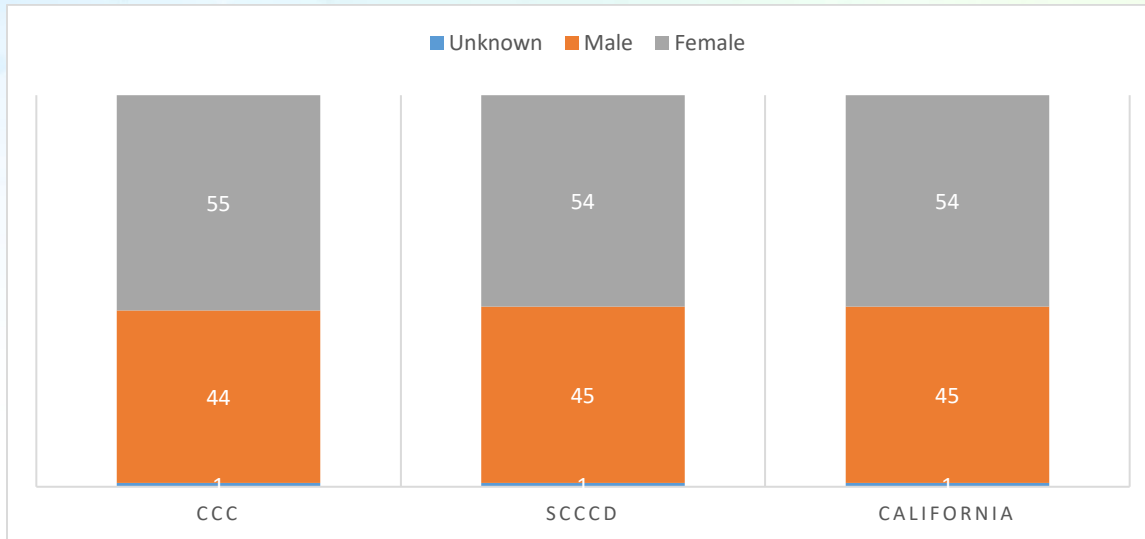
Table 3: Student Headcount by Gender

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Female	3131	56%	2966	55%	3003	54%	3347	54%	3664	55%	3836	55%
Male	2372	43%	2328	43%	2445	44%	2801	45%	2922	44%	2970	43%
Unknown	59	1%	58	1%	83	2%	65	1%	82	1%	123	2%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Source: SCCC ATERM file

The data is consistent across all three systems (CCC, SCCC, and statewide) (Figure 4).

Figure 4. Enrollment by Gender over 6 Terms



Data Source: SCCC ATERMs, CCCCO Datamart

Enrollment Trends: Age Category

The table below reports student enrollment by age category for Fall 2011 through Fall 2016 (Table 4). While remaining consistent over the six fall terms, the majority of students fall within the lowest age categories with the largest group being the 20-24 year olds ($M = 40$ percent), followed by those in the 19 or less category ($M = 35$ percent), and the 25-29 year olds ($M = 12$ percent) for a total of 87 percent of all students.

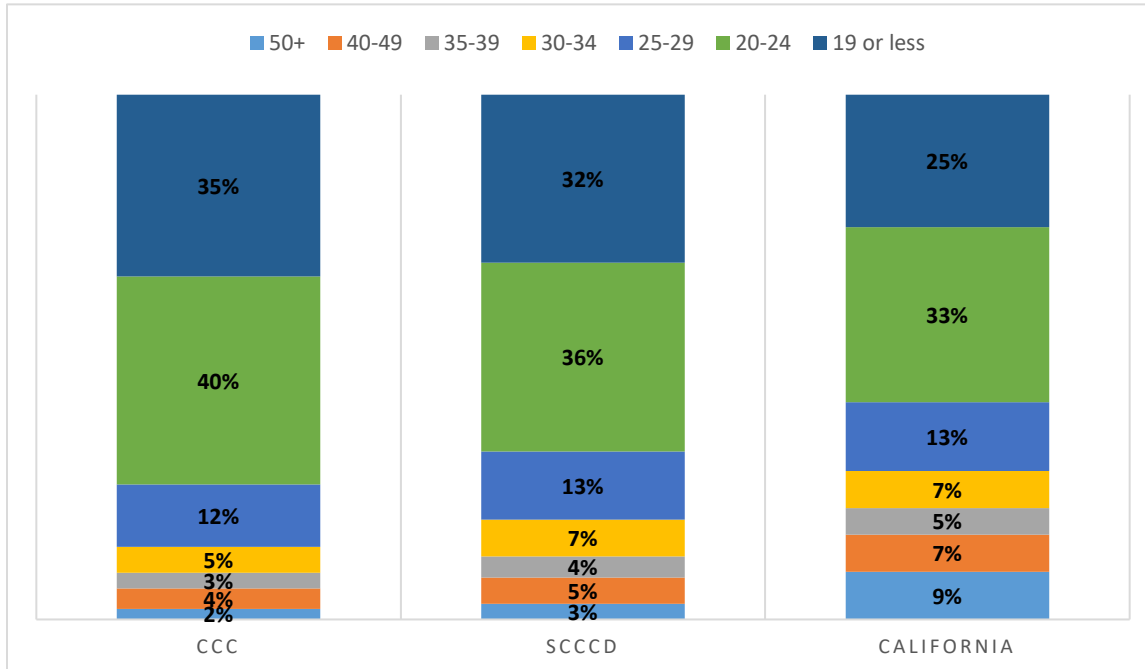
Table 4. Student Headcount by Age Category

Age	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
19 or less	1847	33%	1794	34%	1832	33%	2161	35%	2380	36%	2595	37%
20-24	2273	41%	2258	42%	2243	41%	2408	39%	2557	38%	2616	38%
25-29	604	11%	574	11%	663	12%	752	12%	837	13%	841	12%
30-34	289	5%	268	5%	304	5%	361	6%	365	5%	350	5%
35-39	182	3%	154	3%	183	3%	208	3%	214	3%	228	3%
40-49	264	5%	216	4%	212	4%	217	3%	218	3%	216	3%
50+	103	2%	86	2%	94	2%	106	1%	97	1%	82	1%
Unknown	0	0%	2	<1%	0	0%	0	0%	0	0%	1	<1%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCC ATERMs

This trend is seen at a similar rate within the State Center Community College District where 81 percent of all students fall within these categories and to a lesser extent the California Community College system data where 71 percent of students fall into these categories. The data shows a young population compared to both the District and state (Figure 6).

Figure 5. Enrollment by Age over 6 Terms



Data Source: SCCC ATERMs, CCCCO Datamart

Enrollment Trends: Financial Aid Status

The table below indicates the percentage of students who receive a Board of Governors Grant (a measure used to indicate economic need). As can be seen just over half of our students have some financial need (Table 5).

Table 5. Student Headcount by Financial Aid Status

Financial Aid Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Received BOGG	3046	55%	3027	57%	3218	58%	3646	59%	3748	56%	3730	54%
Did not Receive BOGG	2516	45%	2325	43%	2313	42%	2567	41%	2920	44%	3199	46%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCCD ATERMs, SQL

Enrollment Trends: DSPS Status

In fall 2016, the Disability Support and Services (DSPS) program served 5 percent of CCC students. The program has served between 5 and 7 percent of the population over the past 6 fall terms (Table 6).

Table 6. Student Headcount by DSPS Status

Disability Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
DSPS	402	7%	352	7%	301	5%	335	5%	391	6%	379	5%
Non-DSPS	5160	93%	5000	93%	5230	94%	5878	95%	6277	94%	6550	94%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCCD ATERMs, SQL

Enrollment Trends: Veteran Status

Veteran and active duty students represent 2 percent of the college population across the past 6 fall terms. The establishment of a Veteran's Center in 2017 is likely to increase this population in the next few years as outreach and services are increased (Table 7).

Table 7. Student Headcount by Veteran Status

Veteran Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Veteran	117	2%	93	2%	99	2%	98	2%	106	2%	108	2%
Non-Veteran	5445	98%	5259	98%	5432	98%	6115	98%	6562	98%	6821	98%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCCD ATERMs, SQL

Enrollment Trends: Enrollment Status

Although half of the student enrollment comes from continuing students in recent fall terms, the percentage of first time students has increased by 5 percent of total enrollments (Table 8).

Table 8. Student Headcount by Admit Status

Admit Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Continuing	3,647	66%	3,276	61%	3,182	58%	3,472	56%	3,586	54%	3,790	55%
First-Time	1,303	23%	1,271	24%	1,341	24%	1,623	26%	1,873	28%	1,923	28%
Returning	612	11%	619	12%	791	14%	847	14%	968	15%	956	14%
Other/Not reported	-	-	186	3%	217	4%	271	4%	241	4%	260	4%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCCD ATERMs, SQL

Enrollment Trends: Units Attempted

The table below reports the student unit load for the Clovis Community College for Fall 2011 through Fall 2016 (Table 9). The fall-to-fall data of percent headcount reveals that the category ranking remained quite stable across the six years.

Clovis Community College provides flexible scheduling to accommodate student need and students can enroll either full-time (12 or more units) or part-time. Most students maintain a full-time load with nearly half of all students taking 12 or more units a semester. Overall, there has been a 4 percent decrease of full time students (12 or more units) to 44 percent in Fall 2016.

Table 9. Student Headcount by Units Attempted

Units	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Non-Credit	0	0%	5	<1%	2	<1%	4	<1%	1	<1%	2	<1%
1.0-2.9	74	1%	61	1%	55	1%	46	1%	34	1%	37	1%
3.0-5.9	957	17%	852	16%	919	17%	1021	16%	1145	17%	1231	18%
6.0-8.9	914	16%	934	17%	937	17%	1151	19%	1354	20%	1355	20%
9.0-11.9	955	17%	914	17%	956	17%	1138	18%	1138	17%	1245	18%
12.0-14.9	1825	33%	1732	32%	1808	33%	2017	32%	2106	32%	2203	32%
15.0+	837	15%	854	16%	854	15%	836	13%	890	13%	856	12%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCC ATERMs

Enrollment Trends: Educational Goals

Students are asked to report their educational goals during the articulation process and are then encouraged to update as needed. Categories have been collapsed so as to present a clear picture of intent. As can be seen below, most students (75%) plan to get a degree, certificate, or transfer to a four-year institution (Table 10). Clovis Community College offers Associate Degrees, which are complete programs of study, as well as several Associate Degrees for Transfer, which helps students complete a program and prepare for transfer to a four-year institution.

Table 10. Student Headcount by Collapsed Educational Goal

Collapsed Educational Goal	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
4 Year College Student	197	4%	337	6%	343	6%	364	6%	359	5%	392	6%
Career Development /Other	304	5%	491	9%	516	9%	520	8%	617	9%	622	9%
Degree/ Certificate/ Transfer	1632	29%	3919	73%	4041	73%	4709	76%	5008	75%	5217	75%
Undecided/ Uncollected	3430	62%	605	11%	631	11%	620	10%	684	10%	698	10%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

Data Source: SCCC ATERMs, SQL

In looking further at student intent, most students (53%) plan to obtain an Associate's degree prior to transfer (Table 11).

Table 11. Student Headcount by Educational Goal

Educational Goal	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
BA/BS Degree after Assoc	16%	50%	50%	47%	52%	53%
BA/BS w/o Assoc Degree	9%	15%	15%	21%	17%	16%
4 Yr Stu taking classes	4%	6%	6%	6%	5%	6%
Assoc Degree w/o Transfer	3%	6%	6%	5%	5%	5%
Ed Development	1%	2%	2%	2%	3%	2%
Acquired Job Skills	2%	2%	3%	2%	2%	2%
Career Exploration	0%	1%	1%	1%	1%	2%
Update Job Skills	1%	2%	2%	1%	1%	1%
Degree/Certificate/Transfer	1%	1%	1%	1%	1%	1%
H.S. Diploma/GED	0%	0%	1%	1%	0%	1%
Maintain Cert/Lic	1%	1%	1%	1%	1%	1%
Voc Assoc w/o Transfer	1%	1%	1%	1%	1%	0%
Basic Skills	0%	1%	1%	0%	1%	0%
Undecided/Uncollected	62%	11%	11%	10%	10%	10%
Total	5562	5352	5531	6213	6668	6929

Data Source: SCCCD ATERMs, SQL

Enrollment Trends: Day/Evening Status

While most students (48%) at CCC take only courses offered during the day, there is a 60 percent increase in students who attend both day and evening classes and a 12 percent increase in students who attend only evening classes (Table 12).

Table 12. Student Headcount by Day/Evening Status

Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Day Only	3081	55%	2675	50%	2813	51%	3058	49%	3277	49%	3303	48%
Evening Only	671	12%	657	12%	626	11%	647	10%	695	10%	751	11%
Day and Evening	1810	38%	2020	38%	2092	38%	2508	40%	2696	40%	2875	41%
Total	5562	100%	5352	100%	5531	100%	6213	100%	6668	100%	6929	100%

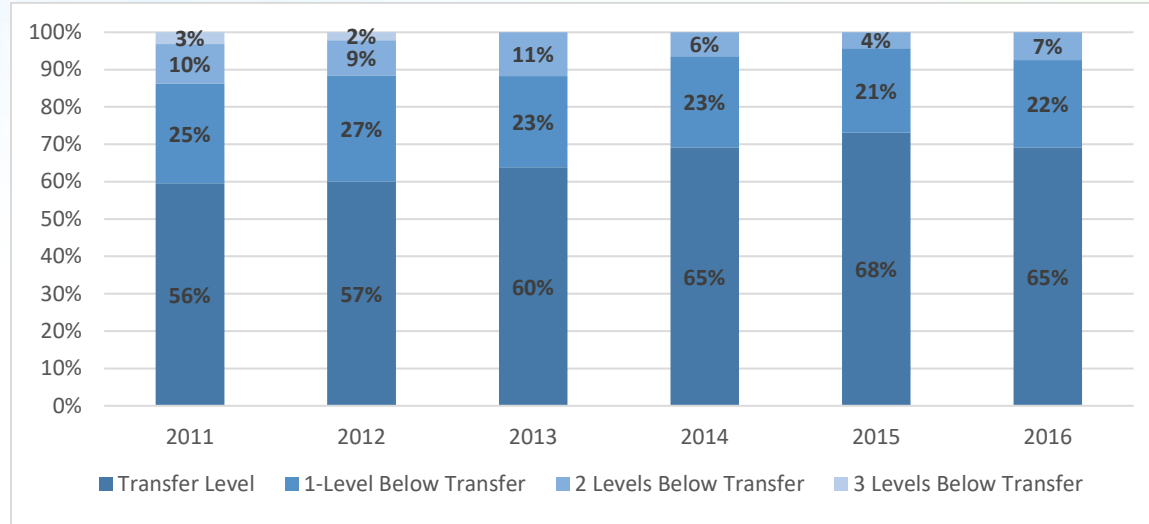
Data Source: SCCCD ATERM, ATERM FTES

Enrollment Trends: Student Placement and Disproportionate Impact

Reading Placement

Between 2011 and 2016, well over half of first-time students who completed the placement test placed into transfer-level reading and nearly a quarter of students placed one level below transfer (Figure 6).

Figure 6. Reading Placement

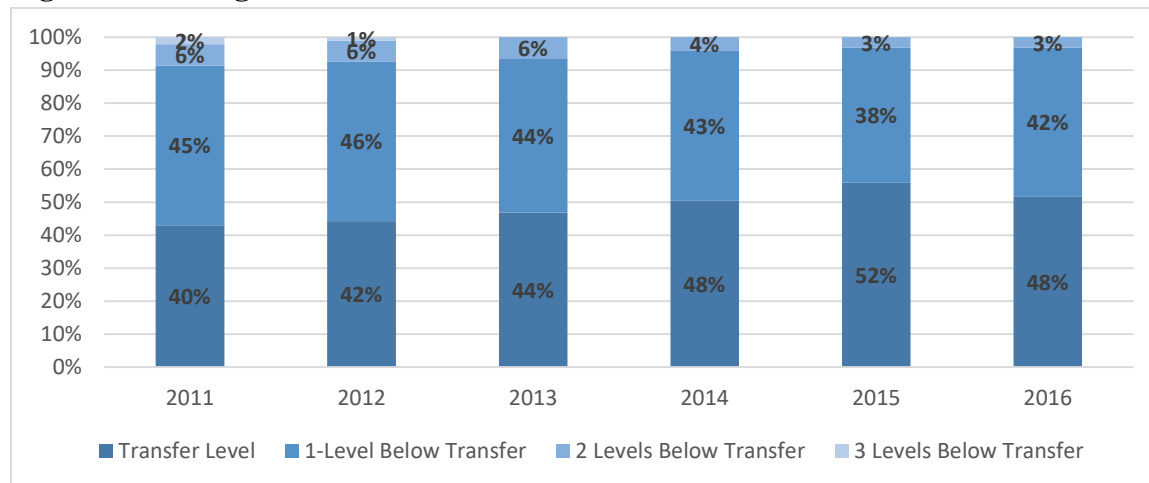


Data Source: SCCCD ATERMs, SQL Placement query

Writing Placement

Between 2011 and 2016, almost half of first-time students who completed the placement test placed into transfer-level writing and nearly a quarter of students placed one level below transfer. Between 4 and 11 percent of students placed 2 levels below (Figure 7).

Figure 7. Writing Placement

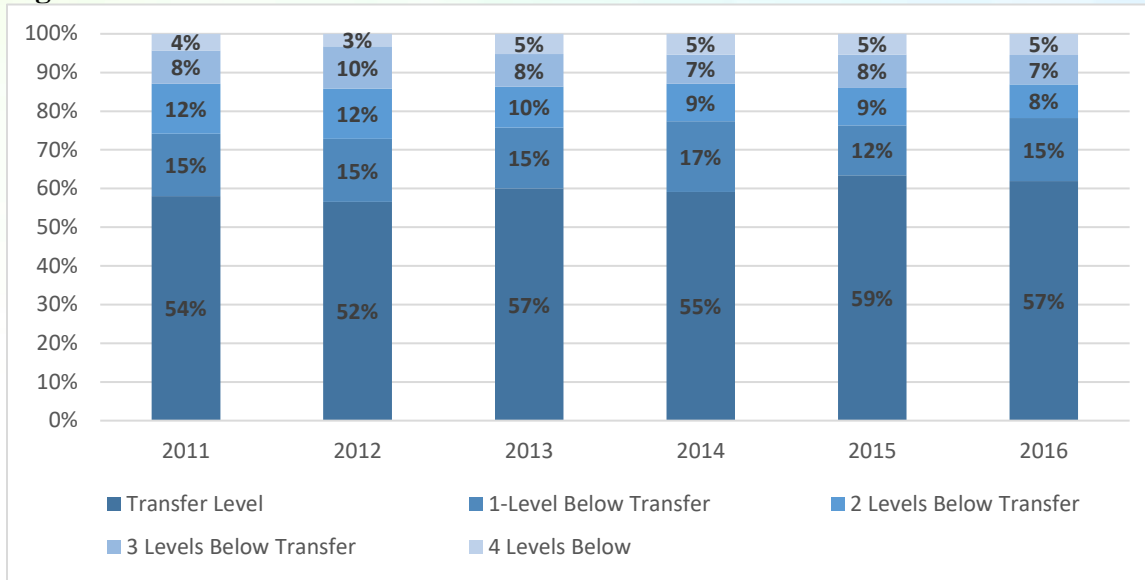


Data Source: SCCCD ATERMs, SQL Placement query

Math Placement

Over 50 percent of students place into transfer level math (Figure 8).

Figure 8. Math Placement

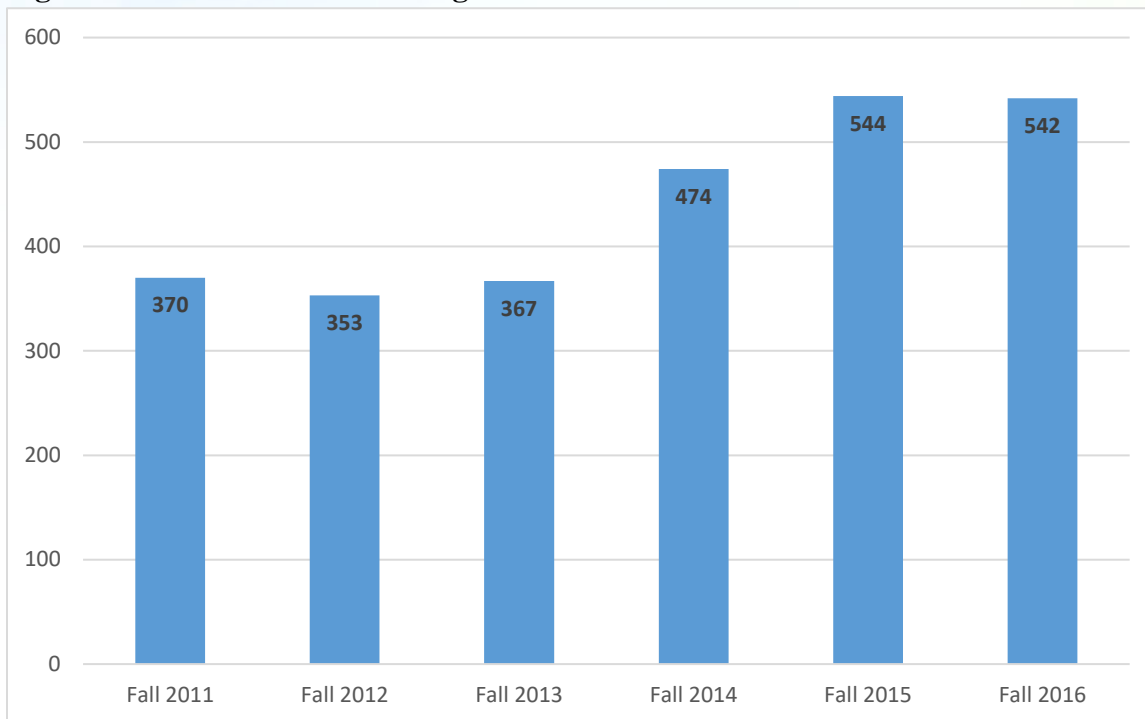


Data Source: SCCCD ATERMs, SQL Placement query

Instructional Offerings

Clovis Community College is a comprehensive community college, offering transfer pathways, associate degree programs, certificates in career technical and non-career technical areas, and developmental courses. Course offerings have increased 46 percent over the past six years (Figure 9).

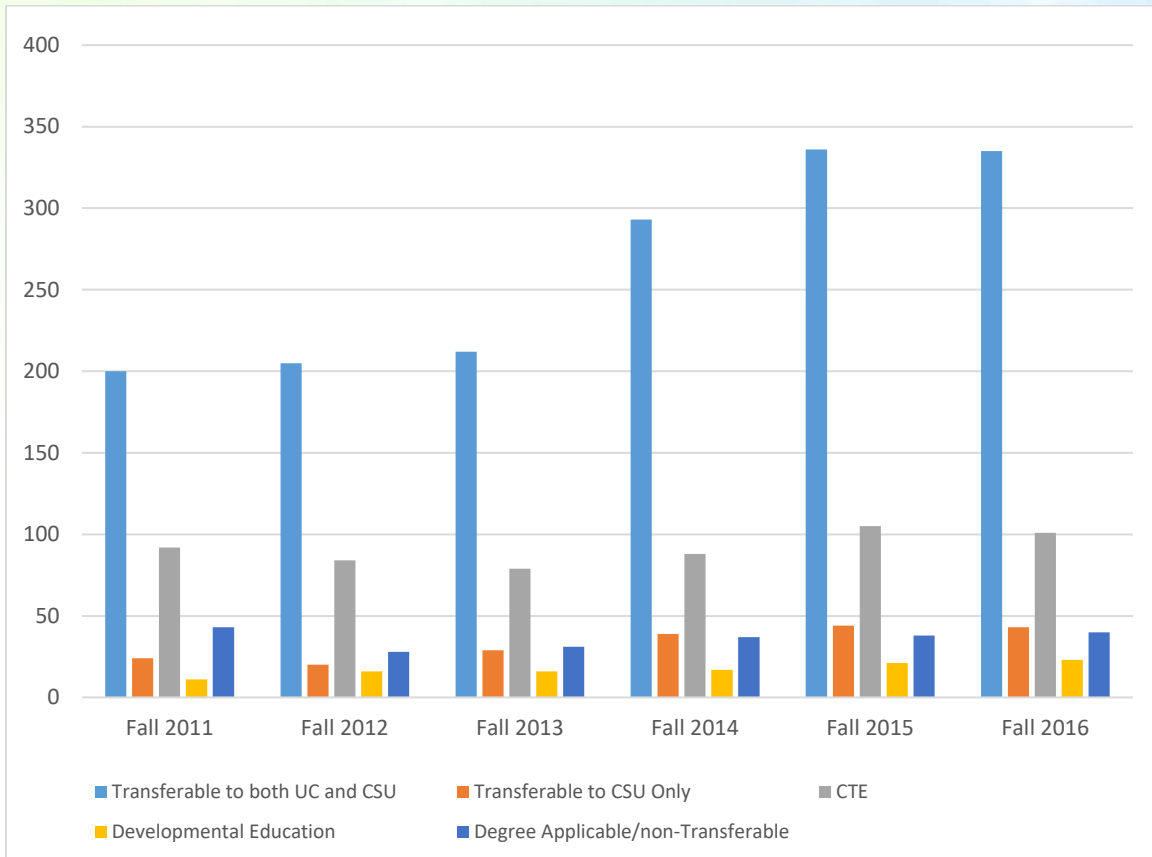
Figure 9. Course Section Offerings in Fall Terms



Data Source: SCCCD ATERM FTEs

Most (62 percent) of the courses offered at the college are transferable to both the University of California and the California State University systems with an additional 8 percent transferable to the California State University system. Transferable classes have increased by 69 percent and CTE classes have increased 10 percent over the past six years while non-transferable classes have decreased by 7 percent. (Table 10).

Figure 10. Course Section Offerings in Fall Terms by Transfer, CTE, and Developmental Education Status*



Data Source: SCCCD ATERM FTEs, SQL

* Course sections are mutually exclusive. Each section is counted one time.

Faculty and Staff Demographics

Over the past six year, the number of CCC employees has increased by 78 percent with the largest gains in tenured/tenure track faculty (132 percent) and classified administration (250 percent) with a major increase after Initial Accreditation in 2015. (Table 13).

Table 13. Employee Headcount by Position Category

Position Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Tenured/Tenure Track	37	44	44	51	66	86
Adjunct Faculty	134	134	140	183	174	171
Certificated Administrator	5	4	4	5	6	8
Classified Administrator	2	2	2	3	3	7
Classified Professional	38	43	43	45	52	68
Confidential	-	1	1	1	1	1
<i>Total</i>	216	228	234	288	302	341

Data Source: SCCCD Reports Manager

Faculty and Staff Demographics by Gender

As of the fall 2016 term, 60% of employees were women, which is a 2 percent increase from fall 2011. CCC employs a more balanced workforce of certificated staff in terms of gender with women being slightly more represented then men. CCC currently employs twice as many women as classified professionals than men (Table 14).

Table 14. Employee Headcount by Position Category and Gender, Fall 11 and Fall 16

Gender	Tenured/Tenure Track		Adjunct Faculty		Certificated Administrator		Classified Administrator		Classified Professional		Confidential		Total	
	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA
Female #	16	46	82	100	3	4	2	6	22	46	-	1	125	203
Female %	43%	53%	61%	58%	60%	50%	100%	86%	59%	68%	-	100%	58%	60%
Male #	21	40	52	71	2	4	-	1	15	22	-	-	90	138
Male %	57%	47%	39%	42%	40%	50%	-	14%	41%	32%	-	-	42%	40%

Data Source: SCCCD Reports Manager

Faculty and Staff Demographics by Ethnicity

Table 15 summarizes the number of certificated and classified staff by employment status and ethnicity. Because the College received Initial Accreditation in 2015, the past two years have shown an increase in all positions. In terms of employee demographics, the majority of contract and adjunct faculty were white. Similarly, the majority of other classifications are also white.

There is an increase in diversity and in some cases (African American, Asian, Hispanic) demographics are more in line with the service area and student population (Table 15). CCC initially showed little diversity in the ethnicity of full-time faculty, but this has increased to approximately 30% of the total faculty, thus demonstrating an improvement in a short period of time.

Table 15. Employee Headcount by Position Category and Ethnicity, Fall 11 and Fall 16

Ethnicity	Tenured/Tenure Track		Adjunct Faculty		Certificated Administrator		Classified Administrator		Classified Professional		Confidential		Total	
	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA	11FA	16FA
African American #	1	-	1	5	-	2	-	-	1	2	-	-	3	9
African American %	3%	-	1%	3%	0%	25%	0%	14%	3%	3%	-	-	1%	3%
American Indian/Alaska Native #	-	-	2	3	-	-	-	-	-	1	-	-	2	4
American Indian/Alaska Native %	-	-	1%	2%	-	-	-	-	0%	1%	-	-	1%	1%
Asian #	-	5	10	14	1	-	-	1	3	8	-	-	14	28
Asian %	0%	6%	7%	8%	20%	0%	0%	14%	8%	12%	-	-	6%	8%
Filipino #	-	1	2	4	-	-	-	-	-	-	-	-	2	4
Filipino %	0%	1%	1%	2%	-	-	-	-	-	-	-	-	1%	1%
Hispanic #	3	15	18	26	-	-	-	-	9	22	-	-	30	66
Hispanic %	8%	17%	13%	15%	-	-	-	43%	24%	32%	-	-	14%	19%
Multiple Ethnicities #	2	3	1	2	-	-	-	-	-	1	-	-	3	6
Multiple Ethnicities %	5%	3%	1%	1%	-	-	-	-	-	1%	-	-	1%	2%
Pacific Islander #	1	1	-	-	-	-	-	-	-	1	-	-	1	2
Pacific Islander %	3%	1%	-	-	-	-	-	-	-	1%	-	-	-	1%
White #	29	60	92	108	4	6	2	3	24	33	-	1	151	211
White %	78%	70%	69%	63%	80%	75%	100%	43%	63%	49%	-	100%	70%	62%
Unknown #	1	1	8	10	-	-	-	-	24	33	-	1	10	11
Unknown %	3%	1%	6%	6%	-	-	-	-	3%	-	-	-	5%	3%

Data Source: SCCCD Reports Manager

Service Area Demographics

Comparative Demographics: Population by Ethnicity

The CCC service area data is from the 2017 Educational Master Plan and is a 7.5-mile radius around the college. Note: The United States Census defines “Hispanic” as an origin, not a race. People of Hispanic origin can be of any race. Many people will identify themselves as Hispanic and White, or Hispanic and Black. Because of this definition, for census data, when including Hispanic in the list, the total will exceed 100%.

The service area generally resembles the demographics of Fresno County in most areas; however, there are two notable differences. Hispanic adults account for a much smaller percentage of adults in the CCC service area (31%) than in Fresno County (50%) and White adults comprise a much larger percentage in the service area (64%) than in Fresno County (55%) (Table 16).

Based on student demographic trends, CCC tends to serve a similar population to the service area than Fresno County.

Table 16. CCC Service Area and Fresno County Population by Ethnicity

Ethnicity	CCC Service Area		Fresno County	
	Population	Percentage	Population	Percentage
African American	11,718	4%	49,523	5%
American Indian	2,929	1%	15,649	2%
Asian	35,154	12%	89,357	10%
Hispanic*	146,478	31%	468,070	50%
Two or More Races	14,647	5%	42,286	5%
White	187,491	64%	515,145	55%
Other	38,084	13%	217,085	23%
Total	290,023	-	929,045	-

Data Source: 2017 CCC Ed Master Plan; U.S. Census Bureau, 2010 Census

* Hispanic data not included in totals

Comparative Demographics: Population by Age

As of the 2010 Census, nearly 70 percent of CCC service area residents were over 19 years of age. Similarly, just under 70 percent of Fresno County residents are over 19 (Table 17). Thirty-five percent of the service area residents and 41 percent of Fresno County residents fall within the traditional college student age range (18-24). Another 15 percent of service area residents and 14 percent of Fresno County residents were between 25 and 34 years of age and that is similar to CCC students.

Table 17. CCC Service Area and Fresno County Population by Age

Age	CCC Service Area		Fresno County	
19 and under	78,306	27%	310,735	33%
20-24	23,202	8%	75,290	8%
25-34	43,503	15%	132,729	14%
35-44	34,803	12%	114,369	12%
45-54	34,513	12%	115,052	12%
55-64	34,223	12%	88,854	10%
65+	40,603	14%	93,421	10%
Total	289,153	-	930,450	-

Data Source: 2017 CCC Ed Master Plan; U.S. Census Bureau, 2010 Census

Comparative Demographics: Population by Gender

There are slightly more males attending Clovis Unified School District (CUSD) than females which is different than the college demographic which typically has a 9 to 13 percent higher females student rate compared to males.

Table 18. CUSD and Fresno County Population by Gender

Gender	CUSD*		Fresno County	
Female	20,860	49%	465,639	50%
Male	21,886	51%	464,811	50%
Total	42,746	-	930,450	-

Data Source: U.S. Census Bureau, 2010 Census; * CCC Service Area data not available by Gender

Comparative Demographics: Educational Attainment

Roughly 43% of adults 25 and older in the CCC service area have at least an Associate’s degree while 24% of Fresno County residents have one (Table 19).

Table 19. CCC Service Area and Fresno County Educational Attainment, Adults Age 25 and Older

Highest Level of Education	CCC Service Area		Fresno County	
	Count	Percentage	Count	Percentage
Less than HS	31,807	11%	147,937	32%
HS Graduate (or GED)	60,433	21%	96,097	21%
Some College (no degree)	75,180	26%	102,066	22%
Associate Degree	28,915	10%	29,513	6%
Bachelor’s Degree	60,722	21%	54,658	12%
Graduate/Professional Degree	34,698	12%	25,269	6%
<i>Total</i>	291,755	-	455,540	-

Data Source: 2017 CCC Ed Master Plan; U.S. Census Bureau, 2010 Census

Comparative Demographics: Poverty Level

Fresno County has one of the highest poverty rates in the state and is currently approximately 1 in 5 families compared to Clovis and the state at 1 in 8.

Table 20. City of Clovis, Fresno County, and California Populations Below Poverty Level

Poverty Levels	Clovis, California	Fresno County	California
All Families	12%	22%	12%
Families with Related Children Under 18 Years	17%	32%	18%

Data Source: American Community Survey, 2015-Table DP03

Comparative Demographics: Veteran and Civilian Population

According to recent estimates, 6 percent of residents are Veterans. According to recent estimates, military veterans account for 8 percent of Clovis’ adult population and 6 percent of the county’s adult population. Approximately one in eight veterans (12%) in Clovis is a post-9/11 Gulf War veteran, which mimics the overall county of Fresno (Table 21). In comparison, 2 percent of Clovis students are Veterans.

Table 21. City of Clovis and Fresno County Veteran and Adult Civilian Population

Veteran Status	Clovis, California (Estimates)	Fresno County (Estimates)
All Veterans	5,963 (8% of Civilian Pop. Age 18 and Older)	40,091 (6% of Civilian Pop. Age 18 and Older)
Gulf War (9/2001 or later) Veterans	12%	12%
Gulf War (8/1990 to 8/2001) Veterans	17%	14%
Vietnam Era Veterans	38%	38%
Korean War Veterans	9%	11%
World War II Veterans	6%	8%

Data Source: 2011-2015 American Community Survey 5-Year Estimates

Comparative Demographics: Disability

Overall, 12% of both Clovis and Fresno County residents have some type of disability compared to 10 percent of California residents (Table 22). Currently, 5 percent of CCC students report a disability.

Table 22. City of Clovis, Fresno County, and State Disability Rates

Disability Status	Clovis, California (Estimates)		Fresno County (Estimates)		California (Estimates)	
Any Disability	12,069	12%	117,014	12%	3,947,390	10%

Data Source: 2011-2015 American Community Survey 5-Year Estimates

Institution-Set Standards

In order to meet the new accreditation requirements, the College initially established Institution Set Standards (ISS) in line with common benchmarking processes. The College revisited the ISS in 2017 and agreed to re-evaluate the benchmarks each year but that those benchmarks were intended to serve as a baseline for performance moving forward. CCC has established Institution Set Standards for all areas of student achievement including successful course completion, fall to fall persistence, number of degree graduates, number of certificate graduates, and number of transfers to four-year universities.

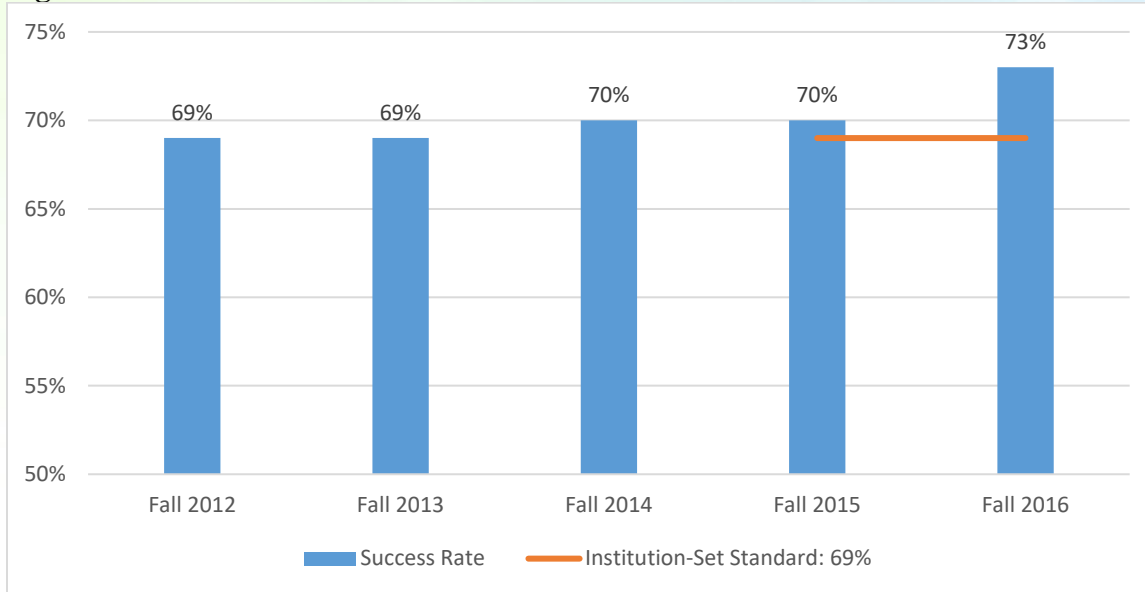
Aspirational Goals

CCC assesses its progress toward meeting its Mission and goals via a number of key performance indicators. The central components of these indicators are related to student achievement. In 2015, to better align with California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) core indicators of effectiveness, Clovis identified 10 key performance indicators for focus on college planning and evaluation. These indicators included successful course completion rate, basic skills English progress rate, basic skills math progress rate, CTE rate, number of associate degrees awarded, number of certificates awarded, number of transfers to a four year universities, Scorecard overall completion rate, Scorecard prepared completion rate, and Scorecard unprepared completion rate. The College also identified short-term (1 year) and long-term (6 year) goals.

Institution-Set Standards and Course Completion Rate

Over the past five fall terms, the College's successful course completion rate has increased from 69 percent to 73 percent. Given the various initiatives designed to increase student success at the course level including classroom tutoring, course redesign, faculty professional development related to engaging teaching and learning strategies, and increasing campus tutoring services, College stakeholders expect the trend to continue (Figure 11).

Figure 11. Institution-Set Standards and Course Success Rate

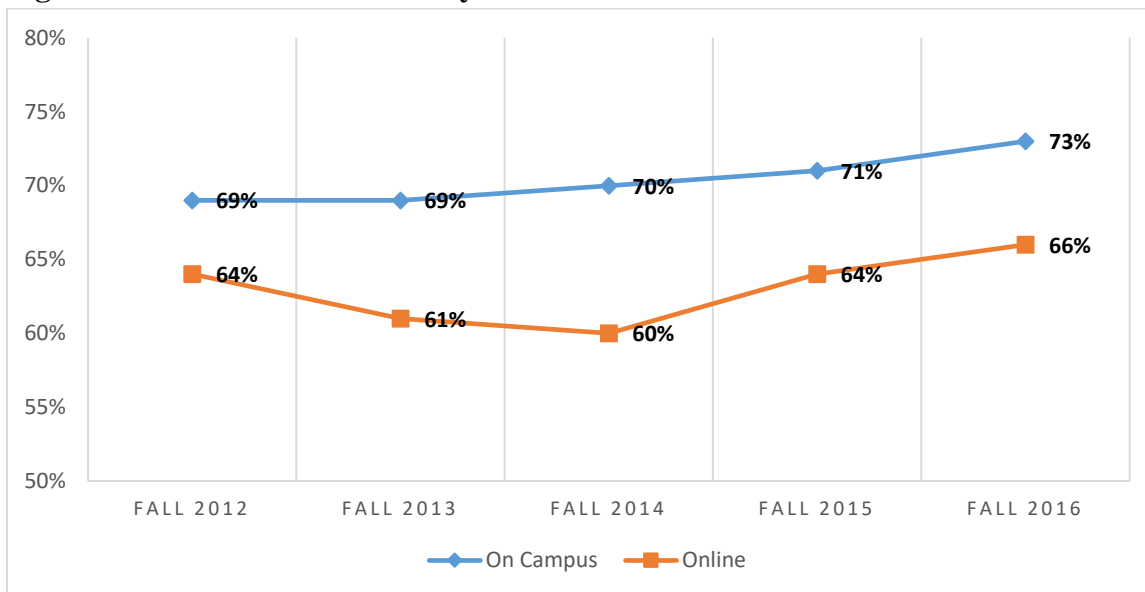


Data Source: SCCC ATERM

Course Success Rate by Educational Mode

Clovis Community College regularly disaggregates college-wide data on course success rates by distance education status. Over the past 5 fall terms, distance education courses had traditionally lower success rates than on-campus classes (5 percent to 10 percent) (Figure 12).

Figure 12. Course Success Rate by Distance Education Status*

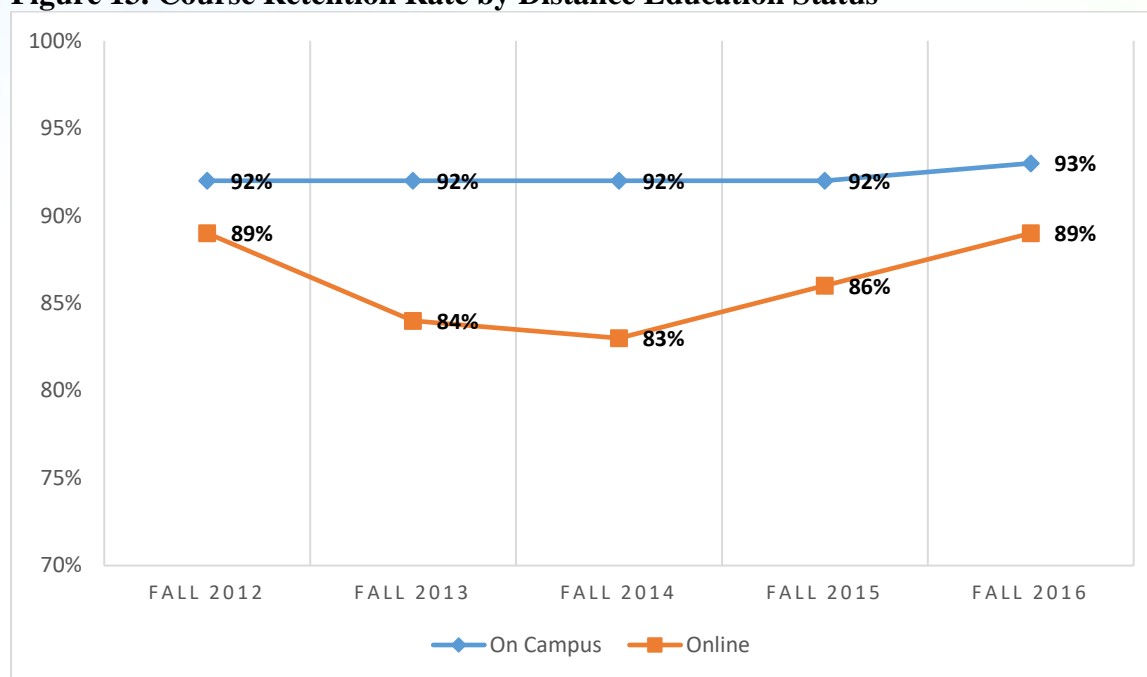


Source: SCCC ATERM file, ATERM FTES file * Includes enrollments in hybrid courses

Course Retention by Educational Mode

As was seen with success rates, students in online classes tend to have lower retention rates than their on-campus peers (3 percent to 9 percent). The College continues to work diligently with faculty with regard to improving distance education outcomes and ensure the College meets the needs of all students enrolling in CCC courses. This is one of the College’s Action Projects for the Quality Focus Essay.

Figure 13. Course Retention Rate by Distance Education Status*



Source: SCCCD ATERM file, ATERM FTES file * Includes enrollments in hybrid courses

Disaggregated Course Success Rate

In 2015-16, Clovis Community College relied on the percentage point gap analysis to assess equity in student outcomes. As seen in Table 23, there were equity gaps in course success for student who are African American, American Indian, Foster Youth, Disabled, or low income. The College has taken steps to address these gaps by implementing programs to provide more comprehensive services to students such as classroom tutoring and expanded access to the Tutorial Center.

Table 23. Course Success Rates by Student Demographics, Percentage Point Gap

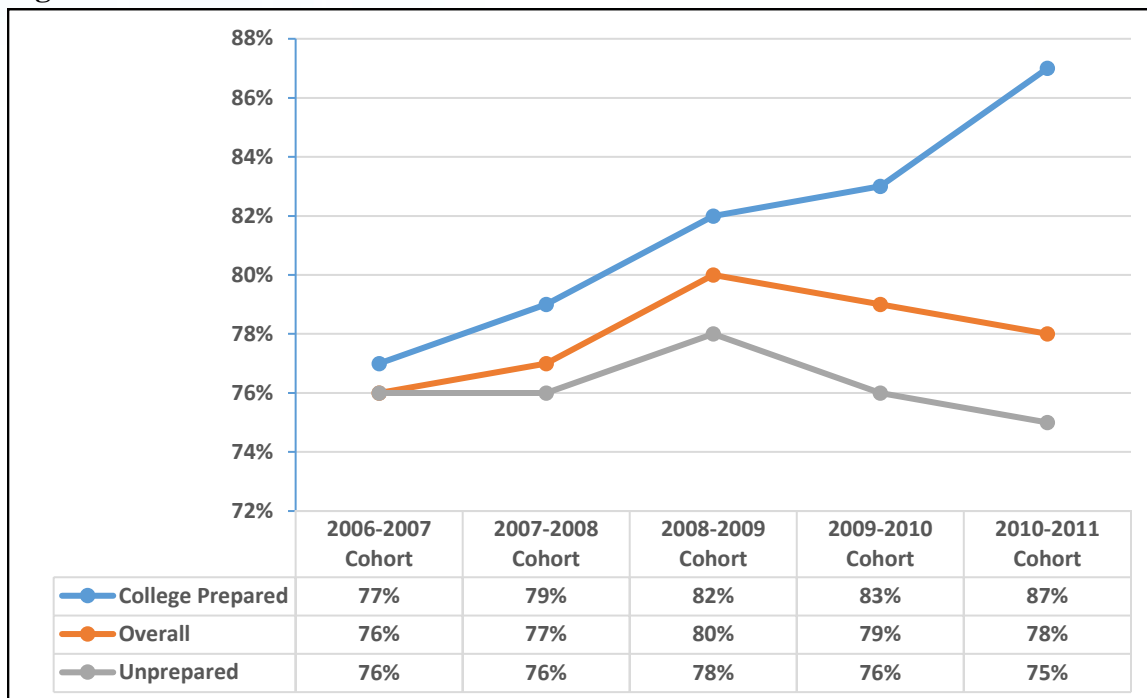
<i>Target Population</i>	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	69	41	59%	73%	-14**
Asian	1,324	1,000	76%	73%	+3
Black or African American	431	279	65%	73%	-8**
Hispanic or Latino	6,413	4,353	68%	73%	-2
Native Hawaiian or other Pacific Islander	40	26	65%	73%	-8
White	7,094	5,427	77%	73%	+4
Some other race	286	369	78%	73%	+5
More than one race	1,077	802	74%	73%	+1
<i>All Students</i>	<i>16,701</i>	<i>12,325</i>	<i>*73%</i>		
Males	7,535	5,340	71%	73%	-2
Females	8,962	6,668	74%	73%	+1
Unknown	204	317	64%	73%	-9**
Current or former foster youth	51	14	27%	73%	-46**
Individuals with disabilities	940	640	68%	73%	-5**
Low-income students	9,134	6,403	70%	73%	-3**
Veterans	142	102	72%	73%	-1

Data Source: CCC Student Equity Plan Update, 2017-18

First-Time Student Persistence

Persistence is defined as the percentage of degree and/or transfer-seeking first-time students, with a minimum of six units who attempted any Math or English in the first three years and who enroll in three consecutive primary terms anywhere in the system. This is considered a milestone metric in that research shows students who are continuously enrolled tend to complete more often than those who are not. The persistence rate, as calculated in the Scorecard, has an overall rate as well as a rate for students who are either “prepared” for college level Math and/or English or “unprepared” for college level Math and/or English.

Figure 14. First-Time Student Persistence



Data Source: CCCC Scorecard, * < 50 students in cohort

The chart above indicates an increase in persistence, overall, with a large gain coming from those students in the College Prepared category, which increased from 77% to 87% over the five cohorts. Overall, the persistence rate has increased from 76% for the 2006-2007 cohort to 78% for the 2010-2011 cohort. Students in the Unprepared for College cohorts decreased persistence rates by 1% over the five cohorts.

Student Persistence by Gender

Students who enter College prepared are typically more successful than those who are not prepared. The following breakdown of persistence by gender shows (with only a few exceptions) that over the past 5 cohorts there has been an increase in persistence for both female and male students and that those who were college prepared were more likely to persist than those who were not college prepared (Table 24).

Table 24. Student Persistence by Gender

All 1 st Time College Students	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	78%	79%	83%	79%	80%
Male	75%	75%	76%	78%	77%

Data Source: CCCC Scorecard, * < 50 students in cohort

Student Persistence

The following breakdown of persistence by ethnicity shows disparity over the past 5 CCCC Scorecard cohorts.

In looking at these data points, the ethnic categories have recently changed at the CCCC and many of the groups are below the common standard for stability (n=50).

Comparing the 2010-11 cohort to the 2006-07 cohort, gains in persistence are noted for Hispanic (+9%), Native American (+12%), Hawaiian/Pacific Islander (+20%), two or more races (+12%), and others (+8). There is a decrease for African American (-7%), Asian (-2%), and White (-1%) students. Students who were college prepared were typically more likely to persist than those who were not college prepared (Table 25).

Table 24. Student Persistence by Ethnicity

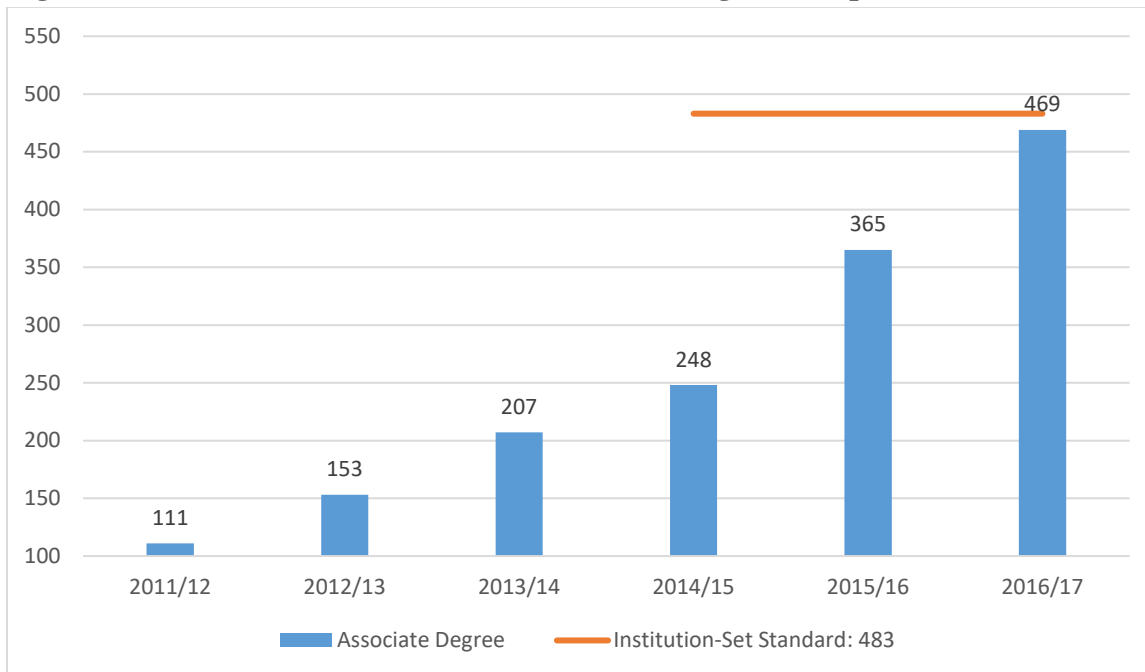
All 1 st Time College Students	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	71%	78%	95%	81%	64%
Asian	85%	82%	79%	80%	83%
Filipino*	63%	90%	80%	88%	63%
Hawaiian/Pacific Islander*	80%	33%	50%	100%	100%
Hispanic	73%	78%	79%	79%	82%
Native American*	74%	62%	78%	40%	86%
Other	77%	74%	73%	75%	83%
Two Or More Races*	-	-	-	62%	74%
White	78%	77%	81%	79%	77%

Data Source: CCCC Scorecard, * < 50 students in cohort

Institution-Set Standard and Associate Degree Completion

As a new community college, CCC began issuing degrees and certificates in 2016. As such, data based on the graduation site before this data may not be complete. In 2017, the College established a short-term goal for degree attainment to be 483 Associate Degrees awarded a year. The number of Associate Degrees awarded in 2016-17 was 469, just short of the benchmark (Figure 15).

Figure 15. Institution-Set Standard for Associate Degree Completion

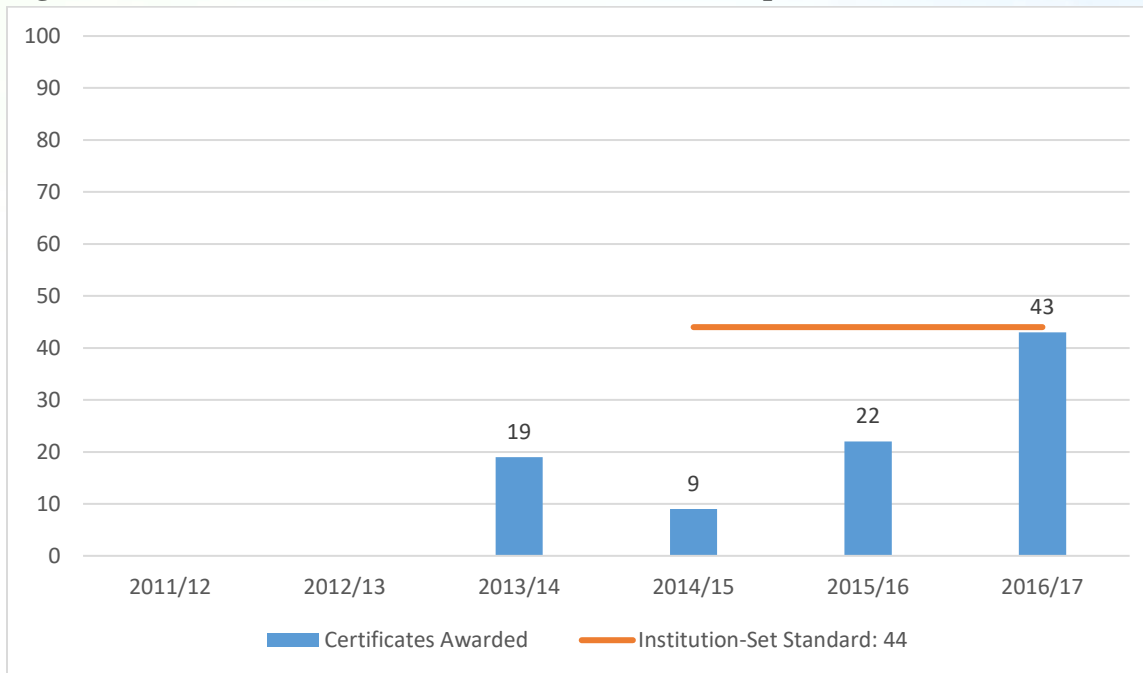


Data Source: SQL

Institution-Set Standard and Certificate Completion

Similarly, the College established Institution-Set Standards for certificate completions. As a new college, some of the programs that will lead to certificates are just recently advanced through the curriculum process. The College is confident it will meet or exceed this standard in the next year or two.

Figure 16. Institution-Set Standard for Certificate Completion



Data Source: SQL

When the certificate and degree attainment rates were disaggregated by student demographics for the 2017 equity plan update, gaps were observed for African American students, men, Foster Youth and Veteran's. The Foster Youth subset, however, is below the minimum standard for analysis (Table 25).

Degree and Certificate Attainment Rate

Table 25. Degree and Certificate Attainment by Student Demographics, Percentage Point Gap

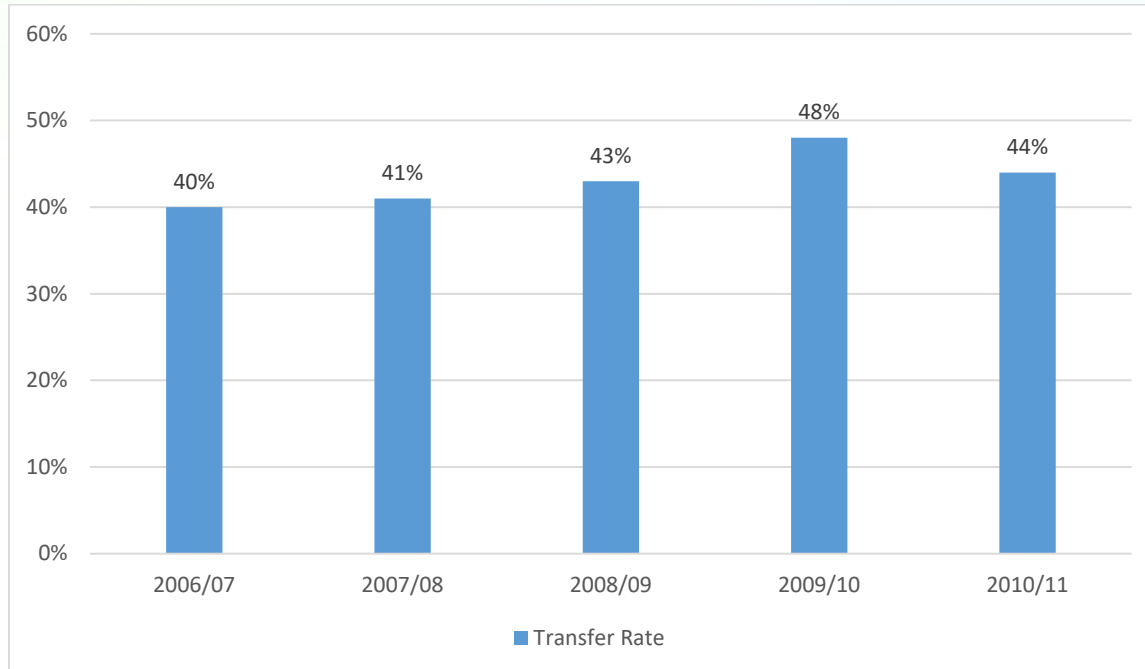
<i>Target Population</i>	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within 6 years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	7	1	14%	16%	-2
Asian	80	12	15%	16%	-1
Black or African American	3	39	8%	16%	-8**
Hispanic or Latino	53	310	17%	16%	+1
Native Hawaiian or other Pacific Islander	16	3	16%	16%	-
White	561	81	14%	16%	-2
Some other race	18	7	39%	16%	+23
More than one race	43	7	16%	16%	-
<i>All Students</i>	1077	167		16%	
Males	492	66	13%	16%	-3**
Females	563	98	17%	16%	+1
Unknown	22	3	14%	16%	-2
Current or former foster youth*	<i>n < 30</i>			16%	-16%**
Individuals with disabilities	44	5	11%	16%	-4
Low-income students	681	109	16%	16%	-
Veterans	44	3	7%	16%	-9%**

Data Source: CCC Student Equity Plan 2017; Foster Youth group *n < 30*

Transfer Rates

Overall, CCC has more than a forty percent transfer rate based on CCCC criteria. Transfer rate is defined as the percentage of first time students who transfer to a four-year institution within 6 years. The College does not report an Institution-Set Standard or aspirational goal for this outcome; however, the Student Success and Equity Committee uses the information in equity planning (Figure 17). Transfer rates have ranged from 40 to 48 percent over the past 5 cohorts.

Figure 17. Student Success Scorecard Transfer Rates



The Student Success and Equity Committee examines transfer rates disaggregated by various student demographics. Based on the data from the 2017 Student Equity Plan achievement gaps in transfer are noted for Veteran's and Foster Youth. The Foster Youth subset, however, is below the minimum standard for analysis (Table 26).

Table 26. Transfer by Student Demographic, Percentage Point Gap

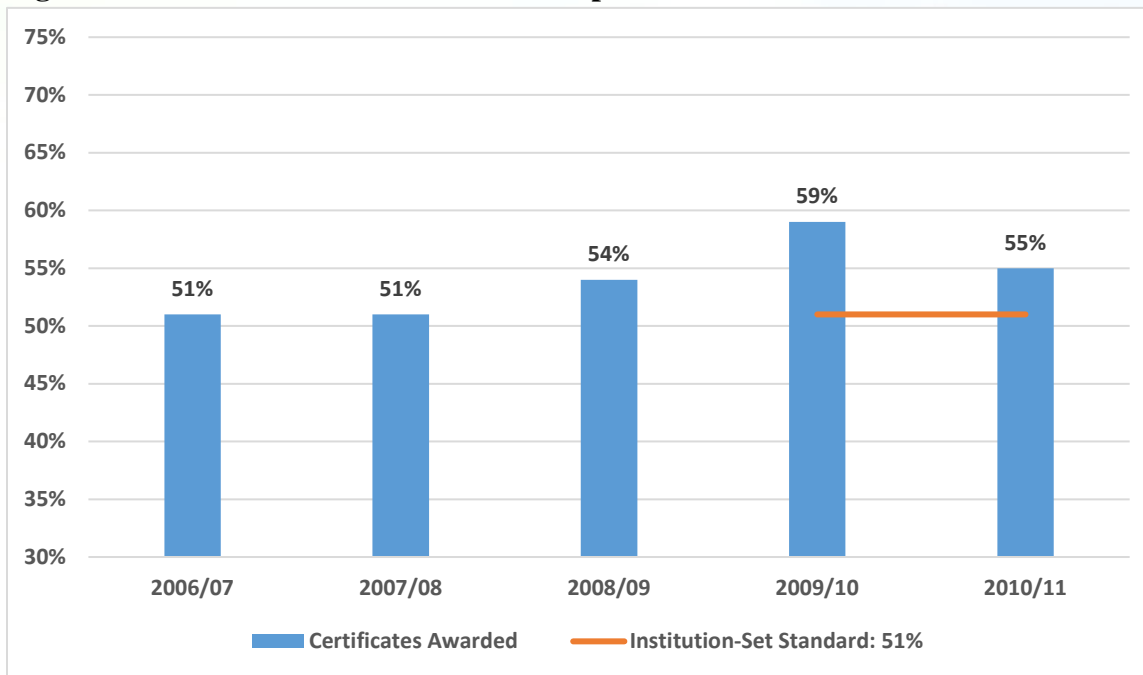
<i>Target Population</i>	The # of students who complete a minimum of 6 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after three years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	7	1	14%	16%	-2
Asian	80	12	15%	16%	-1
Black or African American	3	39	8%	16%	-8**
Hispanic or Latino	53	310	17%	16%	+1
Native Hawaiian or other Pacific Islander	16	3	16%	16%	-
White	561	81	14%	16%	-2
Some other race	18	7	39%	16%	+23
More than one race	43	7	16%	16%	-
<i>All Students</i>	1077	167		16%	
Males	492	66	13%	16%	-3**
Females	563	98	17%	16%	+1
Unknown	22	3	14%	16%	-2
Current or former foster youth*	<i>n < 30</i>			16%	-16%**
Individuals with disabilities	44	5	11%	16%	-4
Low-income students	681	109	16%	16%	-
Veterans	44	3	7%	16%	-9%**

Data Source: CCC Student Equity Plan 2017; Foster Youth group *n < 30*

Student Success Scorecard Completion Rates

In order to assess student completion through a broader range of student educational goals, the College also examines California Community College Student Success Scorecard completion rates. Completion rate is defined as the percentage of first time student who graduates with an associate degree or certificate, transfers to a four-year university, or becomes “transfer prepared” meaning they have completed 60 transferable units with a GPA of 2.0 or above within 6 years (Figure 18). The College has established a 51 percent 1-year goal and a 55 percent 5-year goal.

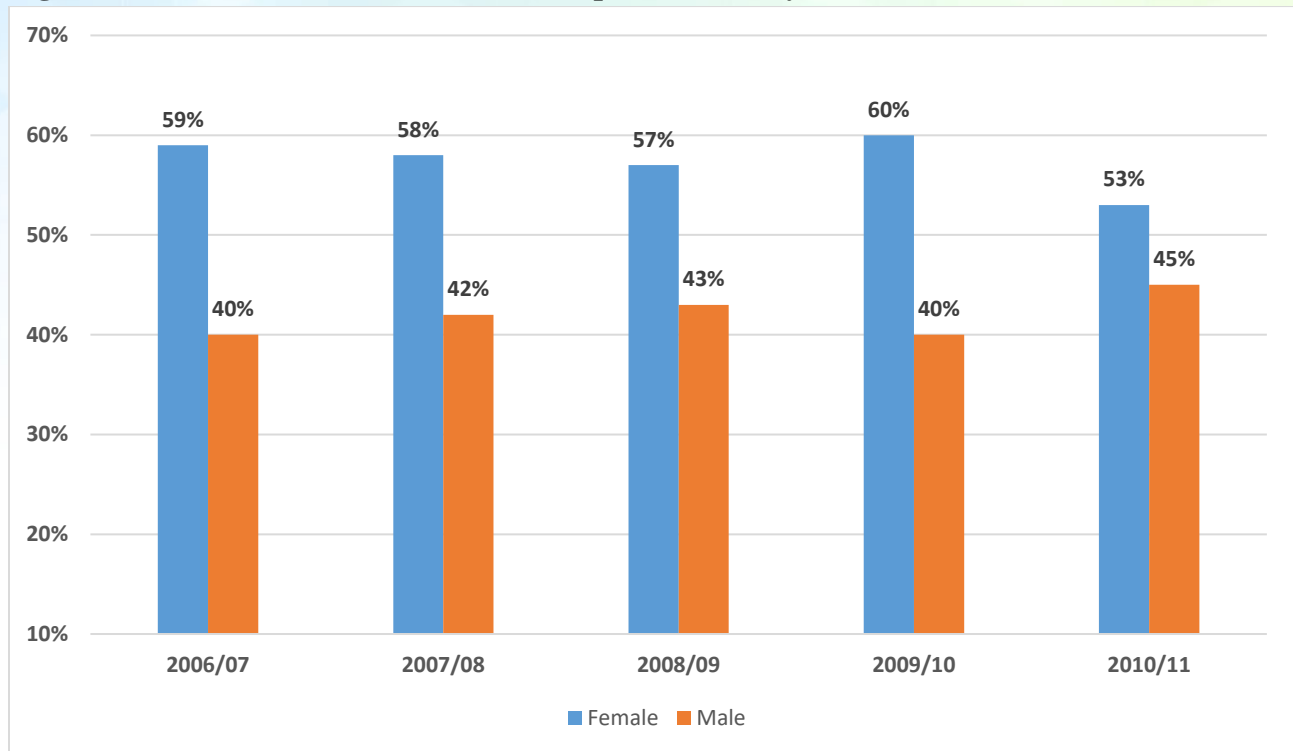
Figure 17. Student Success Scorecard Completion Rate



Data Source: CCCCO Scorecard

Note: Data presented from the Scorecard has been gathered through Data on Demand and is a subset of Reedley College. CCC recodes the data to identify students who were at Clovis and reports on those students only.

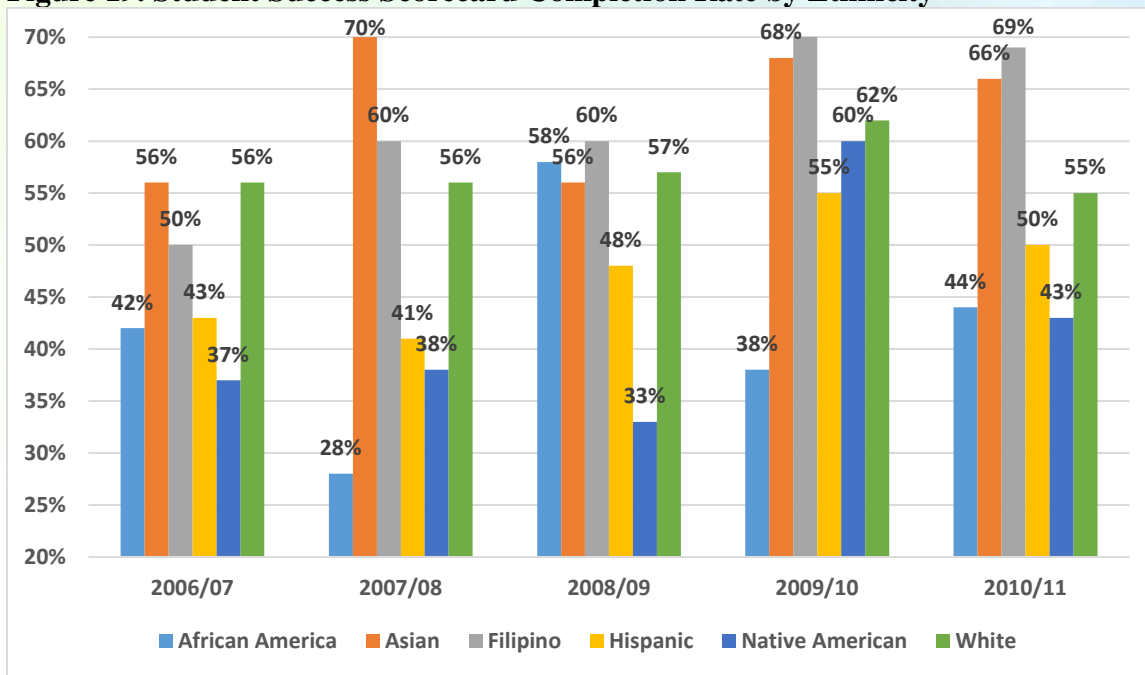
The College has not yet adopted Institution-Set Standards or aspirational goals for disaggregated data for completion; however, the Student Success and Equity Committee reviews disaggregated Scorecard data for cohort trends. In general, female student’s completion rates exceed their male counterparts by a margin well above the percentage point gap indicating disparity (Figure 18).

Figure 18. Student Success Scorecard Completion Rate by Gender

Data Source: CCCCC Scorecard

Gaps in student completion are noted for African American and Hispanic students. The College's recent efforts directed at improving overall associate degree attainment rates and specifically targeting equity groups for student ethnic groups are expected to reduce and eventually eliminate these equity gaps in attainment (Table 19). (Native American students were also underrepresented in completion, however the cohort is small and below the minimum standard for analysis.)

Figure 19. Student Success Scorecard Completion Rate by Ethnicity

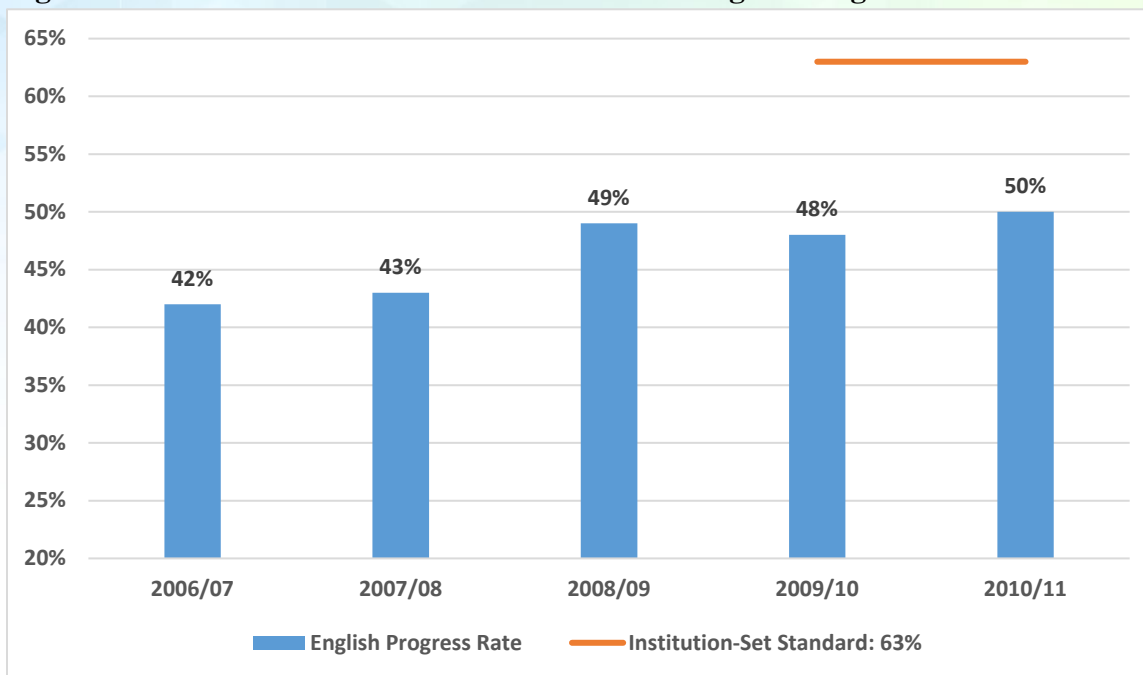


Data Source: CCCC Scorecard

Other key indicators of college performance include basic skills/remedial progress rates. Beginning in spring 2015, the college established short and long term goals for basic skills English and math progress rates.

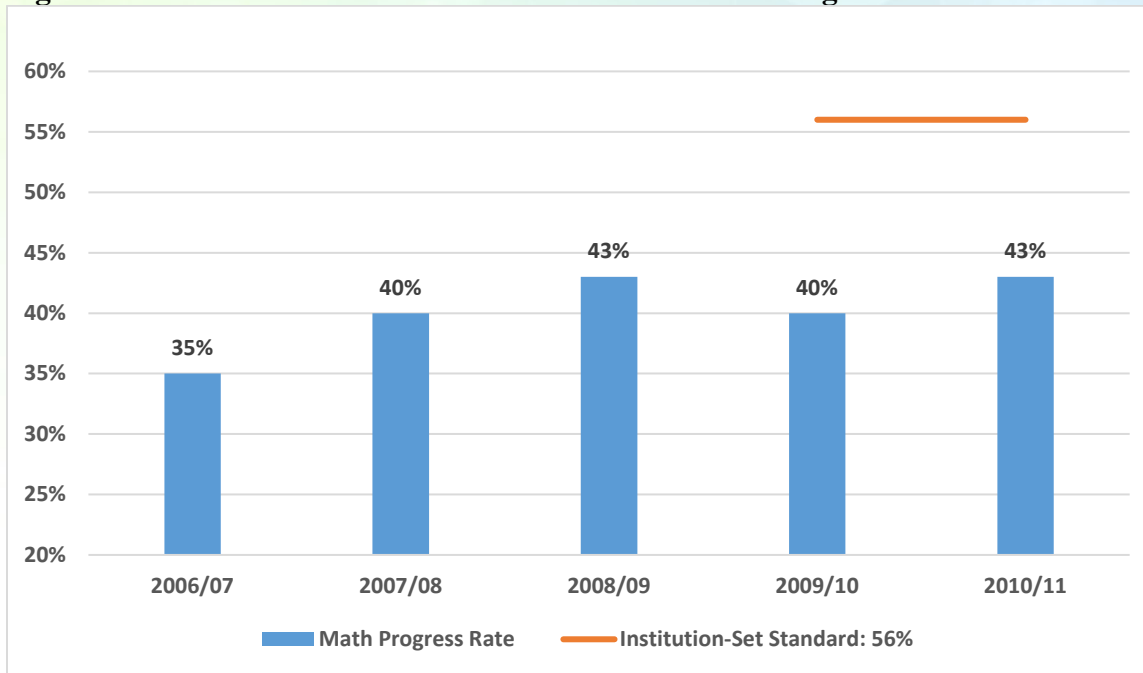
As of spring 2017, CCC set a 63 percent short-term goal (1 year) and 69 percent long-term (6 year) goal for basic skills English progress rate. Progress is defined as the percentage of students who began in an English course any level below and successfully complete a transfer level English class within 6 years (Figure 20).

The College began piloting a number of interventions to improve student progression including accelerated developmental English courses and co-requisite courses. In addition, the College has had many professional development opportunities such as On Course training to help improve progress rates.

Figure 20. Student Success Scorecard Basic Skills English Progress Rate

Source: CCCCO Scorecard

As of spring 2017, CCC set a 59 percent short-term goal (1 year) and 60 percent long-term (6 year) goal for basic skills math progress rate (Figure 21). The math department has implemented several initiatives to increase placement rates into transfer-level classes and overall success and graduation rates. For instance, the first stages of multiple measures have begun along with a new co-requisite course to assist remediation students. In addition, there is a coordinated effort to increase data sharing with Clovis Unified School District that will also increase appropriate placement and overall success rates.

Figure 21. Student Success Scorecard Basic Skills Math Progress Rate

Source: CCCC Scorecard

The following table breaks the information down to Basic Skills English and math cohorts combined. Because the College is still small, it makes more sense to combine the English and math cohorts in order to have more stable samples.

As can be seen, students from several groups struggle with basic skills progress including African Americans, Hispanics, and low-income students. However, the College is confident that by increasing the aforementioned interventions, not only will overall progress increase but these gaps will also diminish.

Table 27. Basic Skills English and Math Progress Rate by Student Demographic, Percentage Point Gap

<i>Target Population 2010-2011 cohort</i>	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	14	5	36%	47%	-9**
Asian	90	50	56%	47%	+9
Black or African American	60	21	35%	47%	-12**
Hispanic or Latino	473	191	40%	47%	-7**
Native Hawaiian or other Pacific Islander	23	13	57%	47%	+10
White	708	357	50%	47%	+3
Some other race	48	26	54%	47%	+7
More than one race	51	20	39%	47%	-8**
<i>All Students</i>	1467	683	47%		
Males	656	295	45%	47%	-2
Females	792	384	48%	47%	+1
Unknown	17	4	24%	47%	-23**
Current or former foster youth*	<i>n < 30</i>		100%	47%	+53
Individuals with disabilities	124	61	49%	47%	+2
Low-income students	848	353	42%	47%	-5**
Veterans	114	65	57%	47%	+10

Data Source: CCC Student Equity Plan 2017; Foster Youth group *n* < 30

Institution-Set Standards (for ACCJC)

The Annual Report to the Accrediting Commission for Community and Junior Colleges has asked each college to report annual Institution-Set Standards for fall to fall retention, successful course completion, number of degrees and certificates, and number of transfers to 4-year colleges and universities. It is likely that these standards will continue to be modified so as to become a normal piece of the annual report and perhaps a benchmark for minimal attainment.

SUCCESSFUL COURSE COMPLETION RATE:

Fall 16 Successful Course Completion Rate	73%
5 – Year Average	71%
5 – Year Average by Subject (low)	57%
5 – Year Average by Ethnicity (low)	62%
<hr/>	
Previous Standard (2016)	60%
<hr/>	
Suggested Institutional Standard	65%

Note: Students who successfully passed any course

Fall to Fall Retention:

Fall 2015 to Fall 2016	47%
5 – Year Average	50%
5 – Year Average Ethnicity (low)	47%
<hr/>	
Previous Standard (2016)	60%
<hr/>	
Suggested Institutional Standard	47%

Note: First-time students who enroll in fall and then enroll in the subsequent fall

Degree Completion:

	Awards
2014-2015	255
2015-2016	365
3 – Year Average	272
<hr/>	
Previous Standard (2016)	200
<hr/>	
Suggested Institutional Standard	300

Certificate Completion:

	Awards
2014-2015	19
2015-2016	40
3 – Year Average	35
<hr/>	
Previous Standard (2016)	36
<hr/>	
Suggested Institutional Standard	40

Transfer:

	Transfer
2013-14	1,685
2014-15	2,143
3 – Year Average	1,934
<hr/>	
Previous Standard (2016)	1,200
<hr/>	
Suggested Institutional Standard	1,500

Note: Transfer students established through NSCH based on CCC attendance (may be duplicated across District)

Organization of the Self-Evaluation Process

Clovis Community College developed an organizational process and timeline in completing the College's Institutional Self-Evaluation Report that provided the opportunity for all faculty, staff, students, and administrators to participate in the process, utilizing technology to facilitate writing, editing, and communication. The President of the Clovis Community College appointed Ms. Kelly Fowler, Vice President of Instruction and Student Services, to be the Accreditation Liaison Officer for the self-evaluation process. Dr. Bennett, in consultation with the Academic Senate President, asked Ms. Jennifer Simonson, an English faculty member, to serve as the faculty co-chair. Ms. Leslie (Ratá) King, the Administrative Assistant to the Vice President of Instruction and Student Services, serves as the classified co-chair. In addition, Mr. Galin Dent and Mr. Jeff Burdick, both English faculty, are serving as editors/writers during the final stages of the process. Since the College has recently completed a comprehensive visit in 2015, the majority of committees maintained their composition throughout this process. As the College has hired new faculty, staff, and administrators, they joined a standard committee. As a result, every full-time faculty member, staff, and administrator is a part of at least one standard committee or involved in the process of reviewing drafts of the Institutional Self-Evaluation Report.

Prior to the updated Governance Handbook (Fall 2017) that updated the composition and purpose of the Accreditation Steering Committee, each of the standard co-chairs from each standard, including the ALO and the editor/writer, compose the Accreditation Steering Committee, which is led by the Accreditation Steering Committee Co-Chairs. Each standard committee (representing Standard I, Standard IIA, Standard IIB, Standard IIC, Standard IIIA, Standard IIIB, Standard IIIC, Standard IIID, and Standard IV) has an administrator, classified staff, and faculty co-chair leading the writing of the Institutional Self-Evaluation Report. All full-time faculty, staff, and administrators at Clovis Community College work on one of the committees demonstrating full support of the accreditation process. The exception is Child Development staff, which includes Early Childhood Education Specialists and Instructional Aides. It is challenging for them to actively participate on an accreditation standard committee since the children are their top priority and it is challenging to schedule meetings when they are not with the children. Compromising the child to staff ratio is in violation of the administrations' commitment to the CDC and could put the CDC out of compliance with licensing requirements. As a result, these employees were asked to help review various part of the Institutional Self-Evaluation Report so that they too could participate in the process.

The Accreditation Steering Committee met regularly since the College's most recent comprehensive visit in 2015. In the summer of 2015, ACCJC awarded Clovis Community College Initial Accreditation. In fall 2015, the College immediately started to work on the next comprehensive Institutional Self-Evaluation Report for a March 2018 team visit along with the College's sister colleges of Fresno City College and Reedley College. The Accreditation

Steering Committee completed drafts of each Standard throughout Fall 2016 and Spring 2017 semesters with a comprehensive review of the entire report during the fall of 2017.

During the summer of 2017, a work group of faculty, staff, students, and administrators revised and updated the College's Governance Handbook. This included an update to the composition of the Accreditation Steering Committee (ASC). The Accreditation Steering Committee was formerly comprised of all of the standard committee co-chairs. Under the new Governance Handbook structure, the Accreditation Steering Committee is made up of four faculty members and a faculty co-chair, four administrators with an administrative co-chair, and four classified professionals with a classified co-chair for a total of fifteen members. When intense work regarding creating the Institutional Self-Evaluation Report, *ad hoc* groups will be established to get the heavy lifting completed while the Accreditation Steering Committee will lead the efforts and completion of such reports.

To ensure College-wide review of the entire Institutional Self-Evaluation Report, the ALO collected feedback during the spring 2017 semester meeting in which members of the Accreditation Steering Committee and faculty from each of the standard committees who had volunteered to review the document, took the spring 2017 semester to review and provide feedback regarding narrative to address the Standards. In the fall 2017, the Accreditation Steering Committee, Academic Senate, Associated Student Government, and the Classified Association also reviewed the Institutional Self-Evaluation Report and provided feedback and support. The ALO, co-chairs, and editor reviewed and incorporated feedback and comments from these committees into the final drafts of the College's Institutional Self-Evaluation Report.

In addition to College and District-wide opportunities for feedback, the College also posted an advertisement in the Clovis Round-Up (a local newspaper) encouraging the community to provide feedback and input regarding the Institutional Self-Evaluation Report. Community members could provide feedback by visiting the www.ClovisCollege.edu website and entering comments under the Accreditation tab. This feedback was also reviewed and included in the report where appropriate.

In addition, throughout the development of the Institutional Self Evaluation Report, the Board of Trustees received monthly updates from the College President about the progress of accreditation. The Board of Trustees reviewed the draft of the Clovis Community College Self Evaluation Report at their November 7th, 2017 meeting and approved the report at the December 5th, 2017 Board Meeting.

Clovis Community College
ACCREDITATION STEERING COMMITTEE
Membership
2015-2017

Standard	Name	Position
Self-Evaluation Admin Co-Chair	Kelly Fowler	Administration, Vice President of Instruction and Student Services
Self-Evaluation Faculty Co-Chair	Jennifer Simonson	Faculty, English
Self-Evaluation Classified Co-Chair	Leslie (Rata) King	Classified Staff, Administrative Assistant to the Vice President of Instruction and Student Services
Self-Evaluation Editors/Writers	Galin Dent	Faculty, English
	Jeff Burdick	Faculty, English
Data and Research	James Atkinson	Director of Research,
	Michelle Johnson	Institutional Research Coordinator
	Kaye Reynolds	Research Assistant
Standard I Admin Co-Chair	James Atkinson	Director of Research
Standard I Faculty Co-Chair	Laura Gonzalez	Counselor
Standard I Classified Co-Chair	Michelle Johnson	Institutional Research Coordinator
Standard IIA Admin Co-Chair	Lee Brown	Interim Dean of Instruction, Humanities and Social Science
Standard IIA Faculty Co-Chair	Jennifer Heyne	Faculty, History
	Anna Martinez	Faculty, Communication
Standard IIA Classified Co-Chair	Margee Loya	Classified Staff, Curriculum Analyst
Standard IIB Admin Co-Chair	Gurdeep He'bert	Director of Student Success, Equity, and Outreach
Standard IIB Faculty Co-Chair	Cynthia MacDonald	Librarian
Standard IIB Classified Co-Chair	Cheryl Lock	Financial Aid Assistant II
Standard IIC Admin Co-Chair	Kira Tippins	Dean of Students

Standard	Name	Position
Standard IIC Faculty Co-Chair	Erica Johnson	Counselor, Title V Coordinator
Standard IIC Classified Co-Chair	Patrick Stumpf	College Activities Assistant
Standard IIIA Admin Co-Chair	Candy Cannon	Financial Aid Director
Standard IIIA Faculty Co-Chair	Bill Allen	Faculty, Mathematics
Standard IIIA Classified Co-Chair	Debbie Nieto	Classified Staff, Administrative Aide
Standard IIIB Admin Co-Chair	Lorrie Hopper	Vice President, Administrative Services
Standard IIIB Faculty Co-Chair	Tony Abbott	Faculty, Physics
Standard IIIB Classified Co-Chair	Dan Hoffman	Building Generalist, Classified Senate President
Standard IIIC Admin Co-Chair	John Forbes	Dean of Instruction, STEM and Technology
Standard IIIC Faculty Co-Chair	Max Hembd	Faculty, Music
Standard IIIC Classified Co-Chair	Paul Johnson	Micro Computer Resource Technician
Standard IIID Admin Co-Chair	Lorrie Hopper	Vice President, Administrative Services
Standard IIID Faculty Co-Chair	Arla Hile	Faculty, Biology
Standard IIID Classified Co-Chair	Kim Duong	Classified Staff, Accounting Technician II
Standard IV Admin Co-Chair	Lori Bennett	President
Standard IV Faculty Co-Chair	Liz Romero	Faculty, Child Development, Academic Senate President
Standard IV Classified Co-Chair	Dan Hoffman	Building Generalist, Classified Senate President

ACCREDITATION STANDARDS COMMITTEES: 2015-2017

Self-Evaluation Co-Chair: Kelly Fowler
 Self-Evaluation Co-Chair: Jennifer Simonson
 Self-Evaluation Co-Chair: Leslie (Ratá) King

Self-Evaluation Editors/Writers: Galin Dent and Jeff Burdick

Standard I – Mission, Academic Quality and Institutional Effectiveness, and Integrity

Administration Co-Chair: James Atkinson
 Faculty Co-Chair: Laura Gonzales
 Classified Co-Chair: Michelle Johnson
 Committee Members: Cynthia Elliott, Chris Glaves, Anna Martinez, Gayle Oki, Scott Phillips, Isaac Reyna, Jim Ryan, Melanie, Sanwo, Michael Stannard, Linda Thomas

Standard II.A - Instructional Programs

Administration Co-Chair: Lee Brown
 Faculty Co-Chair: Jennifer Hanson
 Anna Martinez
 Classified Co-Chair: Margee Loya
 Committee Members: Vicki Cockrell, Galin Dent, Steve Dent, Brandon Huebert, Teresa Ishigaki, Stacy McArron, Tom Mester, Jennifer Meyer, Rachel Moring-Garcia, Robyn Nearn, Jared Rutledge, Diane Schoenburg, Jamie Shepherd, Ravi Somayajulu, Crystal Square, Von Torres, Nancy Vagim

Standard II.B – Library and Learning Support Services

Administration Co-Chair: Gurdeep Hebert
 Faculty Co-Chair: Cynthia MacDonald
 Classified Co-Chair: Cheryl Lock
 Committee Members: Karen Anderson, Ann Brandon, Jose Castaneda, Charles Francis, Linda Garcia, Daniel Gutierrez, Susan Hansen, Monica Marquez, Jason Mendez, Natalie Minas, Brooke Ramos, Stacy Ross, Jaclyn Rowley, Tari Simpson, Carole Sullivan, Raina Yang

Standard II.C – Student Support Services

Administration Co-Chair: Kira Tippins
 Faculty Co-Chair: Erica Johnson
 Classified Co-Chair: Patrick Stumpf
 Committee Members: Emalee Aguilar, Megan Bennett, Chad Bogosian, Debbie Curtis, Desiree Encinas, Naomi Forey, Doris Griffin, Karie Hannigan, Ryen Hirata, Tasha Hutchings, Jittapaun Inthavong, Jon McPhee, Ralph Munoz, David Navarro, Rebecca Riddle, Carla Stoner-Brito, Kelly Tabay, Dianna Whaley

Standard III.A – Human Resources

Administration Co-Chair:	Candy Cannon/Kira Tippins
Faculty Co-Chair:	Bill Allen
Classified Co-Chair:	Debbie Nieto
Committee Members:	Matt Alanis, Stephanie Briones, Mei Chen, Valerie DiPinto, Derek Dormedy, April Farkas, Russell Hickey, Roger Hitchcock, Bill Kerney, Joseph Libby, Jon Renwick, James Yang, Susan Yates

Standard III.B – Physical Resources

Administration Co-Chair:	Lorrie Hopper
Faculty Co-Chair:	Tony Abbott
Classified Co-Chair:	Dan Hoffman
Committee Members:	Sandra Aguilera, Becky Allen, Lee Brown, Jose Campos, Steven Estes, Austin Fite, Jacob Gingold, Jerald Glazener, Mario Gonzalez, Caryss Johnson, Tom McSwain, Cathy Ostos, Dan Patillo, Gary Privett, Orlando Ramirez, Tony Romero, Sergio Salinas, Ignacio Samaniego

Standard III.C – Technology Resources

Administration Co-Chair:	John Forbes
Faculty Co-Chair:	Max Hembd
Classified Co-Chair:	Paul Johnson
Committee Members:	Kham Boutthavong, Courtnie Choate, Nico Escobar, Ann Fallon, Erik Fritz, Jan Hendrixson, Teng Her, Tammy Katuin, Kirtley King, Janice Ledgerwood, Brent Nabors, Vikki Piper, Nina Roby, Tracy Stuntz

Standard III.D – Financial Resources

Administration Co-Chair:	Lorrie Hopper
Faculty Co-Chair:	Arla Hile
Classified Co-Chair:	Kim Duong
Committee Members:	Lee Brown, Shannon Brownell, Nancy Chavero, Penny Cristan, Melody Critchfield, Karen Hammer, Reynani Hawkins, Heather Hubbard, Tiffany Sarkisian, Sallie Turpen, Barbara Wilson

Standard IV – Leadership and Governance

Administration Co-Chair: Lori Bennett
 Faculty Co-Chair: Liz Romero
 Classified Co-Chair: Dan Hoffman
 Student Co-Chair: Vanessa Suarez
 Committee Members: Jeff Burdick, Garry Elliott, Shawn Fleming, Jason Gardener, Robin Huigen, Shawon Jackson-Ybarra, Phil Johnson, Leslie (Ratá) King, Kaye Reynolds, Jennifer Schreiner, Brian Shamp, Michael Stannard, Cindy Walker

Clovis Community College – Self Evaluation for Initial Accreditation Timeline

TASK	PERSON RESPONSIBLE	DATE OF COMPLETION	EVIDENCE OF COMPLETION
Clovis Community College Receives Initial Accreditation (Comprehensive Site Visit: March 2015)	College Campus	July/August 2015	ACCJC Approval Board of Governors Approval
Accreditation Steering Committee	Fowler	August/September 2015	Duty Day List
Orientation Meeting-Steering Committee and Co-Chairs (combine with CCC)	Fowler/Simonson	August 16, 2015	Timelines, References, Evidence File Process, Binders
ACCJC Self Evaluation Workshop (Modesto)	Ikeda/Fowler	October 16, 2015	ACCJC Invitation
Campus Training Workshops: It's as Easy as I, II, III, IV!	Fowler/Simonson	Fall 2015	Agendas and Workshop Emails (with details)
Accreditation Standards Committee – Training Workshops	Fowler/Simonson	Fall 2015	Meeting Initiations

ACCJC Standards Committees Identify Roles of Members	Co-Chairs of Each Standard Committee	Fall 2015	Members identify themselves as Evidence Collectors, Brainstormers/Writers, and/or Editors
Draft Narrative for “Evidence of Meeting the Standard”	Fowler/Simonson and Accreditation Committees	Spring 2016	Draft summaries completed
Gaps Identified by each Standard Committee	Accreditation Standard Committees	Spring 2016	Gaps Identified
Evidence Collected	Fowler/Simonson and Accreditation Committees	Spring 2016	Evidence Placed in Blackboard Folders
Review and Revision of Draft documents	Fowler/Simonson and Accreditation Committees	Fall 2016	Draft Narrative Completed
Review Gaps and Identify QFE Topics	Accreditation Steering Committee	September 9, 2016	Topics Identified
Surveys- Students (CSSEE) Surveys- Faculty, Staff, and Administrators (Accreditation)	M. Johnson	Fall 2016	Survey Data Complete
Drafts of Standards IVC and IVD are in Progress	Hioco and District Office	Fall 2016-Spring 2017	Draft Narrative Finalized –shared with colleges
Accreditation Reviewer Training	Fowler/Simonson with “reviewers” from each Standard	February 3, 2017	Emails, Agenda, and PowerPoint
Reviewers Read Narrative and Provide Feedback to Fowler and Simonson	Fowler/Simonson /Dent with “reviewers” from each Standard	Spring 2017	Drafts of Feedback and Comments

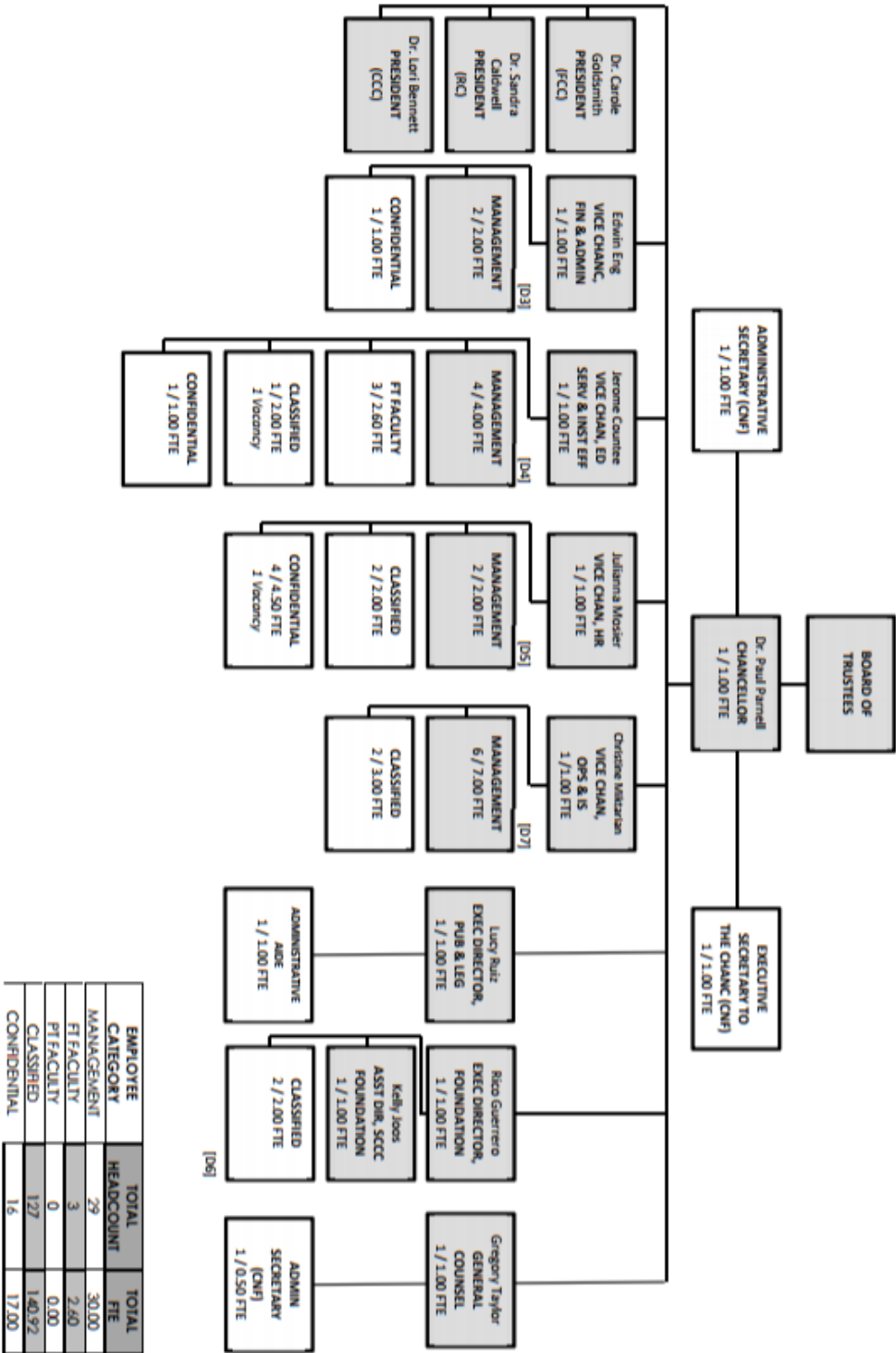
Review Draft Standards, Introduction, and QFE	Fowler/Simonson/Dent	Summer 2017	Draft Reports
Finalize Overall ISER	Fowler/Simonson/Dent	Fall 2017	Draft Reports
ISER shared with College and Campus Community for Feedback	Bennett/Fowler/Simonson	September – October, 2017	Academic Senate, Associated Student Government, Classified Senate, President’s Council, and Community Feedback (web link)
Final Report (electronic) sent to Board of Trustees	Bennett/Fowler	October 30, 2017	Final Institutional Self Evaluation Report
Initial Board of Trustees Approval	Bennett	November 7, 2017	First Read
Minor Edits Continue to ISER	Fowler/Simonson/Dent	Fall 2017	Final Institutional Self Evaluation Report
Final Board of Trustees Approval	Bennett	December 5, 2017	Final approval
Final minor editing to electronic copy (no printing per ACCJC)	Bennett/Fowler/Simonson/Dent	December and early January 2017	Completed Document
Pre-visit by team chair and assistant	Bennett/Fowler	February, 2017	Visit
Mail Self Evaluation (in electronic format) to Commission and Team Members	Fowler	January, 2017	Document (electronic) Mailed to ACCJC

Draft Addendum to ISER Reflecting Changes	Fowler/Simonson	January/February, 2017	Addendum Finalized
Prepare for visit-accommodations, etc.	Bennett/Fowler/Hopper	January – March, 2017	Logistics Finalized
Prepare and mail Self Evaluation (electronic) Addendum to ACCJC and Team Members	Fowler	February, 2017	Mailed
Visit by Team (4 days)	Bennett/Fowler/Hopper	March, 2017	Visit Completed
Commission Meeting to take action on team recommendations	ACCJC and Bennett	June 2017	ACCJC June 2017 Meeting
Recommendations published	ACCJC	July, 2017	Letter to College from ACCHC

Organizational Information

SCCCD: District Office

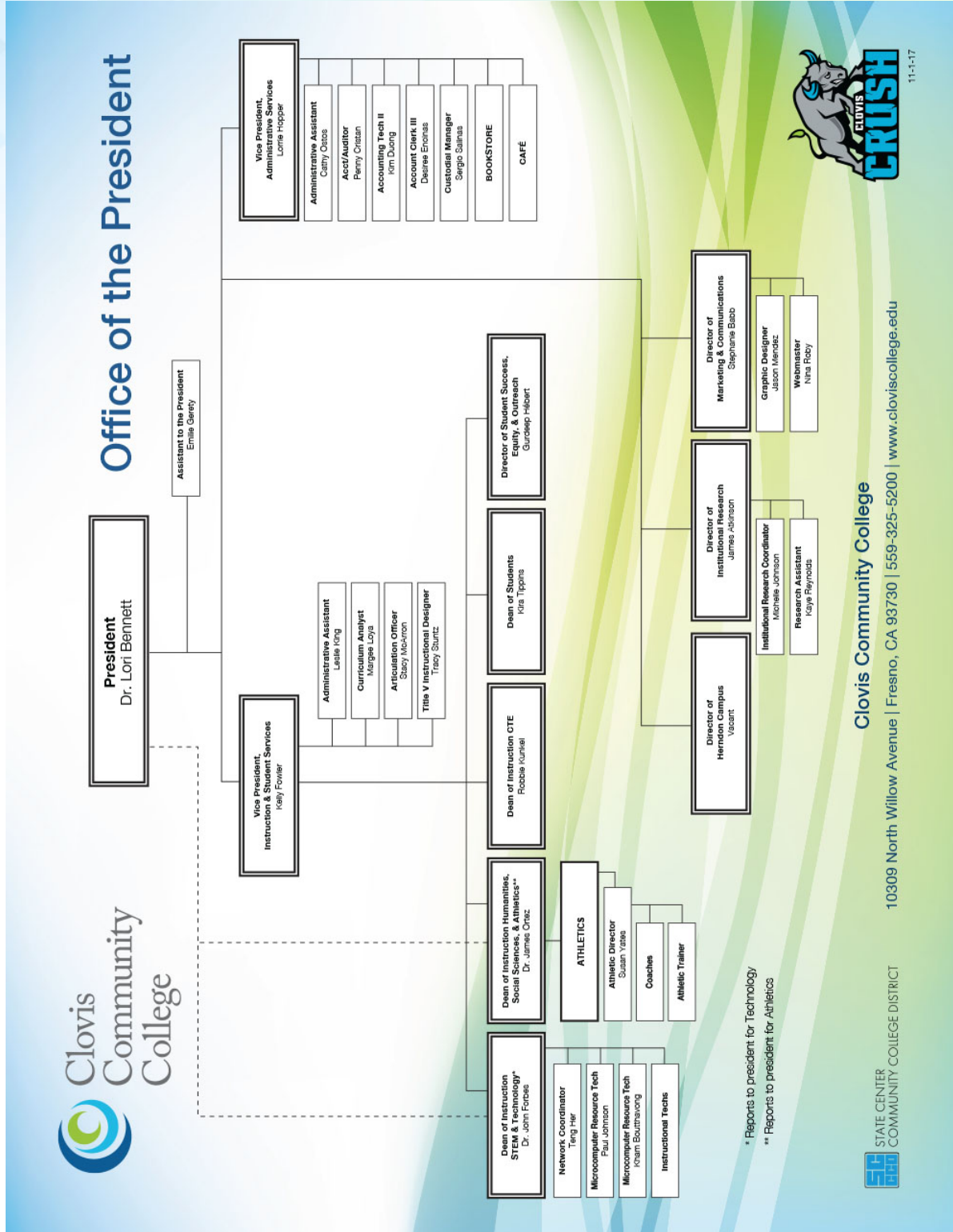
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Data as of August 2017

EMPLOYEE CATEGORY	TOTAL HEADCOUNT	TOTAL FTE
MANAGEMENT	79	30.00
FT FACULTY	3	2.40
PT FACULTY	0	0.00
CLASSIFIED	127	140.92
CONFIDENTIAL	14	17.00

SCCCD: District Org Chart

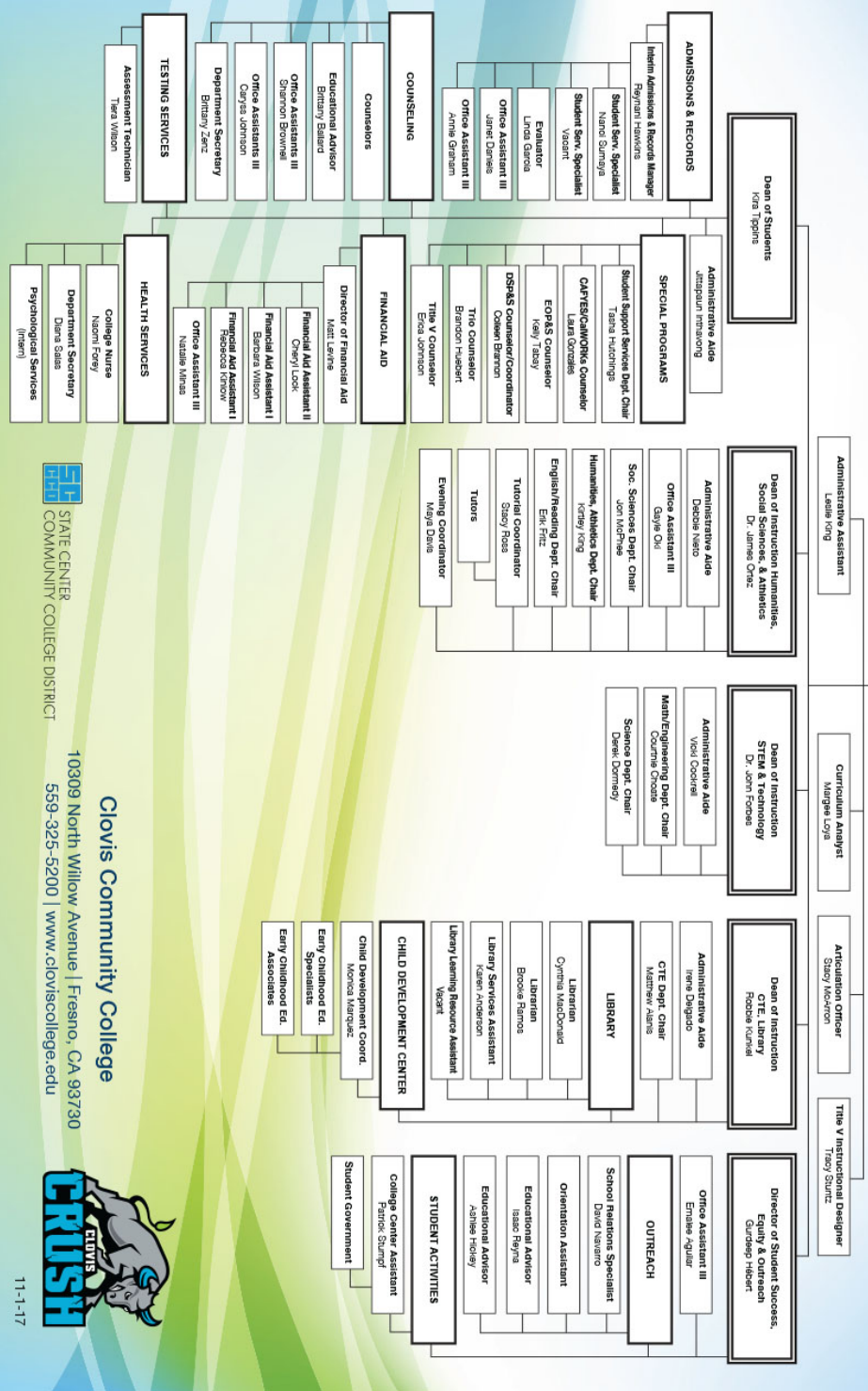


Clovis Community College Office of the President Org Chart



Vice President, Instruction & Student Services
Kelly Fowler

Office the VP of Instruction & Student Services



Clovis Community College Office of the VP of Instruction & Student Services

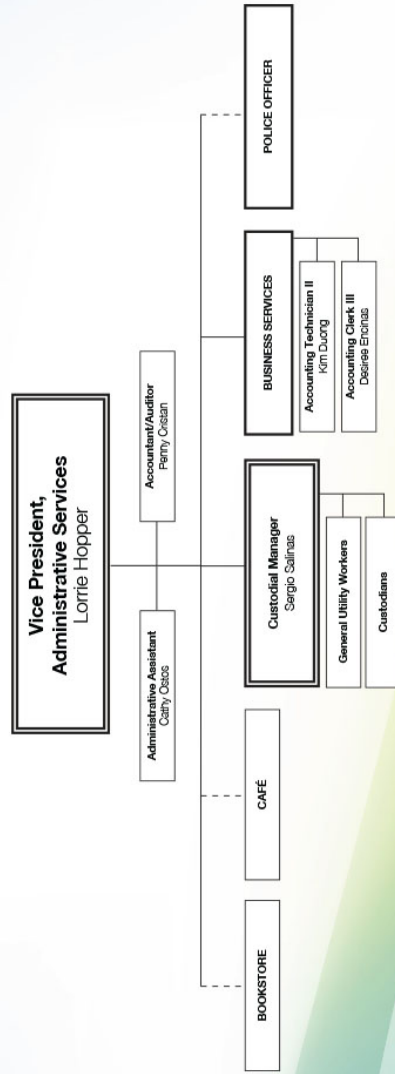
Clovis Community College
10309 North Willow Avenue | Fresno, CA 93730
559-325-5200 | www.cloviscollege.edu



11-1-17



Office of the VP of Administrative Services



Clovis Community College

10309 North Willow Avenue | Fresno, CA 93730 | 559-325-5200 | www.cloviscollege.edu



Clovis Community College Office of the VP of Administrative Services

State Center Community College – Functional Map

For the 2017 accreditation Institutional Self-Evaluation Reports, the State Center Community College District developed a functional map to delineate responsibilities between the District and the three colleges. This majority of this work was done with the ALOs of each college in collaboration with the Vice Presidents Group (a district-wide group of all the vice presidents in the district). The District based the functional map on Accreditation Standards and through a collaborative review process, determined whether each Standard is met primarily by the District, primarily by the colleges, or by both.

In completing the 2018 self-evaluation reports, the District Office Accreditation Liaison Designee from the District office met individually with the accreditation liaison officers of each college to discuss the roles and functions and to determine if any changes had occurred in the District since the last Institutional Self-Evaluation Reports were written. The District Office Accreditation Liaison Designee worked with the ALOs and accreditation co-chairs to update the previous Functional Map used during the comprehensive visit to CCC for Initial Accreditation in March 2015. The Vice Chancellor of Educational Services and Institutional Effectiveness shared the feedback from the ALOs and accreditation co-chairs with Chancellor’s Cabinet to finalize and approval the District’s Functional Map on September 11, 2017. The District continues to utilize the selected format (below) because it organizes the document by Accreditation Standard and is simple to follow. Furthermore, the designations of primary, secondary, and shared responsibilities have meaning for individuals on SCCC colleges and the District office.

The District-College Functional Map outlines the following responsibilities of the District and the colleges as they relate to Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards: *primary responsibility leadership and oversight* of a given function, the *secondary responsibility support* of a given function as well as the *mutual responsibility for leadership and oversight* of both the District and the colleges.

KEY:

P = Primary Responsibility

Leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement

S = Secondary Responsibility

Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility

B = Both

The District and the College are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – District and College Mission Statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity			
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.			
		College	District
A.	Mission		
1.	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3.	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
		College	District
B.	Assuring Academic Quality and Institutional Effectiveness		
<i>Academic Quality</i>			
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	N/A
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	N/A
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
<i>Institutional Effectiveness</i>			
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S

6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	B	B
C.	Institutional Integrity		
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	S
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
		College	District
5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	B	B

9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	N/A
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	B	B
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	B	B
14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B
Standard II: Student Learning Programs and Support Services			
The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.			
		College	District
A.	Instructional Programs		
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	N/A

3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	N/A
4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	N/A
5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	N/A
7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	N/A
9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
		College	District
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	N/A

12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	N/A
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	N/A
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	N/A
15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	N/A
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	N/A
B. Library and Learning Support Services			
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	N/A
2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
		College	District
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	N/A

4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	N/A
C. Student Support Services			
1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	N/A
2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	N/A
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	N/A
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	B	B
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	B	B
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B
Standard III: Resources			
The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).			
		College	District
A.	Human Resources		

1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	B	B
6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	B	B
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S
		College	District
10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	B	B

12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	B	B
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	P	S
14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	B	B
B.	Physical Resources		
1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C.	Technology Resources		
1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	P	S
2.	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	B	B
3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	B	B
4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S
D.	Financial Resources		
	<i>Planning</i>		
		College	District

1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
<i>Fiscal Responsibility and Stability</i>			
4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	B	B
6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	B	B
8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	B	B
9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	B	B
<i>Liabilities</i>			
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
		College	District

13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

		College	District
A.	Decision-Making Roles and Processes		
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B
2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	B	B
3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B
6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
		College	District

7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B
B.	Chief Executive Officer		
1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
C.	Governing Board		
1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N/A	P
4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P

		College	District
6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N/A	P
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N/A	P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N/A	P
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P
D.	Multi-College Districts or Systems		
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	N/A	P
		College	District

3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N/A	P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	B	B
6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
Catalog Requirements			
		College	District
	The following list of required information must be included in the college catalog.	P	S
	1. General Information		
	<ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors if any • Course, Program, and Degree Offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length, • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 		
	2. Requirements	P	S
	<ul style="list-style-type: none"> • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation and Transfer 		
	3. Major Policies and Procedures Affecting Students		
	<ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits² • Transcripts • Grievance and Complaint Procedures • Sexual Harassment 	P	S

Certification of Institutional Compliance with Eligibility Requirements

Authority. The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The Accreditation Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and the California Community College Board of Governors authorized Clovis Community College to operate as a college under the State Center Community College District. ACCJC awarded Clovis Community College Initial Accreditation in 2015 and the Board of Governors also approved by the California Community Colleges in July of 2015. Clovis Community College is authorized by the California Education Code and the California Community Colleges Chancellor's Office under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. Clovis Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

The District originally established the Herndon Campus as the Clovis Center as a center of Reedley College (formerly Kings River Community College) in 1992. The main campus of the Clovis Center moved into a new facility in 2007 while maintaining courses and programs at the Herndon Campus. This new facility was deemed Clovis Community College in 2015 by both the California Community Colleges Board of Governors and by the Accrediting Commission of Community and Junior Colleges (ACCJC). In addition, the College submitted a Substantive Change Report to the Commission in September of 2017 requesting that Herndon Campus be added as a location of Clovis Community College. [Evidence: [1](#), [2](#), [3](#)]

Operational Status. The institution is operational, with students actively pursuing its degree programs.

ACCJC awarded Clovis Community College Initial Accreditation in 2015, and the College has been operating as a stand-alone college since that time. The campus consists of two main buildings, Academic Center One (80,000 square feet) and Academic Center Two (80,000 square feet) along with a 12,000 square foot Child Development Center, a bookstore, café, and central plant. The students of Clovis Community College actively pursue AA and AS degree programs, transfer requirements, and certificate programs. In the fall 2016, the College enrolled 6,929 students and generated 2144.59 FTES. In 2016-2017, the College awarded 469 Associate Degrees, and 80 eligible students applied for the Transfer Admission Agreement for six universities in the University of California System. [Evidence: [1](#), [2](#), [3](#), [4](#)]

Degrees. A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Faculty design the educational programs at Clovis Community College to lead students to Certificates, Associate Degrees, Associate Degrees of Transfer (ADTs), and/or transfer to a four-year institution. Clovis Community College offers the requirements for approximately 70 Associate Degree and/or Certificate programs. In addition, the College offers programs in pre-collegiate, remedial or developmental improvement, and general education. The College also offers a selection of distance education courses, including hybrid and online courses, to provide options for students in alternative delivery modes. Cooperative work experience courses are also available. Most students enrolled at the College are in one of the degree or certificate programs. Clovis Community College complies with the ACCJC substantive change requirements.

The degree requirements and educational programs at Clovis Community College align with the College’s Mission Statement. Faculty, staff, and administrators serve on Clovis Community College Curriculum Committee, which oversees the curriculum process. The Curriculum Committee meets regularly and ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and have measureable with identifiable student learning outcomes. In addition, the Curriculum Committee ensures that the College is in compliance with Title 5 and the Course and Program Approval Handbook (PCAH) published by the California Community Colleges Chancellor’s Office. Educational programs by definition are an organized sequence of courses leading to a defined objective: a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. The Clovis Community College catalog lists all requirements for AA degrees, AS degrees, AD-T degrees, certificates, as well as course descriptions for all credit classes. [Evidence: [3](#), [5](#), [6](#), [7](#)]

Chief Executive Officer. The institution has a chief executive officer appointed by the governing board, whose fulltime responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Lori Bennett has served as the President of Clovis Community College since July of 2016. As President of Clovis Community College, Dr. Bennett is responsible for leadership, budget oversight, and supervision of the 113th California community college, serving over 10,000 students annually. She leads the College in developing the Educational Master Plan, Strategic

Plan, Governance Handbook, expanding the Career Technical Education program, and overseeing the \$90 million new facilities project.

Previously, Dr. Bennett served for three years as the executive vice president at Moorpark College and was responsible for all instructional and student services programs. Prior to that, she was a dean of student learning, department chair, and business professor at Moorpark College. Dr. Bennett also taught at Tacoma Community College in Washington and has over ten years of business experience.

Dr. Bennett received her B.S. in business from the University of Southern California, an M.B.A. in marketing and finance from the University of Chicago, and her Ed.D. in Educational Leadership and Policy Studies from California State University, Northridge.

State Center Community College District's Administrative Regulation 7220 identifies the role of the Board of Trustees in hiring all administrators including presidents. District Board Policy 2430 delegates the responsibility for day-to-day operations to the Chancellor and subsequent administrative regulations outline the delegation of authority from the Chancellor to the college presidents (e.g., AR 2410, AR 2510, AR 3200). [Evidence: [8](#), [9](#), [10](#), [11](#), [12](#), [13](#)]

Financial Accountability. The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The State Center Community College District hires independent auditors to conduct annual audits. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual. Clovis Community College is audited as part of the District's annual audit. The absence of audit findings for Clovis Community College stands to validate the appropriate fiscal management of the College's funds. However, should corrections to audit exceptions occur at the College, the Vice President of Administrative Services will manage them at the College level with oversight and availability of the advice of the District's management team.

The State Center Community College District's financial accountability is validated by external financial audits performed on an annual basis. The annual audit includes the student financial aid program as well as other District-wide programs. Audits of the District follow the Governmental Accounting Standards Board requirements and the last several audits received an unmodified opinion. The District has no annual or cumulative operative deficit. The link to the 2015-2016 Audit Report can be found at: <http://www.sccd.edu/departments/business-office/index.html>.

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Certification of Continued Institutional Compliance with Commission Policies

Clovis Community College fully complies with the Commission’s policies and federal regulations. The sections below provide appropriate narrative, analysis, and evidentiary information that demonstrates the College’s continues compliance to these stated policies. The sections are structured as delineated in Appendix A of the *ACCJC Manual for Institutional Self Evaluation August 2017*. Based on the information from Appendix A, a checklist for each policy is provided below followed by a brief descriptive narrative. The checklist items are marked with an asterisk (*) in the listing of policies below. The following summarizes the College’s compliance with these specific policies that are also included in the Institutional Self-Evaluation Report.

Public Notification

- Checklist Item*: Public Notification of an Evaluation Team Visit and Third Party Comment
- Policy on Rights and Responsibilities of the Commission and Member Institutions

Student Achievement

- Checklist Item: Standards and Performance with Respect to Student Achievement

Credits and Degrees

- Checklist Item*: Credits, Program Length, and Tuition
- Policy on Institution Degrees and Credits

Transfer Policies

- Checklist Item*: Transfer Policies
- Polity on Transfer of Credit

Distance Education and Correspondence Education

- Checklist Item: Distance Education and Correspondence Education
- Policy on Distance Education and on Correspondence Education

Complaint and Representation of Accredited Status

- Checklist Item*: Student Complaints
- Policy on Representation of Accreditation Status
- Policy on Student and Public Complaints Against Institutions

Advertising and Recruitment

- Checklist Item*: Institutional Disclosure and Advertising and Recruiting Materials
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Title IV

- Checklist Item*: Title IV Compliance
- Policy on Contractual Relationships with Non-Regionally Accreditation Organizations
- Policy on Institutional Compliance with Title IV

Public Notification

*Public Notification of an Evaluation Visit and Third Party Comment (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulation 602.23(b))

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

Clovis Community College has posted the link to the draft Institutional Self Evaluation Report for Clovis Community College to the front page of the college website under About Us:

<http://www.cloviscollege.edu/about/accreditation/index.html>

The page directs the public to the draft report with a form where they can make public comment. The site transmits all comments to ACCJC and the co-chairs of the accreditation, which include the ALO, for evaluation.

Clovis Community College has posted the link to the draft Institutional Self Evaluation Report for Clovis Community College to the main page of the college website at the footer/bottom of the website entitled, "Accreditation." The page directs the public to the draft report with a form where they can make public comment. The site transmits all comments to ACCJC and the co-chairs of the accreditation, which include the ALO, for evaluation.

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

Clovis Community College will cooperate with the evaluation team to provide any follow-up information necessary to address any third party comments that the College receives.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

A comment form, which is posted on the College's website, allows the campus or community members to provide feedback to the College regarding the Institutional Self-Evaluation Report: <http://www.cloviscollege.edu/about/accreditation/index.html>

The College utilizes the ACCJC Third Party Comment Form that can be found on the ACCJC website. [Evidence: [23](#), [24](#), [25](#)]

Policy on Rights and Responsibilities of the Commission and Member Institutions

A. Development and Promulgation of Standards

The institutional Chief Executive Officer and the Accreditation Liaison Officer have the responsibility to communicate and promulgate information to their institutional constituencies about the Commission's Standards, any changes to them, and the institution's plans for changes needed to comply with them. A member institution has the responsibility to communicate directly to the Commission any comments on or concerns about the Commission's Standards.

The College's President and Accreditation Liaison Officer (ALO) have communicated to internal constituencies regarding all elements of the Commission's Standards including the Eligibility Requirements, Accreditation Standards, and Commission policies. Examples of communication are monthly emails to the College community along with monthly updates to the Board of Trustees. The College has hosted a series of workshops for the College community to explain all the pertinent elements of accreditation and updates as to the accreditation process. All of the Board of Trustees Reports, Monthly Board Highlights, and the President's Newsletter are posted on the College's website (<http://www.cloviscollege.edu/about/sharing-information/index.html>). [Evidence: [26](#), [27](#), [28](#), [37](#)]

B. Institutional Records of Accreditation

A member institution has the responsibility to develop an effective mechanism to ensure the internal coordination of accreditation activities. A member institution has the responsibility to maintain all correspondence and records on the accreditation history of the institution, and on substantive change applications and the outcomes of the application.

A member institution has the responsibility to share records of the institutions accreditation history, as appropriate, within the campus community.

The College's Accreditation Liaison Officer is the internal coordinator of all accreditation activities and oversees the library of accreditation materials and history for the College. The College has been actively engaged in accreditation for nearly a decade as the center transitioned through all the phases of accreditation: Eligibility Requirements, Candidacy, and Initial Accreditation. Throughout each process, the Accreditation Liaison Officer, in close collaboration with the Accreditation Faculty Coordinator and the Accreditation Steering Committee, has been and continues to be responsible for maintaining all correspondence and records on the accreditation history of the College, including substantive change applications and outcomes of the application.

C. Information Collection

A member institution has the responsibility to: determine how to design and conduct the institutional self evaluation process, involve broad and appropriate constituent groups in the preparation and process of the Institutional Self Evaluation Report, disclose to the Commission all information which is required to carry out the Commission evaluation and accreditation functions and respect the confidentiality of information required and evaluated in the accreditation process.

A member institution has the responsibility to maintain records of formal student complaints and grievances between each review cycle, and make them available to the Commission and evaluation team upon requires, in accord with federal regulations. A member institution must submit substantive change proposals for approval by the Commission before such substantive changes are implemented.

The offices of the deans of instruction and the Dean of Student Services maintains formal student complaints. The College works closely with the Commission in submitting substantive change proposals in a timely manner and before changes are implemented.

D. Site Visits and Reviews

The Commission has the right to: conduct site visits as required under the Commission's adopted accreditation processes; exercise its discretion whether or not to conduct joint, concurrent, coordinated, consolidated, or phased visits when requested by an institution; and note in its accreditation documents any attempt by professional organization, collective bargaining groups, or special interest groups to impede or interfere with participation in the comprehensive review process and visit. The Commission has the right to monitor and report as required by USDE regulations for recognized accrediting agencies.

A member institution has the right to require the Commission to hold joint, concurrent, coordinated, consolidated, or phased visits; and review the list of proposed evaluation team members in order to avoid potential conflicts of interest.

The Commission has the responsibility to select evaluation team members, who are competent by virtue of experience, training, and orientation, and are sensitive to the unique mission of the institution. Teams will include both academic and administrative representatives. Faculty members will be included among the academic representatives on comprehensive evaluation teams. Prior to the selection of the evaluation team, the Commission will consult with the institution to determine any special needs or concerns.

The Commission will consult with the institution to determine any special needs or concerns. The Commission has the responsibility to assure that evaluation team members are impartial, objective, and without conflict of interest and that the evaluation team is of an appropriate size and composition for the purposes of the site visit. The institution has the right and responsibility to review the evaluation team members and report any conflicts of interest or concerns to the Commission before the team composition is finalized. The Commission has the responsibility to assure that evaluation team members keep confidential all institutional information examined or heard before, during, and after the site visit. The Commission has the responsibility to set the length of a site visit, ordinarily three days for a review and one or more days, as needed, for a follow-up or any other special visit. The Commission has the responsibility to set the dates of the site visit in consultation with the institution.

The Commission also has the responsibility to communicate its findings derived from the site visit to the institution; ensure that the evaluation team report identifies and distinguished clearly between findings, conclusions and recommendations related to deficiencies in meeting the Commission's Standards, and those recommendations representing suggestions for quality improvement; provide the Chief Executive Officer of the institution with an opportunity to correct all factual errors in the draft team report; and provide supplemental materials pertinent to the facts and conclusions in the team report before it takes action on the institutions accreditation status.

A member institution has the responsibly to provide maximum opportunity for communication between all relevant constituencies and the evaluation team; and ensure that professional organization, collective bargaining groups, or special interest groups not impede or interfere with reports, visits, and reviews. A member institution also has the responsibility to make the evaluation team report available to the public. Am member institution has the responsibility to acknowledge that specialized accrediting agency recognition, local governmental requirements and/or collective bargaining agreements, in and of themselves, do not abrogate or substitute institutional and employee obligations to comply with the Commission's Standards.

The College has not requested joint, concurrent, coordinated, consolidated, or phased visits in the past. The College plans to review the list of proposed comprehensive evaluation team members to ensure there are no obvious conflicts of interests. The College strives to provide maximum opportunities for communication, input, and feedback from all constituency groups. The College will collaborate and communicate openly with the members of the comprehensive evaluation team in a prompt and timely manner.

E. Accreditation Decisions

A member institution has the right to withdraw a request for any status of accreditation at any time prior to the decision on that request. A member institution also has the right to appeal an accreditation decision to deny accreditation or to terminate accreditation in accordance with the policies of the Commission and to maintain accredited status during the appeal. A member institution has the right to withdraw from Commission membership by sending a written notice to the Commission of the intent to withdraw as of the end of the institutional semester or term. Ordinarily, the notice must be sent with adequate time for the Commission to approve the request at its next scheduled meeting prior to the anticipated date of withdrawal of accreditation.

The Commission has the responsibility to: permit the withdrawal of a request for any status of accreditation at any time prior to the decision on that request; require an institution voluntarily withdrawing from Commission membership to take appropriate steps to notify its student body, the U.S. Secretary of Education, appropriate state/governmental licensing and authorizing agencies, and the public, and where appropriate to follow the Commission's "Policy on Closing an Institution"; make decisions solely on the basis of published standards, policies, and procedures using information available and made known to the institution; avoid conflicts of interest in the decision-making process; and ensure the confidentiality of the deliberations in which accreditation decisions are made, and observe due process in all deliberations.

The Commission also has the responsibility to: notify institutions promptly in writing of accreditation decisions and give reasons for the actions; ensure that the communication of the final accreditation decision identifies and clearly distinguishes between recommendations related to deficiencies in meeting the Commission's Standards and recommendations representing suggestions for quality improvement; publish accrediting decisions, both affirmative and negative, except for initial denial of candidacy or eligibility (which are not made public); and maintain the confidentiality of the evaluation team report until after the Commission has acted on it. The Commission may require that corrective action be taken if an institution releases information misrepresenting or distorting any accreditation action taken by the Commission or the status of its affiliation with the Commission. If the institution is not prompt in taking corrective action, the Commission may release a public statement providing the correct information.

A member institution has the responsibility to accept the Commission's action after availing itself of its due process rights afforded in Commission policy, and to make public the Commission's action letter and the team report as well as the Self Evaluation Report. A member institution has the responsibility to uphold the credibility and integrity of the accreditation process by accurately portraying the Commission's actions and helping

institutional constituencies to understand the Commission's Standards pertinent to an accreditation action taken on an institution. A member institution has a responsibility to respond to evaluation team or Commission recommendations within the time parameters set by the Commission.

The College understands it has the right to withdraw a request for a status of accreditation or to withdraw from accreditation. The College also understands its rights to appeal a decision to deny or terminate accreditation.

The College has made the previous site visit information, such as the team report, Commission action letters, and Institutional Self Evaluation Reports, available on the College's website under the accreditation tab. The College will continue to follow this practice and post these materials on the College's website through each accreditation cycle. The College has responded to recommendations within the specified time parameters set by the Commission and will continue to do so.

F. Third Party Comment

A third-party comment may be submitted to the Commission at any time as it relates to the compliance of a member institution with the Commission's Standards. Such comment must be submitted in writing, signed, and accompanied by the affiliation, return address and telephone number of the correspondent. Commission staff will review all third-party comment to assess its applicability to the Commission's Standards. Institutions will be provided with an opportunity to review applicable third-party comment. An applicable third-party comment will be provided to the Commission.

A third-party comment also assists the Commission as it considers applications for reaffirmation of accreditation. When an institution is undergoing a review, the Commission requires the institution's chief executive officer to notify the campus community and public of the opportunity for submission of third-party comments and the process for doing so. In such cases, third-party comment should be received by the Commission no later than five weeks before the scheduled Commission consideration or meeting.

The College has notified the public of the opportunity for the third-party comments via a link on the College's website for the College's community and public to share feedback and input with the College regarding the Institutional Self-Evaluation Report.

G. Follow-Up

The Commission has the right to take action to assure that a member institution meets its responsibilities and to request periodic reports, special reports, annual reports,

additional visits, and consultative activities relevant to the institution's accreditation status. The Commission has the right to request the reevaluation of an institution at any time as a means for monitoring specific developments within an institution between comprehensive evaluations.

If a member institution fails to make complete, accurate and honest disclosure of information required by the Commission, or if the institution does not comply with Commission requests, directives, decisions and policies, and make complete, accurate, and honest disclosure, then the Commission may act to impose a sanction, or to deny or revoke candidacy or accreditation.

The College understands its responsibilities if the Commission requires special reports or visits. The College has complied with all such requests in a timely manner.

H. Special Report and Visit

The Commission requests a Special Report when it receives information that raises significant concerns about the institution's compliance the Commission's Standards. The institution may be required to provide a narrative report, evidentiary documents, and/or documents prepared by external third parties, such as external audits. The Commission may require a team visit, which will be scheduled after the due date for the Special Report. The Commission's letter requesting a special report will identify all specific requirements to be addressed by the institution.

The Commission has the responsibility to provide written notice to the institution of the action taken in relation to a special report or visit, support improvement of the educational effectiveness of an institution, and work with the institution to identify appropriate assistance.

The College understands its responsibilities if the Commission requires special reports, evidentiary documents, or team visits. The College has complied with all of the Commission's requirements for follow-up reports and follow-up visit in the process of going from center to college status.

Student Achievement

***Standards and Performance with Respect to Student Achievement (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(i); 602.17(f); 602.19(a-e))**

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

The analyses and evidence in the Institutional Self-Evaluation Report, particularly as presented in the Introduction and Standards I and II demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the Mission. In addition, analyses and evidence presented in Standard II.A demonstrate that faculty have set and assessed student learning outcomes (SLOs) at the programmatic levels with the intent of continuous improvement. The evidence presented in the Institutional Self-Evaluation Report shows the effective achievement by students. [Evidence: [4](#), [18](#), [29](#), [30](#), [31](#), [32](#), [33](#), [38](#), [39](#)]

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

The analyses and evidence in the Institutional Self-Evaluation Report, particularly as presented in the Introduction and in Standards I and II, demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the Mission. The Student Success Committee collaboratively established these benchmarks using several metrics and incorporating the College Mission to be known for "...reflective, data-driven cycles of research and innovation focused on learning and student outcomes." The College Council reviewed and approved those benchmarks. The College regularly assesses performance on these metrics including, but not limited to, course completions, state licensing examinations, program/certificate completion data, graduation data, course retention and success, transfer rates, and, where available, job placement rates. Dialogue takes place on the results of the assessments to guide improvement planning. [Evidence: [4](#), [18](#), [29](#), [30](#), [31](#), [32](#), [33](#), [38](#), [39](#)]

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels

are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The development and implementation of Institution-Set Standards came from the work of the Student Success Committee. The Institutional Research Coordinator presented data in a variety of metrics that the committee vetted so as to achieve an acceptable standard. The suggested standards are meant to be an institutional average or normal rate as opposed to an aspirational metric. Once the Student Success Committee finalized the standards, the Institutional Research Coordinator gave a presentation to the College Council, which accepted the document and to whom the Institutional Research Coordinator will give a report annually. [Evidence: [34](#), [38](#), [39](#)]

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

College Council reviews the Institution-Set Standards each year. If and when the College Council requests significant changes, then the Student Success Committee will reevaluate the standards and recommend changes. [Evidence: [34](#), [38](#), [39](#)]

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Credits and Degrees

***Credits, Program Length, and Tuition (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 600.2; 602.16(a)(1)(viii); 602.24(e)(f); 668.2; 668.9)**

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

The narrative within Standard II.A of the Institutional Self-Evaluation Report demonstrates that Clovis Community College conforms to the commonly accepted minimum program length of 60 credit hours for the Associate Degree and has in place written policies and procedures for determining a credit hour. The College does not convert clock hours to credit hours in any of its courses or programs.

The analyses and evidence in the Institutional Self-Evaluation Report presented under Standard II.A demonstrate that the College engages in accepted practices when awarding credit, including academic study of sufficient content, breadth, and length; levels of rigor appropriate to the degrees or certificates offered; student learning outcomes; and assessment results which provide sufficient evidence that students are achieving course, general education, and program learning outcomes.

The College awards academic credit as established in California Education Code Title 5 and adheres to and has written policies and procedures for determining a credit hour. These policies and procedures are in accordance with California Community College practices as sanctioned by the California Community College Chancellor's Office Program and Approval Handbook (PCAH). These policies and procedures are consistently applied to all courses and programs.

The College awards credit based on the conventional Carnegie unit; each unit represents three hours of the student's time each week for one 18-week semester (54 hours total). Distance education courses require the same rigor and transferability that leads to the awarding of academic credit. [Evidence: [3](#), [15](#), [19](#), [35](#)]

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

Analyses and evidence presented in the Institutional Self-Evaluation Report under Standard IIA demonstrates that the College ensures that any awarded academic credits and degrees conform to commonly accepted practice including time invested and content mastered. Course Outlines of

Record and corresponding syllabi, along with the class schedule, demonstrate that faculty assign the appropriate amount of work to conform to the Carnegie unit. This is true of traditional lecture-based classes, as well as classroom-based courses with a laboratory, distance education courses, and courses that provide for clinical practice. The College's Curriculum Committee publicly discloses transfer of credit policies on the website and in the catalog, which includes a statement of the criteria regarding the transfer of credit earned to another institution of higher education. Currently, the College does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable. [Evidence: [3](#), [6](#), [7](#), [15](#), [16](#), [35](#)]

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

The state of California mandates an enrollment fee that colleges charge to all students. Each student pays this enrollment fee based upon the number of units he or she registers for each semester. California requires that the College charge residents \$46 per unit. Fees are due on the date indicated in the Schedule of Classes and as posted on the College's website. Beginning the first day of the semester, however, fees are due on the same day of registration. Effective Fall 2006, the Board of Governors Fee Waiver will no longer cover the Student Health Fee. (E.C. 76300; 5 CCR 58500-58509). California Residents: \$46* per unit (with no cap). California residents may apply for Board of Governors Enrollment Fee Waiver through the Financial Aid Office. The Financial Aid Office staff encourage California residents to apply for the Board of Governors Enrollment Fee Waiver.

*Enrollment fees for California residents are subject to change without notice per California State Legislature and Governor. If the state raises enrollment fees after enrollment, the College notifies students of the additional amount. [Evidence: [3](#)]

The College charges nonresident and international students a tuition fee as follows (Education Code 76140):

- Any US resident student who has not established California residency must pay a non-resident fee of \$235 per unit for classes.
- International students must pay a tuition fee of \$235 per unit for classes.
- In addition to the non-resident fee, an enrollment fee of \$46 will be charged for each unit taken.

Regular and Summer Sessions

Each full unit taken:

- International Student Tuition - \$235.00*
- Nonresident Student Tuition - \$235.00*
- Plus Enrollment Fee per unit - \$46.00*

* Fees are subject to change without notice

[Evidence: [36](#)]

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

The College awards students credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and /or lab work) that is necessary to award one unit of credit. Title 5 requires a minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, or lab work for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. State Center Community College District uses a standard of fifty-four hours for the calculation. For each hour of lecture required, faculty will require students to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant noncompliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.

Within the Institutional Self-Evaluation Report, the narrative of Standard II.A demonstrates that Clovis Community College conforms to the commonly accepted minimum program length of 60 credit hours for the Associate Degree and has in place written policies and procedures for determining a credit hour. The College does not convert clock hours to credit hours in any of its courses or programs. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office in the Program and Course Approval Handbook (PCAH) and are consistently applied to all courses and programs.

The analyses and evidence in the Institutional Self-Evaluation Report presented under Standard II.A demonstrate that the College engages in accepted practices when awarding credit, including academic study of sufficient content, breadth, and length; levels of rigor appropriate to the degrees or certificates offered; student learning outcomes; and assessment results which provide sufficient evidence that students are achieving course, general education, and program learning outcomes.

The College awards academic credit as established in California Education Code Title 5. The College adheres to and has written policies and procedures for determining a credit hour. These policies and procedures are in accordance with California Community College practices as

sanctioned by the Chancellor's Office in the Program and Course Approval Handbook (PCAH) and are consistently applied to all courses and programs.

Clovis Community College awards credit to students based on the conventional Carnegie unit; each unit represents three hours of the student's time each week for one eighteen-week semester (fifty-four hours total). Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and /or lab work) that is necessary to award one unit of credit. This section of Title 5 requires a minimum of 48 hours on the semester system of lecture, study, or lab work for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. State Center Community College District uses fifty-four hours for this calculation. For each hour of lecture required, faculty will require students to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class. Distance education courses require the same rigor and transferability that leads to the awarding of academic credit

Course outlines of record (CORs) and corresponding syllabi, along with the class schedule, demonstrate that faculty assign the appropriate amount of work to conform to the Carnegie unit. This is true of traditional lecture-based classes, as well as classroom-based courses with a laboratory, distance education courses, and courses that provide for clinical practice. The College is transitioning from a "paper" process of curriculum to a software called eLumen. All course outlines of record (CORs) can be found on the College's Blackboard site for the Curriculum Committee as well as the College's website (insert link). The College's credit policies and those policies include a statement of the criteria regarding the transfer of credit earned to another institution of higher education. Clovis Community College does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable.

Each course includes in its course outline of record the specific standards for awarding course credit including student learning outcomes, course objectives, topics and scope, methods of instruction, and methods of evaluation. The justification for the number of units awarded is based on these elements as well as on the traditional Carnegie Unit. The modality of delivering instruction is not a factor in determining any elements in the course scope, outcomes, or objectives and consequently is not a factor in the number of units awarded. The Curriculum Committee scrutinizes all of these details for adherence to standards of academic rigor and applicable state regulations. Once the Curriculum Committee approves curriculum, it submits proposals to the Educational Coordinating and Planning Committee (ECPC). ECPC submits curriculum proposals for final approval to the Board of Trustees. Faculty adherence to the

content and objectives in the course outline of record is one component of the faculty evaluation process as well as the student learning outcomes assessments.

All grading and credit policies comply with the State of California Education Code and Title 5 of the California Code of Regulations, and the Board of Trustees approves them. This information is available in the college catalog. Instructors may establish a course grading policy within these parameters and include such course grading policies in course syllabi.

Transfer Policies

***Transfer Policies (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii))**

The college catalog, college website, and information available in the Student Support Services Office displays transfer policies. CCC transfer services provide a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, transfer application workshops, college social media tools and several transfer admission guarantees (TAGs) to several University of California campuses. The CCC hosts a university outreach day during the fall semester which includes representatives from UC, CSU, and private institutions. In an effort to comply with Senate Bill 1440, CCC has also developed several Associate Degree for Transfer (ADTs). The following degrees are available: Administration of Justice, Art, Biology, Business Administration, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, and Studio Arts. This information is also referenced in Standard IIC.

Transfer policies are appropriately disclosed to students and to the public.

Students and the public can find articulation agreements between the California State University (CSU) and University of California (UC) campuses on the assist.org website. Clovis Community College has hired a full-time counselor to coordinate the College's articulation function and also ensure that all the College's courses are C-ID approved.

The transfer policies are included on the CCC website, class schedule, and the college catalog.

Policies contain information about the criteria the institution uses to accept credits for transfer.

Policies on the transfer of credit are published in the college Catalog. This information includes information about regionally accredited institutions, transfer credits on the student types of credit accepted, and transfer policies to private, independent, and out-of-state colleges. Students who have previously attended another college submit their academic records for evaluation with regard to scholastic status system in use at the College at the time of enrollment. [Evidence: [3](#)]

The institution complies with the Commission Policy on Transfer of Credit.

The following section describes the College's compliance with the Commission Policy on Transfer of Credit:

Policy on Transfer of Credit

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

The College has established policies for effective transfer of credit. Policies about transfer and the transfer of credit are delineated in the college catalog. The college catalog, college website, and information available in the Student Support Services Office displays transfer policies. CCC transfer services provide a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, transfer application workshops, college social media tools and several transfer admission guarantees (TAGs) to several University of California campuses. The CCC hosts a university outreach day during the fall semester which includes representatives from UC, CSU, and private institutions. In an effort to comply with Senate Bill 1440, CCC has also developed several Associate Degree for Transfer (ADTs). The following degrees are available at the CCC: Administration of Justice, Art, Biology, Business Administration, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, and Studio Arts. This information is also referenced in Standard II.C.

Policy Elements

Institutions considering transfer of credit from another institution must evaluate and ensure that:

- a. There is a balanced approach to decisions about whether to accept transfer of credit. Clearly stated policies and procedures for consideration of transfer of credit must be developed, followed, and maintained. Sound mechanisms for ongoing review and updating of policies and procedures must be established. The*

policy must include a statement of criteria established by the institution regarding the transfer of credit earned at another institution of higher education1;

- b. The educational quality of the sending institution is the primary consideration. Receiving institutions must ensure that decisions are based on a fair assessment of the institution's educational quality and may include the regional, specialized and national accredited status of an institution, along with other factors as appropriate. Institutions should be flexible and open in considering alternative or innovative forms of educational delivery that may characterize the institution where the student received the credits proposed for transfer;*
- c. There is assurance that the institution from which a student desires to transfer credit is a legitimate institution accredited by a U.S. Department of Education recognized accrediting body or that the institution, if in another country, is approved by the legitimate accreditation or quality assurance agencies that operate in that country;*
- d. There is assurance that transcripts and other credentials provided for purposes of transfer of credit are legitimate and, if validated by a third party foreign credential services, that the credential service agency is valid;*
- e. The nature, content, associated student learning outcomes, and level of credit(s) earned at the sending institution are comparable to those of the credit(s) offered at the receiving institution;*
- f. The credit(s) earned for the programs offered by the sending institution, in light of the student's educational goals, are appropriate and applicable to the credits the student seeks to transfer to the receiving institution's program;*
- g. The receiving institution acts consistently and fairly in its review of the courses that students propose to transfer for credit. Students must be treated equitably as they seek to transfer credit, and institutions must consider all requests to transfer credit carefully before making decisions; and,*
- h. College publications used to inform or recruit students provide accurate and timely information about transfer of credit policies and procedures to students, the public, and sending institutions. The information should include clearly defined procedures, deadlines, and documents needed from sending institutions when attempting transfer of credit as well as essential academic factors that are involved in transfer of credit decisions (such as existing course equivalencies, content and/or student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite). These policies must be publically disclosed.*

Credits from regionally accredited institutions that are transferred to Clovis Community College are reviewed and evaluated for consistency in the quality of learning outcomes. The College's Admissions and Records Office has an evaluator who provides an initial screening of courses

proposed for transfer credit. If there is no appropriate equivalency in the catalog, then the evaluator works with the College's Articulation Officer, department chairs, and/or appropriate discipline faculty to review course descriptions, course outlines, and syllabi from the institutions for which students request transfer credit. Credit is awarded without penalty if the syllabus/course outline identifies elements consistent with an equivalent course at Clovis Community College, including course content, lecture and laboratory hours, and expected learning outcomes.

Effective public communication is maintained through an ongoing exchange with students and the public about transfer of credit opportunities and limitations through catalogues, counseling and advising, and websites. Ongoing contact and information exchange among institutions that routinely send and receive transfer students must be sustained. Information to students and the public about special circumstances that may affect the ease or difficulty of transfer of credit shall be provided

The College informs students and members of the public about transfer of credit policies and limitations through the college catalog and website as well as through counseling and outreach services. The College's Articulation Officer maintains communication with institutions that routinely receive transfer students. The Office of Admissions and Records and student outreach services maintain communication with school districts and schools that routinely send transfer students to the College. In addition, the College hosts a Transfer Day every fall in which private and public colleges and universities come to the college to engage with the students of Clovis Community College and showcase their colleges and universities. In addition, this provides an opportunity for Clovis Community College to expand and enhance articulation agreements with these colleges and universities.

Where software or a website is used to offer customized transfer of credit information or information on articulation agreements to students, it is accurate and current. Where provision is made for electronic transfer of credit, application for transcript analysis, or other key functions, it is confidential, secure, accurate and current.

Information about articulation agreements with California public institutions is maintained in the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) website, assist.org. This is the state's official repository of articulation for California's public colleges and universities. This website can be used to determine which courses transfer to a University of California (UC) or California State University (CSU) campus and how those courses may be used to satisfy specific subject matter requirements for admissions, General Education, or lower division major preparation. The website can also be used to explore the majors available at the UC and CSU campuses. In addition, E-verifications are completed through the CSU Chancellor's website to verify a student will be earning an Associate Degree for Transfer (ADT) at the

website adtverify.calstate.edu and a counselor verifies a student's eligibility for a Transfer Admission Guarantee (TAG) through the University of California Transfer Admission Planner (TAP) website, uctap.universityofcalifornia.edu/students. The results of the transcript evaluations and analyses are confidentially scanned and entered into Datatel by the Admissions and Records Officer personnel. Only counselors, Financial Aid, and Admissions and Records personnel have access to these results. Moreover, the Admissions and Records evaluators keep a record of all external course to course evaluations on a spreadsheet, and shares this information for counselor reference as needed.

In addition to maintaining college articulation agreements on the ASSIST public website, Clovis Community College complies with SB 1440/440 in developing and maintaining accurate and current, Associate Degrees for Transfer (ADTs) in addition to proposing courses for C-ID designation. In order to keep the submission and active articulation agreements through these public databases available to the public, the software, programs as well as online databases within the websites such as ASSIST and C-ID are accessible to the Articulation Officer with an assigned secure login and password. The website is c-id.net.

Distance Education and Correspondence Education

***Distance Education and Correspondence Education (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(iv), (vi); 602.17(g); 668.38)**

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

The Curriculum Committee approves all courses, including those offered through distance education delivery, and all faculty must follow the approved course outline of record (CORs). All courses must align with the College's Mission and meet the same standards as face-to-face courses. All CORs establish stated student learning outcomes (SLOs), which faculty follow regardless of location or delivery method, and faculty regularly assess SLOs. Also see Standard IIA for further explanation and evidence. [Evidence: [15](#), [17](#), [18](#)]

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

The Curriculum Committee requires faculty to complete and submit a distance education supplemental addendum. This is explained in more detail in Standard IIA. [Evidence: [16](#), [19](#)]

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The College has a process to establish that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit. Specifically, the College meets this requirement through a process of secure log-in and passcode. [Evidence: [3](#), [16](#), [20](#)]

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

Clovis Community College currently uses appropriate technology to achieve course objectives; for example, instructors utilize the Canvas Learning Management System to offer the online

courses. Many instructors also utilize www.turnitin.com. Standards II.A and III.C include more information. [Evidence: [20](#), [21](#), [22](#)]

Clovis Community College offers a variety of online student support services are available and use the appropriate technology to meet student needs with each service: admissions application, academic counseling (including career and transfer services), orientation, SARS Early Alert, Financial Aid, Online Probation Workshop, and registration. This is discussed in detail in Standard II.C.3.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Clovis Community College meets the requirements of the Policy on Distance Education and Correspondence Education by ensuring that distance education courses adhere to the same quality standards and student learning outcomes as face-to-face courses as described in Standard II.A.

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

Policy Elements

- development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.*
- institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.*
- institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.*
- institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.*
- institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process.*
- institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.*
- institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of*

student privacy and will notify students at the time of class registration of any charges associated with verification of student identity

Clovis Community College is committed to an environment of continuous improvement of the College's programs and services. Through the work of the College Council, planning, and program review, the College addresses the Commission's recommendations and maintains successful working relationships with federal, state and private agencies by complying with all regulations. Distance education at Clovis Community College meets all ACCJC Standards, as well as federal, state and local requirements.

Complaints and Representation of Accredited Status

***Student Complaints (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(ix); 668.43)**

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

Clovis Community College has separate student complaint and grievance procedures which define the scope and manner in which faculty and administrators resolve them. Administrative Regulation (AR) 5530 addresses both procedures. Student grievances are much more serious than student complaints. As per Administrative Regulation (AR) 5530, student grievances are limited to:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harassment
- Other illegal harassment or discrimination
- Financial aid
- Course grades, to the extent permitted by Education Code Section 76224(a)The exercise of rights of free expression protection by state and federal constitutions and Education Code Section 76120

The complaint process is also described in the college catalog. In addition, all administrative regulations, including AR 5530, are available to students on the State Center Community College's District's website at: <http://retrieve.scccd.edu/trustees/bpar3.asp>

Faculty and administrators routinely use the informal resolution process as addressed in AR 5530 to resolve minor grievances and call this process the "Student Appeal/Complaint Form," which students may obtain from the Office of Instruction or Student Support Services, or under the *Current Students* tab at the top of the Clovis Community College website: <http://www.cloviscollege.edu/current-students/student-conduct/index.html>

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

The office of the deans of instruction and the Dean of Student Services in AC2-233 maintain completed Student Appeal/Complaint Forms in files sorted by semester. Said complaint files demonstrate compliance with implementation of the complaint policies and procedures.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

No response required.

The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

Information about the Accrediting Commission of Community and Junior Colleges (ACCJC) and how this is the accreditation body for Clovis Community College can be found on the College's website under About US – Accreditation:

<http://www.cloviscollege.edu/about/accreditation/index.html>

The state of California licenses and the National Association for the Education of Young Children (NAEYC) accredits the CCC Child Development Center (CDC).

For anyone wanting to file a complaint with the Commission (ACCJC), this information, form, and link is provided under the Accreditation tab of the website. The website gives further instructions regarding this process which can be found on the right hand side of the Accreditation link titled "Submitting Comments and Complaints to ACCJC."

<http://www.cloviscollege.edu/about/accreditation/index.html>

<http://www.cloviscollege.edu/about/accreditation/comments-complaints-accjc.html>

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

For anyone wanting to file a complaint with the Commission (ACCJC), this information, form, and link is provided under the Accreditation tab of the website. The website gives further instructions regarding this process which can be found on the right hand side of the Accreditation link titled "Submitting Comments and Complaints to ACCJC."

<http://www.cloviscollege.edu/about/accreditation/index.html>

<http://www.cloviscollege.edu/about/accreditation/comments-complaints-accjc.html>

Policy on Representation of Accredited Status

Representation of Status by Accredited Institutions

Representations of accredited status should include and be limited to the following statement. Additional modifiers such as “fully accredited” are not appropriate since no partial accreditation is possible.

Clovis Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

The Board of Trustees of the State Center Community College District provides assurance that the Clovis Community College adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission. Clovis Community College is accredited by ACCJC.

Policy on Student and Public Complaints Against Institutions

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. A complainant filing a complaint with the Commission should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.

Clovis Community College has separate student complaint and grievance procedures which define the scope and manner in which faculty and administrators resolve them. Administrative Regulation (AR) 5530 addresses both procedures. Student grievances are much more serious than student complaints. As per Administrative Regulation (AR) 5530, student grievances are limited to:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harassment
- Other illegal harassment or discrimination
- Financial aid
- Course grades, to the extent permitted by Education Code Section 76224(a)The exercise of rights of free expression protection by state and federal constitutions and Education Code Section 76120

The complaint process is also described in the college catalog. In addition, all administrative regulations, including AR 5530, are available to students on the State Center Community College's District's website at: <http://retrieve.scccd.edu/trustees/bpar3.asp>

Faculty and administrators routinely use the informal resolution process as addressed in AR 5530 to resolve minor grievances and call this process the "Student Appeal/Complaint Form," which students may obtain from the Office of Instruction or Student Support Services, or under the *Current Students* tab at the top of the Clovis Community College website: <http://www.cloviscollege.edu/current-students/student-conduct/index.html>

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

The office of the deans of instruction and the Dean of Student Services in AC2-233 maintain completed Student Appeal/Complaint Forms in files sorted by semester. Said complaint files demonstrate compliance with implementation of the complaint policies and procedures.

Advertising and Recruitment

***Institutional Disclosure and Advertising and Recruitment Materials (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(vii); 668.6)**

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

Information regarding the College's programs, locations and policies is available to students and the general public via the Clovis Community College website at www.cloviscollege.edu. Appointed campus representatives update information regularly to ensure accuracy of information disseminated to students and the general public.

- The College Catalog clearly describes all programs; the catalog is available in hard copy form or online under the heading Distance Learning/College Catalog.
- The College Catalog and the CCC website homepage identify the location of the College.
- CCC provides stated policies in several areas for easy access: College Catalog, Schedule of Classes, Board of Trustees Policies and Administrative Regulations, Student Conduct Standards and Grievance Procedures Handbook.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Clovis Community College endeavors to ensure accurate information with all institutional advertising and publications, student outreach efforts, and its accreditation status.

- Members of the College's President's Council regularly review all institutional advertising and publications to ensure accurate and timely information;
- CCC is an open-access institution and therefore admits all students who have graduated from high school or are 18 years of age. Outreach staff is available to assist students with admission and matriculation processes.
- The CCC website clearly outlines information about the College's Accreditation status under About Us/Accreditation.

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Clovis Community College posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs. Regulation citations: 602.16(a)(1)(vii); 668.6.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

Policy Elements

A. Advertising, Publications, Promotional Literature

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including those presented in electronic formats. All statements and representations, including, but not limited to, conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, shall be clear, factually accurate, and current. Supporting documentation should be kept on file and readily available for review.

Catalogs and other official publications shall be readily available and accurately depict:

- i. official name, address(es), telephone number(s), and website address of the institution;*
- j. institutional mission statement, purposes, and objectives; entrance requirements and procedures;*
- k. basic information on programs and courses with required sequences and frequency of course offerings explicitly stated;*
- l. degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate;*
- m. faculty with degrees held and the conferring institution; • institutional facilities readily available for educational use;*
- n. rules and regulations for conduct;*
- o. the institution's academic freedom statement;*
- p. tuition, fees, and other program costs;*
- q. opportunities and requirements for financial aid;*
- r. policies and procedures for refunding fees and charges to students who withdraw from enrollment;*
- s. policies related to the transfer of credits from other institutions;*
- t. statements of nondiscrimination;*
- u. location or publications where other institutional policies may be found;*
- v. members of the Governing Board; and*

- w. *the accredited status of the institution, including any specialized or program accreditation that may be required for licensure or employment in the field, or the lack thereof. In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered; and any unique requirements for career path or for employment and advancement opportunities in the profession or occupation described.*

Information about Clovis Community College is updated on a regular bases and is available to students through the College’s public website. In addition, the College publishes the college catalog on an annual basis and class schedules are available each spring and summer/fall semester. General information provided in the college catalog captures all of the information as listed above. Processes are in place to ensure that the information in the college catalog complies with the Commission policy that it is readily accessible to students, college personnel, and the public.

B. Student Recruitment for Admissions

Student recruitment shall be guided by well-qualified admissions officers and trained volunteers whose credentials, purposes, and position or affiliation with the institution are clearly specified. Independent contractors or agents used by the institution for recruiting purposes shall be governed by the same principles as institutional admissions officers and volunteers. The following practices in student recruitment shall be scrupulously avoided:

- *assuring employment unless employment arrangements have been made and can be verified;*
- *misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program;*
- *offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. Awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.*

Clovis Community College complies with all legal and regulatory practices related to student recruitment and admissions. General student recruitment and other pre-admission outreach services are spearheaded by qualified college staff in the College Relations and Outreach Office. Comprised of a full-time Director of Student Success, Equity, and Outreach; two full-time educational advisors; one full-time college relations specialists; and approximately twelve paid part-time student ambassadors (peer advisors), these staff serve as the College’s primary liaisons to the area K-12 schools and local community events. Outreach and

recruitment services offered by the College Relations and Outreach Office are focused helping perspective students complete the established enrollment and matriculation process including the admissions application, orientation, basic skills assessment, and pre-registration counseling and educational planning. In partnership with the College's K-12 schools, the College Relations and Outreach Office coordinates all scheduled visits to the high schools as part of the Registration-to-Go process. The Reg-to-Go process includes the College Relations and Outreach Office staff working closely with counselors as they matriculate high school seniors regarding their application, assessment, and orientation to Clovis Community College. The College's counselors receive copies of the transcripts for high school seniors in the Clovis Unified School District (CUSD) for thorough evaluation of multiple measures for appropriate course placement during scheduled visits to the CUSD high schools.

College personnel who are responsible for student outreach, recruitment, and admissions advising provide services to perspective students in a manner consistent with institutional policies and procedures, information published in the college catalog and class schedule, and the institution's Mission Statement.

Title IV

***Title IV Compliance (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.)**

The institution has presented evidence on the required components of the Title IV Program, including finding from any audits and program or other review activities by the USDE.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

The College's financial statements have received an unmodified audit opinion each year since the College received Initial Accreditation in 2015. College programs, grant, and categorical funded programs and financial aid programs are included in the audit and have all received positive reviews with no material findings. Clovis Community College received approval to use its OPEID code and begin disbursing Title IV aid just two weeks before the 2016-2017 award year. Procedures have been established for program record keeping and financial responsibility. Clovis Community College had its first A-133 audit at the end of the 2016-2017 award year, and there were no findings.

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

Default rates have not been established for CCC as there is a 3-year minimum cohort and the College expects to have its first official CDR in 2020; however, the College has implemented best practices for smart borrower resources and in-depth entrance counseling to minimize defaults in the future. Clovis Community College also hired a permanent Director of Financial Aid in June 2017 to ensure compliance with all Title IV and state requirements.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

Clovis Community College does not have any of these contractual relationships.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Clovis Community College does not imply nor suggest its accreditation status is applicable with courses or programs offered under contract with non-regionally accredited entities.

Clovis Community College complies with all Title IV requirements outlines in the federal Program Participation Agreement (PPA) including:

- Separation of duties for determining student awards and disbursing of funds;
- Submitting all required annual financial aid audits and reports, such as the FISAP, in a timely manner;
- Utilizing the electronic processes required by the United States Department of Education;

In addition, Clovis Community College uses the following policies, procedures and processes to ensure compliance:

- Procedures that ensure frequent, periodic reconciliation of business office and financial aid office award data.
- A system of internal checks and balances for administering federal student financial aid that meets federal requirements.
- A system to identify and resolve discrepancies in information received from various sources about a student's financial aid application.
- A policy that meets federal regulations for requiring satisfactory academic progress for recipients of financial aid.
- A policy that meets federal regulations for returning Title IV funds upon student withdrawal from classes.
- A process to insure the obtaining of the necessary approvals from the department for expanding or re-establishing eligibility.

Policy on Contractual Relationship with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

Clovis Community College does not contract certain functions to a related entity.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

In general, Clovis Community College, for the most part, does not share facilities with the sister colleges (Fresno City College and Reedley College). In special instances, such as for District-wide meetings, CCC shares the Herndon Campus with the other colleges.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities
Policy on Institutional Compliance with Title IV

The College understands and observes its obligation to report changes in control, legal status, or ownership of the institution and related entities.

Policy on Institutional Compliance with Title IV

Background

In order to comply with federal regulations regarding Institutional Compliance with Title IV of the Higher Education Act (HEA) [34 C.F.R. § 602.16; 602.27.], the Commission is required to provide the following information it has available germane to an accredited or candidate institution's program responsibilities or eligibility to participate under Title IV of the HEA.

Notification to the U.S. Secretary of Education of Fraud or Abuse 98

The Commission shall provide the U.S. Secretary of Education notice of the name of any institution it has reason to believe is engaged in fraud or abuse or is failing to meet its responsibilities under Title IV of the HEA, and the reasons for such concern. Except in cases when the matter warrants a confidential report to the U.S. Secretary, the Commission shall notify the institution if its name is submitted to the U.S. Secretary under this provision.

Since becoming a stand-alone college in the summer of 2015, the College was approved to disperse Title IV funds in the 2016-2017 year. Due to the many compliance requirements, the College hired a full-time Director of Financial Aid in July of 2017 to ensure the College complies with all regulatory guidance and established College policies and procedures. Within the College policies and procedures, processes are outlined if fraud or abuse is suspected and how the College is to work closely with the Office of Inspector General.

The Financial Aid Office makes every effort to identify and report attempted fraud. The Director of Financial Aid runs queries each semester to try to identify potential fraudulent applicants. The Director of Financial Aid places these applicants in an "Administrative Hold" status and the Financial Aid Office disburses no financial aid until students come in person to the Financial Aid Office to verify their identity and financial aid application information. CCC's Financial Aid Office works with the offices of the other colleges in the District to identify persons attempting financial aid fraud.

Default Rates

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action

is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.

Clovis Community College received approval to use its OPEID code and begin disbursing Title IV aid just two weeks before the 2016-2017 award year. Default rates have not been established for CCC as there is a 3-year minimum cohort and the College expects to have its first official CDR in 2020; however, the College has implemented best practices for smart borrower resources and in-depth entrance counseling to minimize defaults in the future. Clovis Community College also hired a permanent Director of Financial Aid in July 2017 to ensure compliance with all Title IV and state requirements.

At the time the College does receive the financial aid default rate, the College will evaluate and potentially contract with i3 (a national default prevention and aversion company used by both College's sisters colleges: Fresno City College and Reedley College) to assist the College with intrusive borrower counseling and repayment assistance, if needed.

Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Since Clovis Community College does not have a default rate for at least a minimum of three more years, sanctions for high official cohort default rates do not apply to Clovis Community College. The College has implemented best practices around smart borrower resources and repayment.

Evidence List

Evidence #	Title
1	ACCJC Awards Clovis Community College Initial Accreditation
2	Board of Governors Letters
3	College Catalog 2017-2018
4	Institutional Effectiveness Report
5	Curriculum Handbook
6	Class Schedule FA16
7	Class Schedule SP17
8	AR 2410 Policy and Administrative Regulations

Evidence #	Title
9	AR 2510 Participation in Local Decision
10	AR 3200 Accreditation
11	Dr. Bennett's Resume
12	President's Job Announcement
13	Board of Trustees Minutes Approving Dr. Lori Bennett as President
14	Audit Report 2015-2016
15	Curriculum Handbook
16	Distance Education Handbook
17	Sample Syllabi
18	TracDat Page on Website
19	Course Outlines of Record on College Website
20	Computer Use Policy
21	Canvas Website
22	Turnitin.com
23	ACCJC Website
24	Accreditation Feedback Link on Website
25	ACCJC Third Party Comments Form
26	President's Board Reports
27	It's as Easy as I-II-III-IV
28	Accreditation Reviewer Training
29	Institutional Set Standards
30	Student Equity Plan
31	Integrated Plan
32	Basic Skills Expenditure Plan 2015-2016
33	Student Equity Data
34	Student Success Committee Agendas and Minutes on Blackboard
35	Program Review Handbook
36	Cost of College
37	Accreditation Emails
38	IEPI Indicators for 2016 and 2017
39	ACCJC Annual Reports for 2016-2017



STANDARD I. MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.



Standard I.A. Mission

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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STANDARD I. MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

I.A.1. The mission describes the institution’s broad educational purpose, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Clovis Community College’s Mission Statement addresses its broad educational purpose, intended student population, the types of degrees and credentials it offers, and its commitment to student learning and achievement. The Mission Statement is:

Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

(Approved by the Board of Trustees, July 2, 2013, page 114)

[Evidence: [IA.20](#), [IA.48](#), [IA.49](#)]

Broad Educational Purpose: CCC’s Mission Statement indicates that the College provides preparation and training that supports students in pursuit of their educational goals. Specifically, the College “support[s] student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs.”

[Evidence: [IA.1](#)]

Intended Student Population: As part of the California Community College system, CCC is an open-access institution. The Mission Statement clearly points out that CCC embraces all students in the community. At CCC, faculty, staff, and administrators embody the idea of a community of learners with students in classrooms and services and expand beyond that to include the neighboring region and distance learners as well.

Types of Degrees/Certificates Offered: The Mission Statement identifies CCC as a degree and certificate-granting institution. CCC confers Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer to California State University (CSU), and certificates of completion and achievement in a variety of career technical educational fields. The college catalog describes degree and certificate offerings. [Evidence: [IA.1](#), [IA.2](#)]

Commitment to Student Learning and Achievement: The beginning of CCC’s Mission, “creating opportunities one student at a time,” implies individual and, ultimately, collective student learning and achievement. When the College developed the Mission Statement, faculty, staff, and administrators embedded CCC’s core values in the Mission, including integrity, generosity, and accountability to students along with support of student learning and success. It also encourages community partnerships through CTE and transfer programs.

From 2015-2017, each committee reviewed the Mission Statement annually at its first meeting of the academic year and forwarded suggestions for changes to the Student Success Committee. In the summer of 2017, the College revised its Governance Handbook and, as part of that revision, assigned the responsibility for reviewing the Mission Statement to College Council. In fall 2017, faculty, staff, administrators, and students participated in a collective review and validation of the Mission at a College-wide planning retreat on September 15th. After that, per College Council, the College will review the Mission every other year in accordance with the College’s six-year planning cycle. [Evidence: [IA.3](#), [IA.4](#), [IA.5](#), [IA.6](#)]

Faculty, staff, and administrators widely display the Mission in classrooms, offices, posters on campus, and on major publications and the website. The Mission drives the continual improvement process for even greater student learning and achievement. [Evidence: [IA.28](#), [IA.31](#), [IA.32](#), [IA.33](#)]

Analysis and Evaluation

The CCC Mission Statement states the College’s broad educational purpose, intended student population, types of degrees and certificates offered, and expresses CCC’s commitment to and support for student learning and success at the College and in the community, in part, by engaging in “reflective, data driven cycles of research and innovation focused on learning and student outcomes.” All constituent groups at the College have the opportunity to participate in regular review of the Mission Statement.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

CCC regularly uses data to assess achievement of the College's Mission, and the College uses analysis and assessment of data as outlined in the Integrated Planning Model. The Office of Institutional Research leads these evaluations by providing annual reports that they share with committees and the overall College community. The primary annual report created by the Office of Institutional Research is the Institutional Effectiveness Report, which includes analysis of student learning and progress along with other key performance indicators. [Evidence: [IA.7](#), [IA.8](#)]

During 2016-2017, CCC faculty, staff, administrators and students collaboratively developed the College's Educational Master Plan 2017-2027 with the assistance of consultants. The College began its work on the updated Educational Master Plan with a review of the Mission and Vision, which set the groundwork for the data faculty, staff, and students reviewed as they considered the plan's goals and objectives. College Council, the College's overarching participatory governance group, will monitor each goal annually to assure the College continues to meet its Mission. The Educational Master Plan contains both qualitative and quantitative data used to analyze institutional effectiveness and academic quality. The data delineates the demographics of CCC's student population including disaggregated data on ethnicity, gender, and socioeconomic backgrounds. [Evidence: [IA.9](#), [IA.10](#), [IA.46](#)]

In addition, the College developed its Strategic Plan 2017-2021, guided by three overarching principles, Community, Equity, and Innovation, and related to the six overarching goals of the Educational Master Plan. The development of the Strategic Plan involved representatives from all of the College's constituent groups, including students, at a large-scale planning session. Faculty, staff, administrators, and students engaged in data analysis at the planning session, and their work served as a basis for the Strategic Plan. [Evidence: [IA.11](#), [IA.12](#)]

The program review process contributes to an understanding of how effectively the College is fulfilling its Mission. Each instructional and non-instructional program reviews achievement and survey data as well as profile and enrollment data that the Office of Institutional Research provides. The Program Review Handbook describes the requirement that each unit going through the comprehensive program review process must state how it supports the College's Mission. Therefore, review of enrollment, student success/achievement, and SLO assessment data helps CCC faculty, staff, and administrators determine that the College is accomplishing its overall Mission. [Evidence: [IA.8](#), [IA.13](#), [IA.15](#), [IA.34](#), [IA.35](#)]

The College also regularly monitors its retention, success, persistence, and completions disaggregated by gender, age, and ethnicity to ensure steady progress toward meeting its one and

six-year institutional targets for student achievement (i.e. success, retention, degrees and certificates, and transfer) as required by the Institutional Effectiveness Partnership Initiative indicators. The Office of Institutional Research created the Institutional Effectiveness Report in 2016, and it includes the aforementioned data. It is readily available on the College’s website and updated annually to complement other data faculty are using to assess achievement and equity. [Evidence: [IA.7](#), [IA.8](#)]

Last year, the Student Success Committee reviewed a significant amount of data in their process of creating the Integrated Plan. The Integrated Plan includes a focus on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented students. The Student Success Committee participated in developing goals and activities to address disparities in student outcomes. The Mission Statement guides the Integrated Plan, wherein the commitment to student equity is inherent: “Creating opportunities, one student at a time.” [Evidence: [IA.37](#), [IA.47](#)]

Analysis and Evaluation

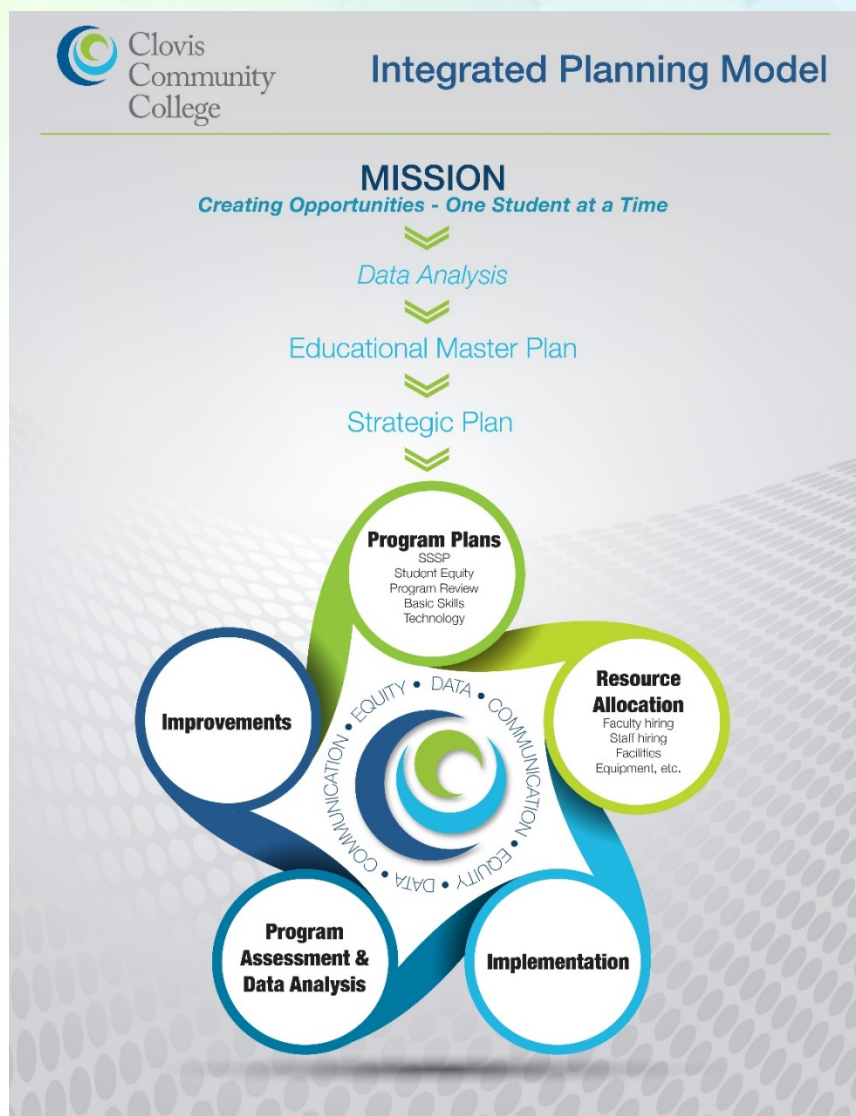
CCC reviews data to determine whether it is accomplishing its Mission. Faculty, staff, and administrators review analysis and assessment for planning, goal setting, and decision making as outlined in the Integrated Planning Model. Institutional planning priorities address student needs and increase student learning and achievement, the core of the College’s Mission. The Educational Master Plan, Strategic Plan, and Integrated Plan all guide the College in a regular review of its Mission and Values.

IA.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Comprehensive program reviews for CCC instructional and non-instructional programs ensure that instructional programs, student and learning support services, and administrative services align with the Mission of the College. [Evidence: [IA.13](#), [IA.34](#), [IA.35](#)]

The College’s Mission is central to the development of the planning and decision making process in the Integrated Planning Model, which uses data and analysis throughout the cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation to improve student learning and achievement.



[Evidence: [IA.17](#)]

Deans of instruction and the Dean of Student Services continually monitor enrollment and completion data to guide decisions as to which courses to offer and at which times, as well as how many sections are optimal. [Evidence: [IA.18](#), [IA.19](#)]

The College Mission and Values shape the College's culture and are the basis for the Educational Master Plan 2017-2027, which serves as the College's central planning document and establishes a clear set of performance measures to guide planning efforts. The Educational Master Plan details all major academic and educational planning objectives to support its Mission and institutional goals. The College also aligns each objective in the Strategic Plan 2017-2021 to a goal in the Educational Master Plan, and objectives in specific program plans, such as the Student Equity Plan, align with goals in the Strategic Plan. [Evidence: [IA.4](#), [IA.10](#), [IA.11](#), [IA.14](#), [IA.17](#), [IA.18](#), [IA.19](#), [IA.47](#)]

Analysis and Evaluation

All instructional and non-instructional programs address how they meet the needs of the College's student population and support its Mission as part of a regular cycle of program review. Department members analyze data on enrollment, success, retention, SLO assessment, and grade distribution for each program, and this data analysis provides the basis for creating goals and supporting requests for additional resources. The Program Review Handbook asks each department and service unit to provide a narrative on the purpose of its program and how its program goals support the College's Mission and Strategic Plan.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The President takes the Mission to the Board of Trustees for the final approval in the process, and the Board of Trustees approved the College's Mission Statement July 2, 2013. The College reaffirmed its Mission as it created its Educational Master Plan 2017-2027 and Strategic Plan 2017-2021. The College regularly reviews the Mission and updates it as necessary. Prior to fall 2017, all committees reviewed the Mission at their first meeting of the school year. Committees forwarded suggestions for changes to the Student Success Committee. The Student Success Committee considered all suggestions and forwarded them to College Council. If those groups recommended to change Mission Statement wording, then College Council distributed the revised Mission to constituency groups for approval, and then recommended the approved Mission to the President. [Evidence: [IA.12](#), [IA.20](#), [IA.21](#), [IA.22](#), [IA.25](#), [IA.26](#), [IA.43](#)]

In fall 2017, College Council updated the College's planning and review processes and created a six-year planning calendar. In the updated calendar cycle, the College will review the Mission every two years instead of every year. College Council will initiate the review and distribute the revised Mission Statement to constituency groups for approval. As with the previous review process, College Council recommends the revised Mission Statement to the President who then takes it to the Board for final approval. At the College's fall retreat in 2017, the Vice President of Instruction and Student Services and the Academic Senate President led a review of the Mission and a validation exercise. According to the College's planning cycle, the next Mission review will take place in fall 2019. [Evidence: [IA.6](#), [IA.12](#), [IA.21](#)]

The College publishes the Mission Statement in all major documents, posts the Mission Statement throughout the campus and in all classrooms, and on administrator emails. This accomplishes the goal to have all committees and stakeholders aware of the Mission. [Evidence: [IA.14](#), [IA.20](#), [IA.25](#), [IA.26](#), [IA.27](#), [IA.28](#), [IA.31](#), [IA.32](#), [IA.33](#), [IA.49](#)]

In 2016, the Office of Institutional Research conducted a survey of faculty, staff, and administrators about the College's fulfillment of Accreditation Standards. Ninety-eight faculty,

staff, and administrators responded to the survey, and of those identified, 68% were faculty, 27% were staff, and 5% administration; 55% were full-time employees. Question 1 on the survey specifically addressed the Mission Statement: “CCC articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.” One hundred percent of those who responded to the statement agreed or strongly agreed with it; twelve respondents indicated they “did not know.” Those who did not know may have been part-time or new employees. [Evidence: [IA.42](#)]

Analysis and Evaluation

CCC regularly reviews and, when necessary, revises its Mission Statement, which all constituent groups review through a collaborative process, and the Board of Trustees approves the Mission. The College widely publishes the Mission, and faculty, staff, and administrators use the Mission as the foundation of planning. Through the Mission review process, students, faculty, classified staff, and administrators participate in and contribute to the evaluation.

Evidence List

Evidence #	Title
IA.1	Mission and Vision Statements
IA.2	College Catalog 2017-2018
IA.3	College Council Meeting Minutes 9-9-16
IA.4	Educational Master Plan Retreat 10-21-16
IA.5	Planning Retreat FA17 Information
IA.6	6-Year Planning Document
IA.7	Institutional Effectiveness Report
IA.8	Office of Institutional Research Website
IA.9	Educational Master Plan
IA.10	Educational Master Plan Retreat Information
IA.11	Strategic Plan 2017-2021
IA.12	Strategic Planning Retreat Information FA16
IA.13	Program Review Handbook
IA.14	Meeting Minutes Template
IA.15	Instructional Program Review Data Packets
IA.16	Student Equity Data Packets
IA.17	Integrated Planning Model
IA.18	FTES Monitoring
IA.19	Weekly Capacity Reports
IA.20	Board of Trustees Minutes Approving Mission & Vision Statements 7-2-13
IA.21	College Center Council Minutes Approving Mission & Vision Statements 8-30-13
IA.22	Academic Senate Minutes Discussing Mission Statement
IA.23	BLANK
IA.24	BLANK
IA.25	College Website
IA.26	Administrators' Email Signatures with Mission Statement

Evidence #	Title
IA.27	College Council Minutes Reviewing Mission Statement 9-9-16
IA.28	Photos of Mission Statement Displayed on Campus
IA.29	Board of Trustees Minutes Approving Mission Statement 7-2-13
IA.30	List of Degrees and Certificates in College Catalog
IA.31	Mission Statement in Ed Master Plan
IA.32	Mission Statement in Strategic Plan
IA.33	Link to Mission Statement in Schedule of Classes
IA.34	Program Review Templates with Mission Prompts
IA.35	Program Review Data on Blackboard Page
IA.36	IEPI Indicators 2017
IA.37	Student Success Minutes Discussing Integrated Plan
IA.38	Sample Program Reviews
IA.39	Student Success Committee Minutes 9-24-15
IA.40	Academic Senate Minutes 8-25-15
IA.41	College Council Minutes 8-28-15
IA.42	Accreditation Survey 2016
IA.43	Mission Notes from Planning Retreat
IA.44	BLANK
IA.45	BLANK
IA.46	College Council Operating Agreement
IA.47	Integrated Plan 2017
IA.48	Mission Statement on Website
IA.49	Mission Statement in College Catalog on Website



Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Administrators, faculty, and staff at Clovis Community College (CCC) engage in continuous, collaborative, and collegial dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and the ongoing improvement of student learning and achievement. Using institutionally established collaborative processes, faculty, staff, and administrators meet regularly to present, analyze, and discuss innovative ways to improve the student learning environment through new initiatives, programs, plans, and the appropriate allocation of college resources. CCC values the voices of all members of the College's community and all stakeholders have designated roles in the comprehensive planning process. Administrators, faculty, and staff base discussions on quantitative and qualitative evidence and refine decisions through collaborative, methodical, and systematic evaluation and re-evaluation. As described in the Faculty Handbook, the previous Integrated Planning / Participatory Governance Handbook, and in Clovis Community College's newly revised 2017-18 Governance Handbook, all stakeholders have equal access to the planning process and encouragement to contribute new ideas, insights, and perspectives. [Evidence: [IB.18](#), [IB.98](#)]

Dialog at Clovis Community College continues to expand as the institution evolves to better meet its diverse student needs. These continuing conversations take place in forums, committees, and meetings, including Opening /Duty Day and Flex Day activities, College-wide Planning Retreats, Town Hall meetings, the *ad hoc* group revision of the College's participatory governance structure, College Council meetings, Outcomes and Assessment Committee meetings, Student Success and Equity Committee meetings, Curriculum Committee meetings, department meetings, and weekly Brown Bag meetings.

Opening/Duty Day Forums and Activities

Opening/Duty Day is an all-day event, hosted by administration the Thursday before each fall and spring semester. Forums on Opening/Duty day provide numerous in-depth opportunities for all members of the College community to engage in College-wide, interdisciplinary discussions regarding the improvement of student learning and achievement. Dialog on Opening/Duty Day includes a District-wide update from the State Center Community College District Chancellor, a briefing from CCC's College President on the state of the College and upcoming goals and objectives, presentations from College leaders regarding current issues and events, and workshops led by the College's SLO and SUO Coordinators regarding student outcomes, assessment, and achievement. For spring 2016 Opening Day, the District hosted Dr. Vincent

Tinto for a workshop on Student Success. For spring 2017 Opening Day, the College hosted Drs. Wood and Harris, professors from San Diego State University, for a presentation on equity and underserved students. This session was followed by a College-wide workshop where faculty and staff analyzed discipline-level, disaggregated student success data and discussed specific plans to improve and/or remove barriers to success. [Evidence: [IB.1](#), [IB.2](#), [IB.3](#), [IB.4](#)]

Flex Day Presentations and Forums

Flex Day is an all-day event that occurs the Friday before the beginning of each fall and spring semester. During Flex Day, select members from across College community present various workshops and forums designed to enhance and improve the quality of instruction and students' learning experience. For example, past Flex Day activities have included workshops on using On Course teaching strategies, assessing student learning outcomes, and using Canvas and other instructional technologies. According to their employment contract, all full-time faculty must attend five hours of workshops or submit documentation of other professional development or college service. [Evidence: [IB.5](#), [IB.6](#)]

College-wide Planning Retreats

Clovis Community College held college-wide planning retreats during fall 2016, spring 2017, and fall 2017. Approximately sixty to eighty faculty, staff, administrators, and students attended each retreat to review, discuss, and analyze important topics, such as CCC's Educational Master Plan for 2017-2027, the Integrated Planning Model, the Strategic Plan for 2017-2021, CCC's Mission and Vision statements, and overall institutional effectiveness. The insights and analysis generated during these interactive forums and collaborative goal setting sessions continue to inform the College's immediate, annual, and long-term planning and serve to further support the ongoing improvement of student learning and achievement. [Evidence: [IB.10](#), [IB.7](#), [IB.75](#)]

Approximately 80 students, faculty, staff, and administration participated in the fall 2016 retreat. This retreat initiated Clovis Community College's process of developing the College's 10-year Educational Master Plan. Participants also reviewed and updated the Integrated Planning Model, which is part of the Educational Master Plan, to better align student learning and achievement data analysis with College planning and resource allocation. The discussion of the Educational Master Plan 2017-2027 generated the comprehensive philosophy statement and six overarching goals that support the College's focus on student equity and success. Work on the Educational Master Plan continued after the retreat with input from all constituency groups and the community. Following the College's participatory governance process, the Academic Senate, Classified Senate, and Associated Student Government reviewed and approved the Educational Master Plan and forwarded any recommendations to the College Council for further review and revision. College Council, as the overarching governance group for the College, recommended the Educational Master Plan to the President, who subsequently presented it to the Board of Trustees for final approval. The Board approved the Educational Master Plan on April 4, 2017. [Evidence: [IB.7](#), [IB.8](#), [IB.9](#), [IB.10](#), [IB.12](#), [IB.13](#), [IB.14](#)]

More than 60 faculty, staff, students, and administrators attended the spring 2017 retreat, which focused on the analysis and discussions of student success data and strategic planning goals and objectives. In keeping with the work done at this retreat, College Council assigned a workgroup to develop a draft of the four-year Strategic Plan 2017-2021, which included specific goals and assessment methods designed to support student outcomes, student equity, and academic quality goals. All constituent groups approved the Strategic Plan, College Council recommended it to the President, the President presented the plan to the Board of Trustees for final approval, and the Board approved the plan on July 11, 2017. [Evidence: [IB.11](#), [IB.15](#), [IB.63](#), [IB.64](#), [IB.78](#)]

Nearly 60 staff, students, administrators, and faculty attended the fall 2017 retreat. Participants spent the first part of the retreat hearing from a panel of students and discussing and validating the College's Mission Statement. The second half the retreat focused on using data in decision making, one of the Action Projects in the College's Quality Focus Essay. The Institutional Research Coordinator led activities designed to help participants develop research questions and identify the data and support that they would need to answer those questions. [Evidence: [IB.75](#)]

Town Hall Forums

Clovis Community College holds town hall meetings to provide additional opportunities for faculty, staff, administrator, students, and the community to gather, share information, provide input, and ask pertinent questions on topics related to budget, accreditation, and planning. The meetings are typically led by the President or Vice Presidents. In March 2017, the College held two town hall meetings for the Strategic Plan, one of which was held in the evening to allow for more community member involvement. In April 2017, the College held a town hall meeting on the budget and the Central Valley Promise. [Evidence: [IB.17](#)]

College Participatory Governance Structure

Clovis Community College has an established, inclusive, and collegial participatory governance structure which provides a collaborative forum for faculty, staff, students, and administrators to engage in comprehensive and robust discussions regarding student learning, student outcomes, student equity, and institutional effectiveness. The central purpose of the governance structure is to provide equal opportunities for all stakeholders to contribute input, expertise, and feedback as active participants in the college decision-making process. These discussions are accessible, open, and transparent, and the decisions made during these collaborative processes are shared across the College community and support Clovis Community College's effort to consistently and continuously improve student learning and achievement.

An example of the College's commitment to collaborative decision making and College-wide improvement is the process for updating the Governance Handbook. Based on feedback from various constituent groups and Academic Senate, College Council charged an *ad hoc* group with the task of analyzing, reviewing, and recommending revisions and updates to the participatory governance structure. During summer 2017, the *ad hoc* group met for more than 30 hours to complete this project. The group, including faculty, staff, students, and administrators, held detailed and robust discussions regarding the governance and committee structure needed to ensure that the College maintained an inclusive and collegial decision-making environment

during the College’s rapid growth. During the fall 2017 Opening Day session, the Academic Senate President presented a draft of the Governance Handbook 2017-18 to the College. Over the next months, program members, constituent groups, and Academic Senate have continued to hold follow-up discussions and recommend revisions to the newly revised Governance Handbook 2017-2018. [Evidence: [IB.18](#), [IB.19](#), [IB.20](#), [IB.21](#), [IB.189](#)]

College Council

CCC’s College Council is the overarching participatory governance group of the College. The College President and Vice President of Administrative Services co-chair the College Council, and members include the Academic Senate President, the Immediate Past Academic Senate President, four additional faculty members (including one adjunct faculty member and one Academic Senate SCFT representative), the Classified Senate President, two additional classified representatives, and the Associated Student Government President. The Governance Handbook 2017-18 describes the purpose of College Council as follows: “The purpose of the College Council is to provide a venue for constituency groups to participate in developing recommendations that have College-wide and District-wide impact. The College Council provides the President with varied perspectives by which to evaluate recommendations and make final decisions” (p. 15). College Council reviews academic quality and institutional effectiveness data in their development and monitoring of the Educational Master Plan and the Strategic Plan, in their evaluation of recommendations from other College committees, and in their recommendations related to the implementation and progress of College-wide planning and initiatives. [Evidence: [IB.65](#), [IB.66](#), [IB.152](#)]

For example, in 2016-17, College Council discussed academic quality and institutional effectiveness as they shepherded the development of the Strategic Plan 2017-2021. The Strategic Plan includes strategic objectives that support a College-wide focus on improving student equity and reducing achievement gaps for underrepresented groups. The Basic Skills Initiative Plan, Student Support and Success Plan, and the Student Equity Plan all support and align with the Strategic Plan goals and objectives. A workgroup of College Council developed these goals and objectives based on rich, robust college-wide dialogue that took place during the planning retreats for the Educational Master Plan and the Strategic Plan. For example, Strategic Plan Goal 2.3.2 states, “Analyze course completion rates, identify barriers to success experienced by students, and implement changes to promote student equity and completion.” College Council is responsible for reviewing the Strategic Plan goals at the end of every year. [Evidence: [IB.15](#), [IB.36](#), [IB.90](#), [IB.108](#), [IB.109](#), [IB.152](#)]

College Council also has dialog about academic quality in their review, analysis, and revisions of the College’s -Set Standards, the Institutional Effectiveness Partnership Initiative’s (IEPI) student success indicators, and the Integrated Plan. In addition, as a result of the new governance structure, College Council will also participate in further discussions following their receipt of periodic reports on student learning outcomes assessments, program review, the Integrated Plan, and other student success initiatives from college committees, including the Outcomes and

Assessment Committee, Program Review Committee, and the Student Success and Equity Committee. [Evidence: [IB.19](#), [IB.111](#), [IB.152](#)]

Student Learning Outcomes

Since 2010, the College has employed a faculty Student Learning Outcomes (SLO) Coordinator to facilitate the outcomes and assessment process. While reviewing academic standards during the 2016-2017 academic year, both administration and the SLO Coordinator recognized that additional support and resources were needed to assist with the outcomes and assessment process in Student Support Services. As a result, administration added a Service Unit Outcomes Coordinator to partner with the SLO Coordinator. The new SUO Coordinator started in fall 2017 and assists with the assessment of service unit outcomes for all Student Support Services. Both the SUO Coordinator and the SLO Coordinator communicate with College constituents about outcomes and assessment via the Student Learning Outcomes and Assessment page on the college website and, under the College's new governance structure, will make periodic reports to College Council. [Evidence: [IB.22](#), [IB.23](#), [IB.25](#), [IB.26](#), [IB.113](#)]

Under the College's former governance structure, the Program Review/Student Learning Outcomes Committee, which the SLO Coordinator co-chaired with the Program Review Coordinator, oversaw outcomes assessment processes. In 2016, the SLO Coordinator started meeting regularly with an SLO Subcommittee of the larger Program Review/SLO Committee. The SLO Subcommittee addressed questions and concerns about outcomes assessments and led the design and analysis of the 2015-16 General Education Learning Outcomes (GELOs) assessment. With the update to the governance structure in 2017, the SLO Subcommittee became the Outcomes and Assessment Committee, which separates the analysis of student learning outcomes from program review, so that there is a designated forum for ongoing discussion of outcomes assessments, including course, service unit, program, and general education learning outcomes. When an assessment analysis requires further review or resources, the SLO and SUO Coordinators will submit a proposal to College Council for discussion and approval. If approved, the request will take the next step in the allocation process to request funds through the Office of Administrative Services. [Evidence: [IB.18](#), [IB.24](#), [IB.25](#), [IB.26](#), [IB.27](#), [IB.31](#), [IB.114](#), [IB.190](#)]

Program Review

The College's planning process also incorporates dialogue regarding student achievement and learning outcomes. Prior to fall 2017, the Program Review and Student Learning Outcomes Committee led the College's efforts in this area, and following the revision of the College's governance structure in fall 2017, the Program Review Committee became a stand-alone committee responsible for overseeing the comprehensive Program Review and Annual Progress Reports (APRs). All instructional, non-instructional, and administrative departments are responsible for completing a Comprehensive Program Review report every five years. As part of the program review process, the Office of Institutional Research provides each department a packet of core datasets. The data includes discipline-level retention and completion rates, unit loads, grade analysis, student achievement indicators, and student equity data for a variety of factors. During the planning process, program members discuss and evaluate their SLO and student success data. These discussions provide the basis for the comprehensive Program

Review, which includes the department's goals for the next five years, and the annual Action Plan resource requests. Under the new governance structure, the Program Review Committee will make a report to College Council every spring semester. The College has used the same Program Review Handbook (with occasional edits) for many years. An *ad hoc* group of College Council is currently assessing the program review process with likely revision to make the process more responsive to current issues, trends, and initiatives. [Evidence: [IB.18](#), [IB.28](#), [IB.29](#), [IB.30](#), [IB.31](#), [IB.32](#), [IB.33](#), [IB.34](#), [IB.56](#), [IB.114](#), [IB.190](#)]

Student Success and Equity

The Student Success Committee is responsible for development and oversight of the Basic Skills Initiative Plan, the Student Support and Success Plan, the Student Equity Plan, and now the combination of all three in the new Integrated Plan. To acknowledge the importance of the Student Equity portion of their responsibilities, in fall 2017, the College expanded the title of this group to the Student Success and Equity Committee. The committee is the formal venue for reviewing College-wide data related to achievement gaps and student achievement goals. This committee regularly reviews, discusses, and analyzes College-wide data related to student success and equity and makes recommendations for improvements in these areas. [Evidence: [IB.18](#), [IB.35](#), [IB.119](#), [IB.120](#), [IB.121](#)]

In the development of the Integrated Plan, the Student Success Committee engaged in continuous and substantive dialog about student equity and assisted in identifying the disproportionately impacted student groups for Clovis Community College along with key strategies to address the gaps in access and student success for these students. The College submitted its first Student Equity Plan in 2015 after receiving Initial Accreditation and is completing the updated Student Equity Plan as part of the Integrated Plan in fall 2017. On Opening Day/Duty Day in fall 2017, the College President presented disaggregated retention and success data that demonstrates the results of equity-related efforts thus far: the College has eliminated the disproportionate impact on underrepresented groups entirely in the area of course retention and have made strides the area of course success. [Evidence: [IB.35](#), [IB.36](#), [IB.90](#), [IB.122](#), [IB.123](#)]

In addition to the Student Equity Plan, the Student Success and Equity Committee also discusses student success data and drafts goals for the College's Institution-Set Standards and Institutional Effectiveness Partnership Initiative (IEPI) student success indicators. These discussions take place every spring. [Evidence: [IB.124](#)]

The Curriculum Committee

The Curriculum Committee, a committee of the Academic Senate, engages in a thorough review of all curriculum including courses, certificates, and degrees (e.g., the Mechatronics Program). The Curriculum Committee consists of faculty and staff, as well as an administrator and a student who are non-voting members. The committee follows the guidelines set forth in the California Community College Chancellor's Office official document called the Program and Course Approval Handbook (PCAH). The document outlines all of the necessary processes for the committee to follow in order to be in compliant with California Education Code, Title 5, and

other regulations. The Curriculum Committee includes these policies and process in the College's Curriculum Committee Handbook. In addition, the Curriculum Committee Chair also provides annual training to the committee regarding the Curriculum Committee Handbook, PCAH, Title 5, California Education Code, and best practices. The Curriculum Committee meets weekly and includes a Technical Review Subcommittee to vet all curriculum before faculty present it to the full committee. [Evidence: [IB.38](#), [IB.39](#), [IB.40](#), [IB.41](#), [IB.125](#)]

Department Meetings

All divisions meet on Opening Day/Duty Day, and many of the larger departments hold regular meetings to engage about outcomes assessments, improvement strategies, and overall academic quality. For instructional departments, these discussions often include ideas for effective learning strategies, effective assessments, and a review of assessment data. For example, after departmental discussions and review of research on acceleration, the English department launched its 1A Plus project in fall 2017. In order to increase student success in English 1A, this 1A Plus class is attached to a co-requisite English 205 class which provides incoming freshmen with an additional two units of instructional support in basic skills, student skills, and academic literacy. Although still in its infancy, faculty response to this project at the English department's recent 1A plus workgroup has been positive. At the conclusion of the pilot, the English faculty will assess student success in these classes to determine whether or not they should revise the English 205 curriculum or pedagogy. [Evidence: [IB.43](#), [IB.44](#)]

The Student Support Services Department also meets regularly and reviews outcomes and assessment data in order to make improvements. For example, counselors regularly review the data from the College's online orientation program. The online orientation is a 45-minute interactive video that all new students must take in order to receive priority. During spring 2016, the counseling department identified that the online orientation tool had a deficiency in the area of releasing student holds on registration which had to be done manually. Thorough discussion centered on this data included a review of the data and strategies to improve the online orientation by making it more interactive and automatically releasing registration holds at the end of each session. After several meetings, the counseling department decided to reduce the time needed to complete the orientation. The counseling department will continue to assess the online orientation and make improvements as necessary. [Evidence: [IB.45](#), [IB.46](#), [IB.47](#)]

Brown Bag Meetings

Since fall 2015, faculty have hosted weekly, interdisciplinary, discussions of all things related to learning and teaching. Each Friday faculty from across our campus gather for one hour to eat lunch and informally share, discuss, and analyze contemporary pedagogical topics ranging from cognitive science and psychology, to socio-cultural concerns and best practices.

[Evidence: [IB.48](#)]

Dialog Informed by Data

These forums, committees, and meetings have access to data developed by the College's recently expanded Office of Institutional Research. During 2016-17, the College hired a Director of

Institutional Research and a Research Technician in addition to the existing Institutional Research Coordinator. The addition of these two positions demonstrate the College's commitment to providing quality data and assessment support. The Office of Institutional Research reports to the College President. The goal of the Office of Institutional Research is to provide accurate, timely data, and to help facilitate program and college-wide dialog related to institutional effectiveness. As the result of the growth of the Office of Institutional Research, researchers have produced several substantial reports on academic quality and institutional effectiveness, including the Institutional Effectiveness Report, which is now published on an annual basis. [Evidence: [IB.127](#), [IB.128](#), [IB.129](#)]

During 2016-17, the College also participated in the Institutional Effectiveness Partnership Initiative, developing a request to support institutional planning and assessment. The plan included specific goals to improve and expand the College's available data. The College used funds from this initiative to participate in the District-wide project to develop a data warehouse. This project is currently underway. In addition, the College used funds to provide Tableau training and develop a variety of interactive data reports. The District research team also helped develop a variety of interactive data reports using Tableau software. The expansion of available, interactive data has started to add to the robust conversations held across campus. [Evidence: [IB.130](#), [IB.163](#), [IB.191](#)]

Analysis and Evaluation

Clovis Community College has built a rich history of collaboration and collegial dialogue with a critical focus on improving student learning and student success. Dialog regarding student learning outcomes occurs at many venues, including department meetings, at the Program Review Committee as part of the five-year program review process, and at the Outcomes and Assessment Committee for institution-level discussions. Faculty, staff, and administrators are in continuous and substantive dialogue about student equity and consistently work to improve student achievement outcomes. The College's curriculum process includes a thorough review of all curriculum to ensure academic quality and integrity of all courses, certificates, and degrees. The College has made a significant investment in institutional research to provide faculty and staff with the data they need and the professional development support to continuous improvement of student learning and achievement.

I.B.2. The institution defines and assess student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Clovis Community College has identified and assesses student learning outcomes for all courses, service areas, and programs, and for general education. Learning outcome assessments drive the improvement of instruction, programs, services, and general education at the College. Faculty,

staff, and administrators use the results of learning outcome assessments to develop plans for improvement and to request resources for the implementation of those plans.

Every course at the College has identified student learning outcomes (SLOs). SLOs are part of the official curriculum for courses, the Course Outline of Record. The Curriculum Committee, which is a subcommittee of the Academic Senate, reviews SLOs as part of the curriculum review process to ensure currency, relevance, and consistency with the Course Outline of Record. Faculty publish SLOs for students in their syllabi for courses as required by the “Syllabus Checklist” in the Faculty Handbook. [Evidence: [IB.49](#), [IB.50](#), [IB.51](#), [IB.52](#)]

Every program at the College has identified program learning outcomes (PLOs). Discipline faculty map SLOs to PLOs in TracDat and publish PLOs in the College catalog. [Evidence: [IB.53](#), [IB.54](#)]

Faculty establish timelines for assessing SLOs and PLOs, analyzing the results, and implementing improvements to courses and programs. Many disciplines or departments align their timelines with the five-year program review process to ensure that they assess all SLOs for all courses within the five-year period. In addition to reporting SLO and PLO assessment progress on TracDat, faculty include them in their comprehensive Program Review to inform both immediate and long-term plans and goals (see p. 15 of the Program Review Handbook). In Program Review goals, faculty also identify resources they need to support the improvement in student learning or address any gaps. These resources may include additional staffing or faculty, equipment, or technology. The Program Review Committee substantiates programs’ goals, and then departments may submit requests for resources through the action plan process. [Evidence: [IB.53](#), [IB.54](#), [IB.55](#), [IB.56](#), [IB.132](#)]

Every service area in student and learning support services have developed Service Unit Outcomes (SUOs) that describe what students will receive, understand, experience, or be able to do as the result of their interaction with the service area. All service areas assess their SUOs and align them with the College’s 2017-2012 Strategic Plan. [Evidence: [IB.57](#)]

CCC’s general education learning outcomes (GELOs) represent the core competencies that students will acquire by the completion of an associate degree. The College has identified four categories of GELOs with three outcomes per category for a total of twelve GELOs. The Outcomes and Assessment Committee established a four-year cycle of review for GELOs. At first, the Committee thought they might assess the three GELOs in a single category each year; however, with more discussion, they decided to focus on the lowest-performing GELOs in order implement improvements in those areas sooner. [Evidence: [IB.58](#), [IB.176](#)]

The College’s Student Learning Outcomes Coordinator, in consultation with faculty, establishes procedures for evaluating SLOs and PLOs, which she publishes on the Student Learning Outcomes page of the college website. The SLO Coordinator also provides ongoing training for faculty. Since 2015, the SLO Coordinator has given presentations or workshops on SLOs at

almost every Opening Day/Duty Day (with the exception of days that faculty attended a District-wide meeting). The SLO Coordinator also regularly provides an Open House on Flex Day for faculty to work on SLOs with the guidance of her expertise. [Evidence: [IB.2](#), [IB.5](#), [IB.22](#), [IB.187](#)]

In fall 2017, the College also appointed an SUO Coordinator to assist service areas with SUO identification and assessments. The SUO Coordinator works extensively with individual service areas to improve in this area. [Evidence: [IB.23](#), [IB.60](#)]

The College's Outcomes and Assessment Committee used to be a subcommittee of the Program Review Committee. Under the College's new governance structure, the Outcomes and Assessment Committee became a separate college committee so that there is always a designated group of faculty to lead the robust, College-wide dialogue and communication regarding SLOs. The committee has been essential to the assessment of GELOs and the subsequent improvements. [Evidence: [IB.25](#), [IB.26](#), [IB.27](#), [IB.114](#), [IB.115](#)]

The College has used TracDat since 2015 to track and document outcomes assessments. However, the faculty, staff, and administrators quickly became frustrated with the limitations and cumbersome aspects of the program. To remedy and improve the process, during fall 2017, the College is transitioning to the eLumen program. First, the College will use eLumen for curriculum, and starting in fall 2018, the College will implement eLumen for SLOs and program review as well. The eLumen program will enable the College to generate a variety of detailed reports to help track and monitor SLO data collection. In the meantime, faculty, staff, and administrators have the option of using TracDat or paper reporting. [Evidence: [IB.61](#), [IB.62](#)]

Analysis and Evaluation

Every course, program, and service area has identified and assesses learning outcomes and uses the results of those assessments to make improvements. Faculty, staff, and administrators complete outcomes assessments and analysis on a regular cycle, dialog about assessment results, integrate outcomes assessments with program review, and use them as the basis for planning and resource allocation.

I.B.3. Institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

Clovis Community College establishes Institution-Set Standards for student achievement that support the College's Mission and assesses progress towards achieving these goals. The Student Success Committee is responsible for developing these goals. The College's Institution-Set Standards are below:

SUCCESSFUL COURSE COMPLETION RATE:

Fall 16 Successful Course Completion Rate	73%
5 – Year Average	71%
5 – Year Average by Subject (low)	57%
5 – Year Average by	62%

Ethnicity (low)

Previous Standard (2016)	60%
Suggested Institutional Standard	65%

Note: Students who successfully passed any course

Fall to Fall Retention:

Fall 2015 to Fall 2016	47%
5 – Year Average	50%
5 – Year Average Ethnicity (low)	47%

Previous Standard (2016)	60%
Suggested Institutional Standard	47%

Note: First-time students who enroll in fall and then enroll in the subsequent fall

Degree Completion:

	Awards
2014-2015	255
2015-2016	365
3 – Year Average	272
Previous Standard (2016)	200
Suggested Institutional Standard	300

Certificate Completion:

	Awards
2014-2015	19
2015-2016	40
3 – Year Average	35
Previous Standard (2016)	36
Suggested Institutional Standard	40

Transfer:

	Transfer
2013-14	1,685
2014-15	2,143
3 – Year Average	1,934
Previous Standard (2016)	1,200
Suggested Institutional Standard	1,500

Note: Transfer students established through NSCH based on CCC attendance (may be duplicated across District)

Facilitated by the Institutional Research Coordinator, the Student Success Committee regularly reviews the ACCJC Institutional-Set Standards as part of the ACCJC Annual Report. This includes data regarding student achievement, student learning outcomes, and completion. After the Student Success Committee has reviewed and discussed the accreditation Institution-Set Standards, they forward them to the College Council for final review and recommendation to the College President. CCC has conducted an independent annual report for the Commission since 2015. Before that time, the College was integrated into the annual report for Reedley College. [Evidence: [IB.124](#), [IB.165](#), [IB.166](#)]

In addition, the College engages in other types of reflection on student success data as delineated in the Institutional Effectiveness Partnership Initiative (IEPI) indicators. These data indicators also include student success and student achievement data. Just as with the ACCJC Institution-Set Standards, the Student Success Committee reviews and revises these indicators based on dialog and feedback from the committee. These recommendations are forwarded to the College Council, who also review and discuss the data indicators. College Council shares the IEPI indicators with all constituency groups, takes feedback from constituency groups and makes a final recommendation to the College President. Then in turn, the Office of Institutional Research submits a final report to the California Community Colleges Chancellor's Office. [Evidence: [IB.79](#), [IB.111](#), [IB.124](#), [IB.136](#), [IB.137](#)]

Analysis and Evaluation

CCC has Institution-Set Standards and IEPI Indicators and engages in dialog with all constituent groups about those standards. The process for developing both types of standards was data driven and collaborative. The College will continue to analyze the data for these standards and document the College's progress.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

As set forth in the final bullet of Clovis Community College's Mission Statement, "we engage in reflective, data-driven cycles of research and innovation focused on learning and outcomes," assessment data gathered from across the College drives all decision making regarding institutional processes, student learning, and student achievement. College stakeholders regularly review, discuss, and analyze that data at meetings and in committees. CCC uses both quantitative and qualitative assessment data from Program Review, Annual Progress Reports, and the Strategic Planning process to organize its institutional processes and strengthen and support successful student learning and student achievement. [Evidence: [IB.150](#)]

Program Review

Clovis Community College has an established, thorough program review process through which faculty and staff analyze assessment data and use the results of that analysis and subsequent discussion to better organize and improve institutional processes in support of student learning and student achievement. Guided by the College's Mission and Vision Statements, the program review process includes reflection on outcomes and assessments, including assessments of course and program-level outcomes and service area outcomes, and on student achievement data, including disaggregated student equity data. This process provides departments, both instructional and non-instructional, with an opportunity to analyze and evaluate what is working in their classrooms or service areas and to discuss and innovate areas in need of improvement. The data that drives this process allows each department to track students' progress and to implement improvement strategies which promote student learning and achievement. [Evidence: [IB.29](#), [IB.30](#), [IB.31](#), [IB.33](#), [IB.56](#)]

For example, instructional programs use this data as the basis for discussions regarding improvements to instructional strategies and methodologies, and as evidence to support the need for additional resources; non-instructional programs use survey data and student feedback to request resources, and to ensure students are appropriately engaged and are directly benefitting from the programs and processes that those programs have implemented. Each program submits an Annual Progress Report (APR) in which individual programs report on the progress, status, and outcomes for each of their Program Review goals. To better support student learning and achievement, each APR enables individual programs to focus on, evaluate, and improve upon, any changes that they made during the previous cycle of assessment, evaluation, and implementation. [Evidence: [IB.28](#), [IB.30](#), [IB.32](#)]

Participatory Governance Process

The College's Mission and Vision Statements guide the CCC's participatory governance process, which includes data-driven analysis as part of that process. For example, during spring 2017, all College constituency groups participated in the drafting of the Strategic Plan 2017-2021. Faculty, staff, administrators, and students reviewed data from the Educational Master Plan, including an external scan and survey results, to identify the strategic goals and objectives for the Strategic Plan. Strategic Plan goals promote improvements in student learning and student achievement. These goals include 1) Access: Expand opportunities and remove access barriers, 2) Teaching and Learning: Promote excellence and opportunities, and 3) Supporting Student Success: Provide comprehensive services while promoting equity. College Council guided the development of the Strategic Plan, and all constituent groups, including the Academic Senate, Classified Senate, and Associated Student Government, reviewed and approved the plan. College Council reviewed the final plan on May 12, 2017 and recommended it for submission to the Board of Trustees. The Board approved the Strategic Plan on July 11, 2017. [Evidence: [IB.7](#), [IB.15](#), [IB.63](#), [IB.64](#)]

Institutional Effectiveness Report

Clovis Community College's annual Institutional Effectiveness Report includes student learning and achievement data for several important areas: access, retention, persistence, disproportionate impact, basic skills course success rates, and degrees and certificates earned. College stakeholders analyzed and discussed this data to inform and develop the Strategic Plan 2017-2021, the Student Success and Support Plan, the Student Equity Plan, the Basic Skills Plan, and the new Integrated Plan. For example, during the spring 2017 college-wide planning retreat, participants analyzed a variety of institutional data which subsequently informed the goals, objectives, and action items addressed in the Strategic Plan. In keeping with the College's Mission Statement, student learning and achievement are also central to the institutional goals included in the Strategic Plan 2017-2021. [Evidence: [IB.7](#), [IB.15](#), [IB.122](#), [IB.128](#)]

Examples of specific programs or changes based on campus-wide data analysis include:

- **Shuttle:** Data in the Student Equity Plan revealed that transportation limitations are a barrier for some students, so the College purchased a shuttle to transport students between the main campus and the Herndon Campus. The shuttle's schedule aligns with students' course schedules to ensure students are on time to classes. In addition, there is public transportation to the Herndon Campus, so the shuttle enables students who depend on public transportation access to the main campus. [Evidence: [IB.36](#), [IB.76](#)]
- **Curriculum alignment:** Based on the success of an existing program with Clovis West High School that aligned high school and college English curriculum, the English Department expanded the program to include all five of the Clovis Unified School District high schools, which increases transfer-readiness and students' overall preparation for college-level coursework.
- **Math Blast:** After an examination of state-wide data as well as CCC data, the Math Department developed a Math Blast program that students can take over the summer. In a two-week intensive review, students can refresh their math skills and take a more advanced math course in the subsequent fall semester than the one in which they were originally placed, which provides students an opportunity to progress more quickly through the math sequence and increases their likelihood of college completion. [Evidence: [IB.182](#)]
- **Expanded outreach and enrollment efforts:** The Office of College Relations and Outreach reviewed the Matriculation Report and the Enrollment Management Report and recognized the need to expand outreach and enrollment efforts in local high schools in order to meet student demand. [Evidence: [IB.186](#)]

Analysis and Evaluation

From comprehensive College-wide strategic planning and annual goal setting and evaluation, to specific instructional and non-instructional program planning and resource allocation, all planning at Clovis Community College is guided by the College's Mission and Vision Statements, informed by reflective, data-driven cycles of innovation, and designed to enhance and improve student learning and achievement. With the aim of supporting and strengthening student learning and achievement College-wide, the institutional processes through which this data is reviewed, analyzed, and discussed, are organized and implemented in a manner that is inclusive, collaborative, and accessible to all members of the College community.

Institutional Effectiveness

IB.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Clovis Community College has a robust program review process to support the College's Mission and to evaluate goals and objectives, student learning outcomes, equity, and student achievement. The Office of Institutional Research assists reviewers by developing, assembling, disaggregating, and explaining data as appropriate to assist in the evaluation of programs and delivery methods.

Both instructional and non-instructional programs, which include student support services and administrative services, complete Program Reviews. The Program Review Committee assists with the program review process by establishing guidelines for the review, conducting periodic assessments of the process and, when necessary, recommending improvements to the College Council. In addition, the Program Review Committee assists programs and units during their review by periodically reviewing progress on the program review reports and annual progress reports and by providing feedback, and at the end of a review process, substantiating the goals established by the unit or program. The substantiation scoring is used when programs or units request resources, including additional personnel. The committee also reports progress to the College Council each year and at more frequent intervals when necessary. [Evidence: [IB.31](#), [IB.56](#), [IB.114](#)]

The Program Review Committee includes representatives from all constituent groups: administration, faculty, classified, and students, and it includes support from the Program Review Coordinator. The committee reports to the College Council. [Evidence: [IB.114](#), [IB.139](#)]

A fundamental goal of program and unit review is to support the Mission of the College, which focuses on issues that enhance student learning and institutional effectiveness in regular cycles of data-driven reflection. These issues include the following: diversity, accountability, student success, student learning, and critical, creative, and engaged thinking. [Evidence: [IB.29](#)]

The program review process closely mirrors the College's Integrated Planning Model in that each program develops its comprehensive plan, currently completed every five years, with the same steps and with the same underlying principles: equity, communication, and data. The Mission, supported by data analysis and with reference to the Educational Master Plan and the Strategic Plan, also support the individual program reviews, which in turn drive resource allocation (faculty, staff, facilities, equipment, etc.), innovation and implementation of new features or programs, recursive assessment and data analysis, and improvements. [Evidence: [IB.9](#), [IB.29](#), [IB.56](#), [IB.140](#)]

The Mission Statement establishes the framework and guiding principles, and the Educational Master Plan offers guidance to program reviewers. The College constituencies established the philosophy of the College, the goals, and the values through a comprehensive effort. The goals established by the Educational Master Plan follow:

1. Access: Expand opportunities and remove access barriers
2. Teaching and Learning: Promote excellence and opportunities
3. Supporting Student Success: Provide comprehensive services while promoting equity
4. Community and Partnerships: Strengthen and develop external relationships
5. Resources and Facilities: Expand and enhance the capacity of the college
6. Institutional Effectiveness: Strive for excellence in planning, governance, and communication. [Evidence: [IB.8](#)]

Three guiding principles of College planning support these goals: Community, Equity, and Innovation. [Evidence: [IB.8](#)]

It is on these fundamental goals and principles of the Educational Master Plan that the College developed the Strategic Plan. The Strategic Plan operationalizes the large and far-reaching goals of the Educational Master Plan by establishing specific tasks, measurable outcomes, and champions (people responsible for guiding the completion of each task). It also creates a crosswalk among the various plans, grants, and other programs that will be affected by or will affect the implementation or completions of the various tasks. [Evidence: [IB.15](#)]

These institutional goals, principles, and specific tasks provide the direction for program or unit reviews, for the programs are evaluated for how well they support these goals and how they live up to the guiding principles within the disciplines or services covered in the review. [Evidence: [IB.29](#), [IB.30](#)]

There is a regular cycle of reviews that is calendared several years in advance. When a program or unit is slated to begin its review, a specific three-semester timeline guides the faculty or staff through the review process. In the first semester, the Program Review Coordinator leads the program staff through an orientation to the process and helps the group establish a work group and a leader. The work group then reviews program and equity data provided by and interpreted by the Office of Institutional Research. The work group engages in reflection that is guided by a prompt list in the Program Review Handbook to determine any additional information or data requirements and requests them. The prompt also asks that the group review previous goals and how they were, or were not, attained, which leads to further discussion and planning. [Evidence: [IB.29](#), [IB.33](#), [IB.56](#), [IB.142](#), [IB.143](#)]

The prompts, in the form of fill-in-the-blank questionnaires, direct the reviewers to reflect on student success, which is measured in many ways including student learning outcomes, research developed by the Office of Institutional Research, student achievement (attainment of certain milestones like class completion and success, certificates, degrees, or transfers), etc. When appropriate, data is disaggregated in various ways to elucidate issues in student achievement by groups (ethnicity, gender, or age, for examples) and by delivery method (on-line, face-to-face, dual enrollment). The Office of Institutional Research began providing this equity data in fall 2017 and it will become a regular part of the program review process. The reflections on the program, and the equity and success data lead to conversations about the future of the programs and what enhancements or innovations are necessary. [Evidence: [IB.29](#), [IB.33](#), [IB.56](#), [IB.143](#)]

In the second semester, additional reflection is prompted by additional questionnaires in the Program Review Handbook to determine specific goals that are based on the reflections, on the data, and may be based on dialogue with co-workers. For instructional programs, the curriculum is a special target of the reflections so guidelines can be established for the required periodic review of Core Outlines of Records for submission to the Curriculum Committee for approvals. [Evidence: [IB.29](#), [IB.56](#)]

The third semester includes finalizing the report with substantiation of the need for any resources (human, facilities, equipment, etc.), writing the report to completion, and submitting and presenting an oral discussion of the report. The Program Review Committee reads the report, asks questions during the oral discussion, and substantiates the evidence that supports all goals is sufficient. The Program Review Coordinator posts the report to the Program Review Blackboard site, and the committee reports to the College Council. [Evidence: [IB.29](#), [IB.30](#), [IB.31](#), [IB.56](#), [IB.114](#), [IB.144](#)]

When, through an Action Plan Funding Request or request for additional staffing, the program requests a resource, the substantiation of that goal is part of the evidence for the resource. In this way, Program and Unit Review is an integral part of the overall Integrated Planning Model. [Evidence: [IB.9](#), [IB.140](#), [IB.141](#), [IB.147](#)]

On an annual basis, each program or unit files an Annual Progress Report that updates progress on goals, adds additional goals, and records any discussions of possible future innovations. The Annual Progress Report also includes current information about the progress in updating curriculum, and any changes required by new initiatives or regulations. [Evidence: [IB.28](#), [IB.32](#)]

Analysis and Evaluation

Over the past year, as a result of intensive review of the College's organization, triggered by becoming a College, College Council determined that the current program review process is not serving the College well. The process is ungainly and time consuming. Currently, the Program Review Committee is looking at alternative models that will make the process more effective, less time consuming, and more timely: the current model of a five-year span of data is nearly useless since data that old does not reflect the current trends of the College's fast moving demographics or serve the rapid pace of innovation.

However, the fundamentals the College has established for the program and unit reviews are sound. They are based on the College's Mission, Educational Master Plan, and Strategic Plan and reflect the College's principles and values. In addition, the program review and unit reviews are fully integrated into the Integrated Planning Model so changes to program review will be in how faculty, staff, and administrators process and develop the plans, which will continue to serve the vital and fundamental belief that everyone at the College is here to "Create opportunities— One student at a time."

Actionable Improvement Plan

The College is reviewing and revising its current process for program review in order to make the process more effective and efficient and more responsive to current issues, trends, and initiatives.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Clovis Community College disaggregates and analyzes student achievement data for subpopulations of students, including age, ethnicity, gender, former foster youth, veterans, disabled students, economically disadvantaged students, special admits, and distance education courses. After consideration of what would be the most meaningful data disaggregation, the College decided to disaggregate data at the program level as part of program review rather than at the course outcome level. In addition to program review, the College publishes disaggregated data in the annual Institutional Effectiveness Report, in the Student Equity Plan, and in the new Integrated Plan. The College President communicates disaggregated data to the College community on Opening Day/Duty Day as well. Faculty, staff, and administrators also review, analyze, and discuss disaggregated data in a variety of forums (described below), including department meetings, committee meetings, planning retreats, and at special events and presentations. [Evidence: [IB.36](#), [IB.90](#), [IB.123](#), [IB.128](#), [IB.146](#)]

Program Review

Program review data is disaggregated to relate student achievement to specific student groups. Starting in fall 2017, the Office of Institutional Research provides disaggregated program review data sets on an annual basis, and both instructional and non-instructional programs include analysis of the data in the annual comprehensive program review. Based on this analysis, programs develop goals and action plans for remediation and improvement. The Program Review Committee vets and substantiates Program Review goals. These goals inform College planning and resource allocation through the Action Plan process and the Certificated Staffing Request process. [Evidence: [IB.29](#), [IB.30](#), [IB.140](#), [IB.141](#), [IB.147](#), [IB.148](#)]

The Student Success and Equity Committee

The Student Success and Equity Committee conducts a detailed review of disaggregated data and analyzes achievement gaps found in specific student populations as part of its work to develop the Student Success and Support Plan, Student Equity Plan, and the new Integrated Plan. These plans include specific goals, budgets, and assessment methods for evaluating the efficacy of these plans and programs. Through a comprehensive review of the data, the Student Success and Equity Committee identified achievement gaps in specific areas and developed related goals and activities to mitigate the gaps. Examples of these activities include increasing the number of embedded tutors in math classes, developing a robust first-year experience program, developing a Veteran's Center, providing textbook vouchers, and participating in On Course training. [Evidence: [IB.36](#), [IB.90](#), [IB.109](#), [IB.122](#)]

College-Wide Use of Disaggregated Data

Clovis Community College also holds a variety of College-wide discussions regarding student achievement data and the gaps in student success and achievement that this data highlights. At forums, retreats, Opening/Duty Day, and in department and committee meetings, these discussions serve as the basis for all college planning. For example, during fall 2016, the College reviewed a variety of data as part of the process to develop the new 10-year Educational Master Plan 2017-2027. Based on this assessment, the College developed six overarching goals to improve student learning and student achievement. In addition, the College developed three guiding principles for planning, including community, equity, and innovation, that are considered in all planning and decision-making at Clovis Community College. Also, during fall 2017 Opening Day, the President presented the annual college goals, which included improving student completion rates, based on the analysis of disaggregated student retention and completion data that showed achievement gaps for various disproportionately impacted student groups. [Evidence: [IB.7](#), [IB.8](#), [IB.10](#), [IB.97](#), [IB.123](#)]

Disaggregated Data and the Strategic Plan, 2017-2027

The College's guiding principles of community, equity, and innovation, and Educational Master Plan 2017-2027 goals laid the foundation for the Strategic Plan 2017-2021, which the College developed during spring 2017. During the strategic planning retreat, faculty, staff, administrators, and students reviewed a variety of data, including Institutional Effectiveness Report data, enrollment and FTEs, community building, and distance education. In most cases, participants examined data that was disaggregated by ethnicity and gender and disproportionate impact to discern gaps in student achievement and access. Faculty, staff, administrators, and students at the retreat considered what might be done to address these gaps: what types of programs or support could improve success and achievement rates from the classroom to programs. This analysis informed specific Strategic Goals, Objectives and Action Steps designed to improve student achievement. For example, Strategic Objective 2.3 calls for the College to "Increase student completion rates for degrees and certificates." The Strategic Plan 2017-2021 also identifies specific assessment methods and timelines for each of the action steps included in the plan. [Evidence: [IB.7](#), [IB.8](#), [IB.15](#), [IB.64](#)]

Disaggregated Data and Professional Development

Data analysis is also part of the College's on-going professional development activities and CCC encourages diverse perspectives when reviewing, analyzing and discussing disaggregated data. For example, during spring 2017 Opening Day, the College hosted guest speakers, Drs. Luke and Harris, who led the college faculty, staff, and administrators through an analysis of disaggregated data. After this presentation, each instructional program reviewed its own data, identified performance gaps, and discussed specific strategies to decrease those gaps. Student Support Services programs also discussed specific ways to improve services to support subpopulations of students. Similarly, disaggregated data also supports On Course training, which encourages faculty and staff to focus on diverse student needs and learning styles. [Evidence: [IB.149](#), [IB.151](#), [IB.160](#)]

Analysis and Evaluation

Clovis Community College engages in the comprehensive, College-wide, analysis of disaggregated data to implement departmental and College-wide programs, plans, and strategies that mitigate gaps in success and achievement by subpopulations of students. During Program Review, Student Success and Equity Committee meetings, in department meetings, at forums, retreats, and in Opening/Duty Day discussions, the analysis and review of disaggregated data drives Clovis Community College's resource allocation, strategic planning, departmental planning, and professional development. The Program Review Committee and the various departments in which improvement strategies originate regularly analyze and evaluate the programs, plans, and strategies derived from the analysis of disaggregated data.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Clovis Community College regularly evaluates its policies and practices across all areas of the College to ensure their effectiveness in supporting academic quality and the accomplishment of its Mission. College constituents evaluate these policies and practices at key points in the six-year planning cycle, including in the process of developing updated plans, as the College identifies areas of improvement, and as part of the State Center Community College District's regular review of its governing policies. [Evidence: [IB.37](#)]

College Council, which serves as CCC's overarching participatory governance body that makes recommendations to the College President, leads evaluations of institutional policies and practices. The President and the Vice President of Administrative Services co-chair the committee, and the members of the committee represent faculty, classified staff, and a student, including the Academic Senate President, the Immediate Past Academic Senate President, the Classified Senate President, and the Associated Student Government President. College Council shepherded the development of the College's Educational Master Plan 2017-2027 and the Strategic Plan 2017-2021 and recommended the revision of the College's governance structure in 2017. When District policies and procedures undergo revision, College Council also makes recommendations to the President about those changes. [Evidence: [IB.65](#), [IB.110](#), [IB.152](#), [IB.153](#), [IB.154](#), [IB.155](#)]

During the 2016-2017 academic year, the College engaged in a comprehensive process of updating the College's Educational Master Plan. This process included an external scan, an internal scan, focus groups, and survey results from a survey sent to faculty, staff, administrators, and students. After finalizing this core planning document, the College then engaged in a process to update the College's Strategic Plan for 2017 – 2021. The CCC Educational Master Plan includes six broad goals that are the major goals of the College's Strategic Plan 2017-2021. Both

the CCC Educational Master Plan and the College's updated Strategic Plan 2017-2021 are centered on the College's Mission Statement:

Clovis Community College: Creating Opportunities – One Student at a Time:

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

[Evidence: [IB.8](#), [IB.15](#), [IB.167](#)]

As stated in the CCC Governance Handbook, College Council responsibilities include “develop and monitor implementation of the College's educational master plan and strategic plan” (p. 15). Through this process, the College is evaluating the effectiveness in supporting academic quality and accomplishment of the College's Mission. [Evidence: [IB.18](#), p. 15]

During the College's second year as an independent college (2016-2017), CCC faculty, staff, and administrators decided that they needed to review the participatory governance and decision-making structure in order to develop practices and communication structures that better meet the needs of a college that now serves over 10,000 students per year. College Council charged an *ad hoc* group consisting of faculty, staff, administrators, and students to review and revise the College's current governance processes, including the Integrated Planning and Participatory Governance Handbook. The *ad hoc* group evaluated each committee's purpose, charge, committee membership, reporting structure, and meeting dates. The group also developed norms for participatory governance to ensure consistency across committees and to promote more clear communication College-wide. The *ad hoc* group also created templates for agendas and minutes to help document appropriate information. The *ad hoc* group simplified the name of the document, calling it the Governance Handbook, and all *ad hoc* group members unanimously supported the draft. With this support, the College is piloting the updated Governance Handbook during the 2017-2018 academic year with plans to review the structure during spring 2018. The President's Administrative Assistant is already collecting feedback and input from constituency groups, and College Council will review all of the comments and make any adjustments for implementation in fall 2018. [Evidence: [IB.19](#), [IB.20](#), [IB.21](#), [IB.155](#)]

In addition to these college-level evaluations, the review of board policies and administrative regulations includes evaluation of their effectiveness in supporting academic quality and accomplishing the College's Mission. Federal and state laws as well as College-wide feedback and input impact board policies (called BPs) and administrative regulations (called ARs). Board

policies are broader statements of intent, whereas administrative regulations describe the implementation process for board policies. These board policies and administrative regulations cover all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes. The Board of Trustees has the responsibility to update and maintain board policies while the District, in collaboration with the three colleges of the District (Fresno City College, Reedley College, and Clovis Community College) update and maintain Administrative Regulations. When needed, these groups make additional changes when legislative changes require updates to current administrative regulations and/or board policies. [Evidence: [IB.67](#), [IB.69](#), [IB.157](#), [IB.158](#), [IB.159](#), [IB.188](#)]

The State Center Community College District Board of Trustees may review and revise any board policy during a regularly scheduled board meeting and at board retreats. Board policies are broad statements of intent on specific issues within the Board's jurisdiction. BP and AR 2410 delineate the process of reviewing and modifying board policies. BP and AR 2410 also indicate that the appropriate administrative regulation is to be "issued by the Chancellor as statements of method to be used in implementing Board Policy." [Evidence: [IB.67](#), [IB.69](#)]

The State Center Community College Roles of Constituents in District Decision Making document describes the process of reviewing and updating College and District policies and practices. This document had wide-spread input from all colleges, and Chancellor's Cabinet approved it on April 25, 2016. Chancellor's Cabinet consists of the Chancellor, college presidents, and vice chancellors of the District. This document guides the colleges and District in the decision-making process, including the process of modifying any administrative regulation in accordance with BP and AR 2410. The Chancellor's Cabinet uses administrative regulations to implement board policies for all colleges in the District. [Evidence: [IB.68](#), [IB.168](#)]

Any college constituency group can propose revisions of administrative regulations to Chancellor's Cabinet if the modification first receives support from the constituency group and has successfully progressed through the College's governance process. Constituency group representatives will then complete and submit a "Board Policy/Administrative Tracking Sheet" to general counsel's administrative secretary. This form documents the regulation number and title, the constituency group submitting a proposed change, if the proposed change is an "academic or professional matter" (per Title 5 53200, AR 2510 and BP 2510), and a checklist that outlines next steps of review/approval. [Evidence: [IB.67](#), [IB.69](#), [IB.70](#), [IB.71](#), [IB.72](#)]

If Chancellor's Cabinet supports the proposed modification, then the cabinet directs the Vice Presidents Group to review the proposed modification and draft revisions to the appropriate administrative regulation. The Vice Presidents Group consists of all vice presidents from each college and center. The vice presidents include vice presidents of instruction, vice presidents of student services, and vice presidents of administrative services. The chair of the Vice Presidents Group is the Vice Chancellor of Institutional Effectiveness and Educational Services. The Vice Chancellor of Institutional Effectiveness and Educational Services works with the vice presidents to draft a revised Administrative Regulation to be shared with Chancellor's Cabinet. Once the

Vice Presidents Group completes a draft of the administrative regulation, the Vice Chancellor of Institutional Effectiveness and Educational Services presents the draft AR to Chancellor's Cabinet. [Evidence: [IB.67](#), [IB.68](#), [IB.69](#), [IB.70](#), [IB.71](#), [IB.72](#), [IB.183](#)]

After receiving the support of the Chancellor's Cabinet, the Chancellor presents the proposed modification to Communication Council to initiate a review of the proposal at all three colleges per AR 2410. After college review, Chancellor's Cabinet will request the Vice President Group to review the proposed modification and recommend changes to Chancellor's Cabinet for final review and approval. [Evidence: [IB.69](#), [IB.72](#), [IB.73](#)]

Analysis and Evaluation

CCC regularly evaluates and updates policies and procedures in order to ensure academic quality and achievement of its Mission. College Council guides many of these evaluations through their work on the Educational Master Plan, the Strategic Plan, and their annual monitoring of the implementation of those plans. Furthermore, College Council initiates evaluations when there is a need. The reflection on and revision to the College's governance structure in the Governance Handbook is a recent example of this type of evaluation. Finally, the College participates with its sister colleges and District administrators to review and revise administrative regulations. These administrative regulations implement board policies, which the Board regularly evaluates in accordance with its policies. Both board policies and administrative regulations govern the College's instructional programs, learning and student support services, resource management, and governance processes.

Actionable Improvement Plan

Through the Six-Year Planning and Assessment Calendar, the College will continue to evaluate and update planning and communication processes.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Clovis Community College broadly communicates its planning, assessment, and evaluation activities so that all faculty, staff, and administrators have a shared understanding of its strengths and weaknesses and the goals needed to improve student learning and achievement. This communication takes place through a variety of forums: Opening Day/Duty, Town Hall meetings, planning retreats, and District and College governance and committee meetings. Further information is available for all constituents in e-mails from the administration and Director of Marketing and Communication, in the College President's monthly board report, and on the Office of Institutional Research's webpage.

During Opening Day, the College President presents College-wide annual goals and priorities based on an assessment of the College's strengths, needs, and Strategic Plan goals. During spring 2017, Opening Day events focused on evaluation of program-level student success data. The College hosted guest speakers to promote a shared understanding of the value of student equity and program improvement based on data analysis and then broke into instructional and student services discussion groups to discuss strengths and weaknesses and opportunities for improvement. [Evidence: [IB.4](#), [IB.149](#), [IB.160](#)]

Planning is a collaborative effort that involves a wide variety of stakeholders. During 2016-2017, the College held many College-wide discussions as part of its Educational Master Plan and Strategic Plan development processes. The College hosted Town Hall meetings for faculty, staff, students, and the community to gather input and to ensure a shared understanding of the College's strengths, weaknesses, and priorities. During the 2017-2018 academic year, the College has scheduled several more Town Hall meetings to provide updates about the Strategic Plan and to support broad communication with the college community. [Evidence: [IB.7](#), [IB.10](#), [IB.17](#)]

College faculty, staff, administrators, and students also discuss a variety of topics and data at College-wide planning retreats to help create a shared understanding of College's strengths, weaknesses, and values. Topics have included review and validation of the Mission Statement, discussion of core values and student success data, and generation of ideas for the Educational Master Plan, Strategic Plan, and Quality Focus Essay. [Evidence: [IB.7](#), [IB.10](#), [IB.16](#)]

Many discussions also take place during governance and committee meetings. For instance, members of the Student Success and Equity Committee discuss and evaluate student success and equity data, Institution-Set Standards, Institutional Effectiveness Partnership Initiative indicators, and disproportionate impact data. In another example, members of the Outcomes and Assessment Committee discuss general education learning outcomes assessment data and program level outcomes. Additionally, the Program Review Committee discusses the strengths and weaknesses of programs through the comprehensive program review process and through recommendations to strengthen those programs' plans and resource requests. Finally, all of the College's governance bodies, including the Academic Senate, Classified Senate, Associated Student Government, and College Council discussed the Educational Master Plan, the Strategic Plan, and the Institutional Effectiveness Partnership Initiative indicators. [Evidence: [IB.13](#), [IB.78](#), [IB.79](#), [IB.88](#), [IB.110](#), [IB.111](#), [IB.115](#), [IB.124](#), [IB.154](#)]

In spring 2017, College Council recommended to the President that she establish a work group to review and to modify the College's current governance structure and participatory governance handbook. During their evaluation of the governance structure and handbook, the work group made three important changes: 1) created a clear committee and communication structure, 2) established norms and responsibilities for all committee members, and 3) streamlined committees to enable greater participation and discussion in meetings. The College implemented these changes in fall 2017 on a pilot basis so feedback about the process can be thoroughly and

operationally vetted before the handbook is approved by constituency groups and made a formal structure of the College. [Evidence: [IB.18](#), [IB.19](#), [IB.20](#), [IB.21](#), [IB.112](#), [IB.155](#), [IB.189](#)]

The primary tool for communication for these governance groups and committees is meeting agendas and minutes, which chairs post on Blackboard. To promote College-wide communication, College Council meetings now include reports from all College committees and governance groups. The Governance Handbook's "Norms for Participatory Governance" encourage committee members to report out at division and department meetings. The new Governance Handbook includes standardized templates to assist with communication. These documents are located on the College Planning webpage and as an appendix in the Governance Handbook. [Evidence: [IB.80](#), [IB.97](#), [IB.153](#), [IB.161](#), [IB.162](#)]

The College also participates in the monthly District Communication Council meetings. The College President and presidents or designees from each of the constituent groups also attend these meetings to share College activities and to review District-wide activities and changes in District policy or procedures. Communication Council initiates requests for policy and procedure changes. Communication Council members act as liaisons between the District and the constituency groups they represent, ensuring clear communication about any request for policy and procedure changes. This ensures that thorough discussion is occurring within the appropriate context. [Evidence: [IB.68](#), [IB.71](#)]

The College President publishes a monthly Board Report that describes College-wide activities. This report includes Town Hall dates, planning retreat information, and other pertinent information about College assessment and evaluation activities. The Assistant to the President distributes the report at the monthly Board of Trustees meeting, e-mails it to all College constituents, and posts it to the website. In July 2017, the President also began publishing a monthly College newsletter to improve communication with the campus and to share information about College planning, College goals, accreditation, and other current College activities. The President's Assistant e-mails the newsletter monthly and posts it on the website; it is accessible through the College President's page and the faculty/staff information page. [Evidence: [IB.81](#), [IB.82](#), [IB.83](#), [IB.169](#), [IB.170](#)]

During 2016-17, the College also significantly expanded the amount of assessment data and information available on the Institutional Research webpage. As the College continues its focus on providing timely, interactive data for faculty and staff, this section of the website will continue to provide a one-stop location for a variety of reports and assessment tools. [Evidence: [IB.129](#)]

Analysis and Evaluation

The College ensures that there is broad communication about planning, assessment, and evaluation activities so that all constituents have a shared understanding of its strengths and weaknesses and the priorities needed to make improvements to student learning and achievement. The President directly communicates with faculty, staff, and administrators in her

Opening Day/Duty Day address and related activities. Town Hall meetings and planning retreats provide opportunities for both the communication of information as well as for feedback from attendees. At District and College governance and committee meetings, constituents engage in more specific discussions about planning, assessment, and evaluation, and those constituents report back to the groups they represent in accordance with the Governance Handbook's norms of participatory governance. Finally, the College ensures that information is broadly available for all groups through the college website, where the President posts her monthly board report, newsletter, and where the Office of Institutional Research posts its annual Student Success Report and Institutional Effectiveness Report.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

CCC has always followed an integrated planning process that is consistent with SCCCD Board Policy 3250, "Institutional Planning," and the District Strategic Plan and is founded in the CCC Mission Statement and Strategic Plan 2017-2021. In addition, the planning process consists of short-term and long-term planning components, including annual and multi-year strategic planning with a calendar established in fall of 2017 for regular cycles of review, and the goal of planning is continuous improvement in student learning and student success within a framework of institutional effectiveness. [Evidence: [IB.15](#), [IB.37](#), [IB.84](#), [IB.85](#), [IB.86](#)]

Before 2016, the College followed a planning model called the Continuous Improvement-Collaborative Decision-Making Process Model, which drove the cyclical planning and assessment process. This process had five major steps: evaluation, integrated planning, resource allocation, implementation, and re-evaluation and included a regular review of the College's Mission and vision statements, college plans, and the planning process. The College conducted evaluations of the planning processes via program review, assessment of student learning outcomes, Strategic Planning Annual Reports, Action Plan Funding Requests, and campus-wide surveys. The action plan process (for requesting resource allocations) was integrated with the multiple planning processes of the College. [Evidence: [IB.91](#)]

During the 2016-2017 academic year, CCC developed the new Integrated Planning Model. The process of redesign was an opportunity for a comprehensive review of what worked for a center that was developing its processes toward college status— and what was needed to be an independent, fully-functioning college with enhanced capabilities and responsibilities. In short, developing this model was a large part of the College's re-invention to fit its new Mission, status, resources, and purpose. [Evidence: [IB.9](#), [IB.92](#), [IB.154](#)]

The result of this new model is that planning and the cyclical evaluation of programs and initiatives lead to continuous improvement for student learning and institutional effectiveness. The College accomplishes this through an integrated and comprehensive process that includes program review, planning, and resource allocation. This process also includes excellent oversight of initiatives and a regular cycle of review that allows enhancements, re-direction, or, when appropriate, termination of a program or initiative. Resources considered and approved through this model include innovative programs for student learning, short and long-term planning for institutional effectiveness, and the appropriate allocation of human, physical, technology, and financial resources. The model includes all aspects of college planning, so the Mission Statement, the Educational Master Plan, and other college planning documents are included in regular, cyclical review and, when necessary, revision processes. [Evidence: [IB.8](#), [IB.9](#), [IB.37](#), [IB.86](#)]

College Council, under the leadership of the President, has the primary responsibility for developing planning procedures. In addition, College Council is the central “clearing house” for all planning efforts and makes recommendations for new initiatives and enhancements to the President. The College Council is made up of representatives of all the various constituency groups on campus including students, faculty, staff, and administrators. It reaches decisions on the basis of consensus, and all members of the College Council have an equal voice. [Evidence: [IB.18](#)]

Beginning in Fall 2016 and continuing through Spring 2017, the College Council and the President, after reviewing the existing planning matrix in light of CCC’s new college status and with the help of an IEPI team, led efforts to create a new Educational Master Plan, Strategic Plan, and Integrated Planning Model. CCC had the assistance and guidance of an IEPI team, which helped the College clarify goals and avoid pitfalls. The President focused the Opening Day activities in both the fall and spring on planning, and convened planning retreats, which were held on Friday afternoons for brainstorming and planning with stakeholders from across the College. All faculty and staff were invited to participate. The President chose an off-site location to avoid distractions and to create an atmosphere where new thinking could take place. Attendance was excellent with faculty, classified staff, students, and administrators working together with equal voices. The discussions were robust. Faculty, staff, and administrators worked together through a series of specific creative and analytical tasks including intensive review of data. Many of the reviews were coordinated by our Office of Institutional Research and meetings were led by an outside consulting firm that had expertise in planning, especially in the development of educational master plans. The consultants acted as resources to the robust and often spirited campus-wide dialogue, which established the directions, the themes, and the specific tasks presented in the Final Strategic Plan, the Educational Master Plan, and the Integrated Planning Model, which was institutionalized within the Educational Master Plan. [Evidence: [IB.7](#), [IB.8](#), [IB.9](#), [IB.10](#), [IB.12](#), [IB.15](#), [IB.130](#)]

The President tasked groups of stakeholders to develop proposals for the Strategic Plan and for the Educational Master Plan for constituent review and approval. The Integrated Planning Model, a part of the Educational Master Plan, was developed and codified in a graphic.

[Evidence: [IB.8](#), [IB.9](#), [IB.13](#), [IB.15](#), [IB.78](#), [IB.130](#), [IB.167](#)]

In May of 2017, The College Council adopted the Educational Master Plan, including the Integrated Planning Model. [Evidence: [IB.171](#)]

Through consensus, the planning groups established three guiding principles that are consistent with the College’s Mission Statement:

- **Data Analysis:** All decisions will be supported by relevant, timely data that focuses on the potential for student success and institutional viability;
- **Equity:** All decisions will support equity and will be evaluated for equity throughout the educational environment; and
- **Communication:** At all stages of the planning, implementation, assessment, and improvement of a program or initiative, communication to all relevant stakeholders will be clear and documented. [Evidence: [IB.8](#), p. 13]

Data Analysis

The Office of Institutional Research for Clovis Community College includes three full-time employees dedicated to developing, interpreting, and explaining data that will help support the planning effort. They are assisted by a team of institutional researchers in the District who work together, distributing tasks and working to minimize redundancy. They have state, District, and local college data banks for tracking past performance and trends and for identifying future college needs or current lacunae. The researchers meet with committees and with the College Council as needed to present data, to discover data needs, and especially to explain data in a way that is accessible. [Evidence: [IB.96](#), [IB.129](#), [IB.172](#), [IB.173](#)]

Equity

A fundamental principle for CCC is equity, and the College has made it the first implementation bullet point in its Mission Statement: “We embrace diversity.” This is more than a platitude; it is at the bedrock of the College’s purpose and therefore of all planning. The College welcomes all of the students in the community and seeks ways to ensure that their experience on campus is satisfying, rich, and successful. To that end and in accordance with mandates, the College has a Student Equity Plan (now a part of the Integrated Plan) that focuses on two principle efforts: increasing access for students who are traditionally underserved and a robust completion agenda for all students that includes completion of individual courses of study, especially basic skills, and of degrees, certificates, and transfers. But beyond the specific, focused efforts, the College evaluates each initiative and program for its impact on increasing equity as a part of assessment and data analysis in the Integrated Planning Model. [Evidence: [IB.8](#) p. 13, [IB.9](#), [IB.18](#) p. 5, [IB.36](#), [IB.86](#), [IB.90](#)]

Organization and Communication

In just a decade, Clovis Community College has grown from a tiny center to a robust and rapidly growing college with responsibilities and opportunities expanding every year. During this rapid change, the College's organization responded to initiatives and new responsibilities by adding on: adding more responsibilities to existing committees, adding more committees, adding more workgroups, adding more responsibilities on individuals. In addition, communication needs changed: informal structures that had served a small community well frayed as the College grew. The College needed a new start. [Evidence: [IB.174](#), [IB.175](#)]

During the summer of 2017, an *ad hoc* group established by the College Council and representing the constituencies (Academic Senate, Classified Senate, Associated Students, and Administrators) met for several days of meetings to assess the problems and to develop a new organizational model (councils, committees, advisories, and *ad hocs*) along with clear lines and methods of communication. This new organizational model is described in the draft CCC Governance Handbook, which is currently being used as a pilot with stakeholders and various committees operating within its guidelines while reviewing the processes and committee charges for accuracy. [Evidence: [IB.18](#), [IB.19](#), [IB.21](#), [IB.105](#), [IB.189](#)]

College Council is collecting feedback from all constituency groups and individuals and at the end of the year, the original *ad hoc* committee will reconvene to consider the suggested changes, and refer a final Governance Handbook draft for consideration by the College Council and by the various constituency groups. This finalized Governance Handbook will be established as the working manual for all governance functions. It will be a living document: It has already been calendared for annual assessments beginning in 2018. [Evidence: [IB.18](#), [IB.37](#), [IB.117](#),]

A key component of the Handbook and the operations described therein is communication. Each governing entity has clear reporting responsibilities through the chain of command and outwards to appropriate constituencies. As a result of this new organization, the lines of communication are clearly established. [Evidence: [IB.18](#)]

As a result of this new structure, the Integrated Planning Model fully supports student success, equity, and institutional effectiveness. The College has the governing structure that allows planning to contribute to institutional effectiveness through a rigorous system of analysis, implementation, and assessment to the end that improvements are made to institutional effectiveness and student learning.

The Structure

Administrative councils are organizational groups that assist the College's senior administration in coordinating the institutional logistics that implement the President's, Chancellor's, and Board's plans, procedures, and policies. [Evidence: [IB.18](#), p. 29]

Organizational group membership is established by the position held within the College. Administrative councils include the following: The President's Council, the Vice Presidents'

Council, the Deans and Directors' Council, and the Department Chairs Council. [Evidence: [IB.18](#), p. 29]

Governance bodies are those whose authority is derived from law and regulation, either as written expressly in the law or regulation or as delegated by another group that possesses authority. Governance groups assess, discuss, and make recommendations to the President on topics appropriate to that group as defined in regulations, such as California Code of Regulations Title 5 § 53200. Governance groups often rely on subcommittees and *ad hocs* to complete their work. [Evidence: [IB.18](#), p. 6]

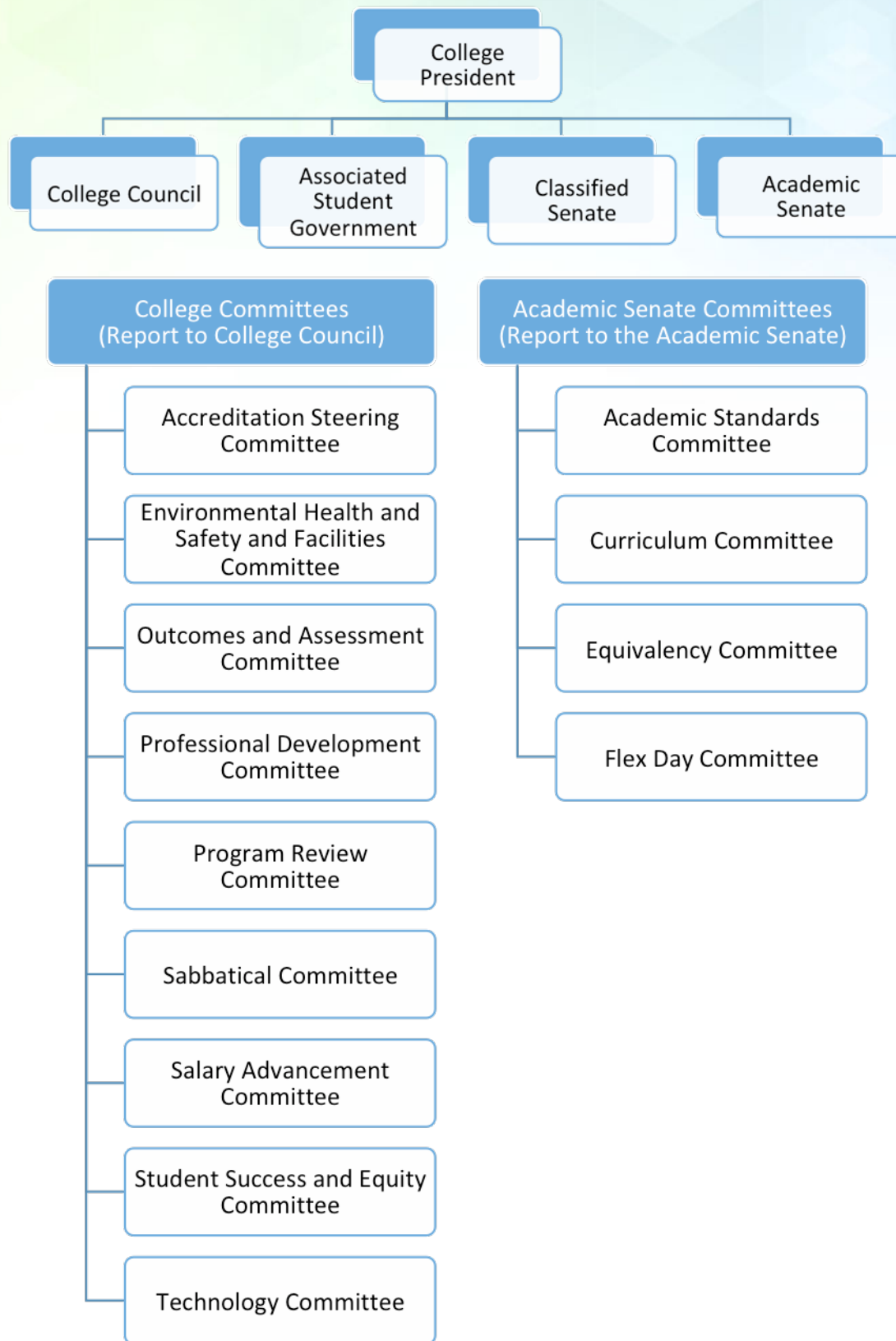
Members of governance bodies represent specific constituencies. Each member is responsible to bring information and perspectives from the governance group back to the constituent group. [Evidence: [IB.18](#), p. 6]

The governance bodies include the following: The Academic Senate (which also has jurisdiction over committees: Curriculum, Academic Standards, Equivalency, and Flex day), Classified Senate, Associated Student Government, and College Council. [Evidence: [IB.18](#), p. 6-8 and 13-16]

Certain planning documents and program initiatives require approvals by the College constituencies and, sometimes, by the SCCCD Board of Trustees. The President in consultation with the College Council will refer these to the appropriate constituencies for discussion and approval and will coordinate (or delegate the coordination) of presentations to the various groups. [Evidence: [IB.11](#), [IB.13](#), [IB.14](#), [IB.78](#)]

College committees are those that assist the President in fulfilling the Chancellor's and Board's plans, procedures, and policies as well as state mandates. The authority for College committees is derived from the College and District as well as the President, Chancellor, and /or Board of Trustees, who assign specific responsibilities to committees. [Evidence: [IB.18](#), p. 17]

College committees are formed to ensure broad participation in planning and completing tasks that have College-wide impact. Members are assigned or appointed to serve as College committee members as representatives of specific constituencies as well as by virtue of their unique expertise or position. [Evidence: [IB.18](#), p. 17]



In addition, the Governance Handbook describes a variety of college advisories for specialized programs such as Honors and Commencement, and CTE advisories. [Evidence: [IB.18](#), p. 27-28]

To establish College-wide norms and to avoid the confusion of having many different procedures in the various committees, the Handbook has a section set aside for “Norms for Participatory Governance,” (pages 32 – 34) which includes guidelines for membership, member responsibilities including especially communication, the use of resource personnel, the establishment of ad hoc groups, and standard procedures, including procedures for appropriate communication in various situations. By having College-wide norms, the College increases efficiency so that committees are working in a uniform, but not rigid, environment that supports planning and institutional effectiveness. [Evidence: [IB.18](#), p. 32-34]

Since this Governance Handbook is a pilot, it is specifically placed within the Integrated Planning Model for implementation, assessment and analysis, and improvements so that it fully supports the College’s programs and CCC’s Mission and Strategic Plan. [Evidence: [IB.37](#), [IB.189](#), [IB.190](#)]

Plan Support

The Integrated Planning Model brings together a variety of college documentation and program plans beginning with the Mission Statement, which specifically dedicates the College to data analysis and equity and, though the focus on accountability, to communication. The College’s Mission includes the operational statement: “We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.” [Evidence: [IB.9](#), [IB.86](#)]

Supporting that Mission are the Educational Master Plan and the Strategic Plan, which establish a roadmap toward the College’s future, and specific program plans such as the following:

- The Integrated Plan: SSSP, Student Equity, and Basic Skills;
- Program reviews of educational and administrative programs, and
- Grants such as Title V and Basic Skills Student Outcomes and Transformation

Each of these plans were developed, approved, and implemented through the previous planning model, which also included broad input and support from constituency groups. As these plans reach maturity or require updating, any revisions or modifications will be initiated with the Integrated Planning Model as a part of the College’s cyclical review. [Evidence: [IB.8](#), [IB.15](#), [IB.30](#), [IB.37](#), [IB.90](#), [IB.178](#)]

Resource Allocation

Resources for initiatives include staff time, human resources, facilities, materials, and equipment. Resource funds include college funds, lottery funds, and state initiative awards. When appropriate, College funds are augmented with grant funds and/or community partnership resources, which are overseen by administrative deans.

When the research indicates that a proposed plan is viable and desirable, the proposal is formally presented to the College Council with a specific form such as an Action Plan Funding Request, which requests funding, materials, or equipment; a Certificated Staffing Request, which requests faculty positions; a Classified Staffing Request, or a proposal for other plans with a full accounting of resources needed, goals for the proposed initiative, and the expected outcomes. In addition, the forms and proposals include specific reference to appropriate College documents such as the Mission Statement, Program Reviews, and/or the Educational Master Plan. If College Council agrees that the initiative should be funded and implemented, the recommendation will be made to the President. The President, upon approval, will write a charge that includes listing the implementation team, the scope of practice, the responsibilities and goals, and a target date for program assessment and data analysis. If appropriate, the President will also name a completion date. The President may also establish a specific governing group or committee (College Council, Student Success, English Department, etc.) to receive updates and monitor progress and a regular cycle for initiative review and College Council reports [Evidence: [IB.126](#), [IB.140](#), [IB.141](#)]

In planning, allocations of resources, and assessment, College Council is the “clearing house” and oversight committee that makes recommendations to the President.

Implementation

Once College Council has approved the initiative and approved resources, the implementation team will be responsible for establishing the procedures and implementing the initiative, making frequent reports to the appropriate committee(s) and periodic reports to the College Council as determined by the President’s charge. For example, the Student Success and Equity Committee worked on the Integrated Plan before sending it to College Council, and the Accreditation Steering Committee reviewed the Institutional Self-Evaluation Report before it goes to College Council. [Evidence: [IB.88](#), [IB.94](#)]

Program Assessment and Data Analysis

CCC has established a regular six-year cycle of assessment for major programs and initiatives, and when a new program or initiative is approved, the President issues a charge that includes a regular assessment cycle to the department or committee, though if problems or opportunities arise, assessment may be more frequent to take advantage of possible enhancements or changes and in the light of how the program is enhancing student achievement, student learning, and equity. This will be a qualitative and quantitative review with tools that are appropriate to the specific initiative (For example, student focus groups and surveys might be useful in some cases in addition to data). The Office of Institutional Research will be the primary developer of data

and will work with the implementation team to develop an evaluation report, which also will include a self evaluation by the implementation team, affected instructors or other support personnel, and, if desirable, students. [Evidence: [IB.37](#)]

This evaluation report to the College Council will establish the base for a discussion of possible improvements, modifications, upscaling, or termination of the initiative. In addition, at the time of review, a discussion of how the program integrates (or does not integrate) with other programs and initiatives might be in order. The College Council will make its recommendations to the President who will issue a new charge to continue, to continue with modifications, or to terminate the initiative. [Evidence: [IB.9](#)]

Improvements

Following an evaluation or at other times when enhancements or modifications are believed to be useful, the implementation team will propose improvements to the appropriate initiative and monitor them with the help of the Office of Institutional Research and through discussions with affected faculty, staff, and students. At any time when improvements must be modified or a program changed to reflect changing conditions or to take advantage of opportunities, the implementation team should return to the responsible governing entity (according to the original President's charge) for consultation and, if necessary, an amended charge. [Evidence: [IB.9](#)]

Analysis and Evaluation

Clovis Community College faculty, staff, and administrators engage in continuous, systematic, short-term and long-term evaluation and planning. The recent updates to the Educational Master Plan 2017-2027 and Strategic Plan 2017-2021 demonstrate that the College involves all constituencies, including students, the evaluation and planning processes, that the College bases planning on data analysis, and that the College aligns plans with its Mission. The Integrated Planning Model shows how the College integrates planning, program review, and resource allocation into a comprehensive process, driven by the Mission and focused on continual improvement. Planning addresses short-term and long-term needs for educational programs and services and for a range of resources.

Actionable Improvement Plan

Through the Six-Year Planning and Assessment Calendar, the College will continue to evaluate and update planning and communication processes.

Evidence List

Evidence #	Title
IB.1	Opening Day Letters FA15-FA17
IB.2	Opening Day Agendas FA15-FA17
IB.3	Opening Day Sign-in Sheets FA15-FA17
IB.4	Opening Day Presentations FA15-FA17
IB.5	Flex Day Schedules FA15-FA17
IB.6	Flex Day Sign-in Sheets FA15-FA17
IB.7	Planning Retreat Information FA16
IB.8	Educational Master Plan
IB.9	Integrated Planning Model
IB.10	Educational Master Plan Retreat 10-21-16
IB.11	Board of Trustees Minutes Approving the Strategic Plan 7-11-17
IB.12	College Council Minutes with Ed Master Plan Consultants 10-7-16
IB.13	Constituency Group Minutes Approving Ed Master Plan
IB.14	Board of Trustees Minutes Approving Ed Master Plan FA16
IB.15	Strategic Plan 2017-2021
IB.16	Planning Retreat Information FA17
IB.17	Town Hall Forums SP17-FA17
IB.18	Participatory Governance Handbook
IB.19	College Council Minutes Discussing Participatory Governance (Integrated Planning) Handbook May 2017
IB.20	College Council Minutes Approving Pilot of New Participatory Governance Handbook
IB.21	Participatory Governance Handbook Update Ad Hoc Information
IB.22	SLO Coordinator Job Description-Announcement
IB.23	SUO Coordinator Job Description-Announcement
IB.24	Action Plan Funding Request Guide
IB.25	Outcomes and Assessment Committee Operating Agreement
IB.26	Outcomes and Assessment Committee Minutes
IB.27	SLO Committee Minutes
IB.28	Annual Program Review Template
IB.29	Comprehensive Program Review Template
IB.30	Comprehensive Program Reviews
IB.31	Program Review Blackboard Site
IB.32	Program Review Annual Reports Blackboard Site
IB.33	Instructional Program Review Data Packets
IB.34	Program Review Discussions via Email, Meetings, Etc.
IB.35	Student Success and Equity Agendas and Minutes FA17
IB.36	Student Equity Plan
IB.37	Six-Year Planning and Assessment Chart
IB.38	Curriculum Committee Operating Agreement
IB.39	Curriculum Handbook
IB.40	Program and Course Approval Handbook
IB.41	Curriculum Committee Agendas and Minutes

Evidence #	Title
IB.42	Tech Review Notes
IB.43	English Department Minutes and E-mails SP17
IB.44	Curriculum Committee Minutes ENGL 205
IB.45	Online Orientation on Website
IB.46	Counseling Department Meeting Minutes Discussing Online Orientation
IB.47	Online Orientation Survey Data
IB.48	Brown Bag Emails
IB.49	Course Outlines of Record on College Website
IB.50	Curriculum Committee Minutes Reviewing SLOs
IB.51	Syllabus Checklist
IB.52	Sample Syllabi
IB.53	TracDat Mapping Reports
IB.54	College Catalog 2017-2018
IB.55	PLO Assessment Example
IB.56	Program Review Handbook
IB.57	SUO Assessment Timelines
IB.58	GELOs
IB.59	SUO Coordinator Job Description-Announcement
IB.60	SUO Coordinator's Reports and Surveys
IB.61	TracDat Page on Website
IB.62	eLumen Webpage
IB.63	Strategic Planning Retreat Information SP17
IB.64	Research Presentation at Strategic Planning Retreat SP17
IB.65	Participatory Governance Handbook
IB.66	Integrated Planning-Participatory Governance Handbook 2016-2017
IB.67	BP 2410 Policy and Administrative Regulations
IB.68	Roles of Constituents in District Decision Making
IB.69	AR 2410 Policy and Administrative Regulations
IB.70	BP 2510 Participation in Local Decision
IB.71	AR 2510 Participation in Local Decision
IB.72	Board Policy- Administrative Tracking Sheet
IB.73	Calendar-Timeline of ARs to be Reviewed by VPs
IB.74	Educational Master Plan Retreat 10-21-16
IB.75	Planning Retreat Information FA17
IB.76	Shuttle Schedule
IB.77	Planning Retreat Information FA16
IB.78	Constituency Group Minutes Approving Strategic Plan
IB.79	Constituency Group Minutes Approving IEPI Indicators
IB.80	College Planning Page on Website
IB.81	President's Board Reports
IB.82	President's Newsletters
IB.83	Faculty and Staff Page on Website
IB.84	BP 3250 Institutional Planning
IB.85	District Strategic Plan

Evidence #	Title
IB.86	Mission and Vision Statements
IB.87	Six-Year Planning and Assessment Chart
IB.88	Student Success Minutes Discussing Integrated Plan
IB.89	Integrated Planning-Participatory Governance Handbook 2014-2015
IB.90	Integrated Plan
IB.91	Continuous Improvement Collaborative Decision Making Process
IB.92	Educational Master Plan Retreat 10-21-16
IB.93	Planning Retreat Information FA17
IB.94	Accreditation Steering Committee Minutes 12-8-17
IB.95	Institutional Set Standards Presentations to Student Success Committee
IB.96	Institutional Research Presentations to Student Success Committee
IB.97	Governance Handbook 2017-2018
IB.98	Faculty Handbook 2016-2017
IB.99	Flex Day Forms FA15-FA17
IB.100	SCFT Contract, Section 7, Calendar, Page 13
IB.101	Examples of Flex Day Presentations
IB.102	Educational Master Plan Retreat Attendees
IB.103	Strategic Planning Workgroup Information
IB.104	Strategic Plan Community Town Hall Meeting
IB.105	College Council Participatory Governance Structure Ad Hoc Meeting Agendas
IB.106	College Council Minutes 8-25-17 and 9-8-17
IB.107	Governance Handbook Update Presentation FA17
IB.108	Basic Skills Expenditure Plan 2015-2016
IB.109	Student Success and Support Program Plan 2015-2016
IB.110	College Council Minutes Discussing Strategic Plan
IB.111	College Council Minutes Discussing Institution-Set Standards and IEPI Indicators
IB.112	College Council Minutes Discussing Integrated Plan
IB.113	Student Learning Outcomes and Assessment Page
IB.114	Program Review-SLO Committee Operating Agreement 2016-2017
IB.115	SLO Subcommittee Minutes for GELOs
IB.116	Program Review/SLO Committee Minutes for creation of SLO Subcommittee
IB.117	College Council Minutes 8-25-17
IB.118	Program Review Committee Operating Agreement
IB.119	Student Success Committee Operating Agreements for 2014-2017
IB.120	Student Success and Equity Committee Operating Agreement in Governance Handbook
IB.121	Student Success Committee Agendas and Minutes on Blackboard
IB.122	Student Success Committee Minutes Discussing Integrated Plan
IB.123	President's Opening Day Presentation FA17
IB.124	Student Success Committee Minutes Discussing Institution-Set Standards and IEPI Indicators
IB.125	Mechatronics Curriculum Example
IB.126	Certificated Staffing Requests and Data FA17
IB.127	Organizational Chart

Evidence #	Title
IB.128	Institutional Effectiveness Report 2016-2017
IB.129	Office of Institutional Research Page on Website
IB.130	IEPI PRT Institutional Innovation and Effectiveness Plan
IB.131	Sample CORs with SLOs Highlighted
IB.132	Math Program Review Information
IB.133	Service Unit Outcomes Blackboard Page
IB.134	GELO Assessment Summary 2015-2016
IB.135	Student Success Committee Minutes Discussing Institution-Set Standards
IB.136	Student Success Committee Minutes Discussing IEPI Indicators
IB.137	IEPI Indicators for 2016 and 2017
IB.138	Program Review Committee Minutes on Blackboard
IB.139	Program Review Coordinator Job Description
IB.140	Action Plan Funding Request Template
IB.141	Certificated Staffing Request Form
IB.142	Program Review Schedule
IB.143	Program Review Work Group Information
IB.144	Program Review Committee Comments on Blackboard FA17-SP18
IB.145	President's Opening Day Presentation FA17
IB.146	Outcomes and Assessment Committee Minutes 9-6-17
IB.147	Action Plan and Certificated Staffing Request Referencing Program Review
IB.148	Program Review Student Equity Data
IB.149	Data Sets by Discipline
IB.150	Mission Statement on Website
IB.151	On Course Information
IB.152	College Council Operating Agreement
IB.153	College Council Blackboard Page
IB.154	College Council Minutes Discussing Educational Master Plan
IB.155	College Council Minutes Discussing Governance Handbook Update
IB.156	Feedback on 2017-18 Governance Handbook Pilot
IB.157	BP 2012 Board Duties and Responsibilities
IB.158	BP 2405 Review of Board Policies
IB.159	Board Policies and Administrative Regulations on SCCCD Website
IB.160	Opening Day Agenda SP17
IB.161	Governance Page on Blackboard
IB.162	Meeting Minutes Template
IB.163	Tableau Training Sessions
IB.164	Office of Institutional Research Website
IB.165	College Council Minutes Discussing Institution-Set Standards
IB.166	ACCJC Annual Report for 2016-2017
IB.167	Ed Master Plan and Strategic Planning Retreat Agendas
IB.168	Chancellor's Office Page on SCCCD Website
IB.169	Stay Informed Page on Website
IB.170	President's Newsletters
IB.171	College Council Minutes Approving the Ed Master Plan 2-24-17

Evidence #	Title
IB.172	Participatory Governance-Integrated Planning Page on SCCCD Website
IB.173	Integrated Planning Summary for Institutional Research
IB.174	Growth Chart 2011-2017
IB.175	Committee List 2016-2017
IB.176	GELO Assessment Summary 2015-2016
IB.177	Educational Master Plan Workgroup Information
IB.178	Title V Grant
IB.179	Basic Skills Student Outcomes Transformation Grant
IB.180	Board Of Trustees Minutes Approving the Educational Master Plan
IB.181	Board Of Trustees Minutes Approving the Strategic Plan
IB.182	Math Blast Title V Report
IB.183	VP Group Agendas and Minutes
IB.184	Flip Charts from Ed Master Planning Retreat
IB.185	Growth Chart 2011-2017
IB.186	Outreach and Activities Calendar 2017-2018
IB.187	Student Learning Outcomes and Assessment Webpage
IB.188	BP and AR Review Spreadsheet
IB.189	Opening Day Agenda FA17
IB.190	College Council Minutes 8-25-17
IB.191	Deans and Directors Meeting Agendas

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Standard I.C. Institutional Integrity

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard I.C: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Clovis Community College provides clear and accurate information about its Mission Statement, learning outcomes, educational programs and student support services, and its accredited status through the college catalog and a college website. Both the catalog and the website are accessible to current and prospective students as well as the public. All of the College's constituency groups, including the Academic Senate, Classified Senate, and Associated Student Government, as well as a District-wide Educational Coordinating and Planning Committee, participate in an annual review of the accuracy of the college catalog. [Evidence: [IC.1](#), [IC.2](#), [IC.3](#), [IC.4](#)]

Mission Statement

The College makes its Mission Statement widely available through the website and college catalog and posts it in all classrooms. The Mission is also published in key planning documents, including the Educational Master Plan 2017-2027 and the Strategic Plan 2017-2021. [Evidence: [IC.1](#), [IC.5](#), [IC.6](#), [IA.28](#), [IC.65](#) p. 6, [IC.66](#) p. 4]

Learning Outcomes

The College provides thorough descriptions of its educational programs, including program learning outcomes, in the College catalog (p. 58-96). CCC faculty provide student learning outcomes for each course to students in the syllabi for their classes. This is a required part of the syllabus indicated in the "Syllabus Checklist" in the Faculty Handbook 2016-17 (p. 61-62). The College provides course-level student learning outcomes to the public through the Course Outlines of Record (CORs) on the College website. [Evidence: [IC.7](#), [IC.8](#), [IC.9](#), [IC.10](#)]

Student Achievement

The College's Office of Institutional Research provides information to all College constituents and to the public about student achievement in a Student Success Report and an Institutional Effectiveness Report, both of which are available on the website and do not require a password to access. The Student Success Report presents metrics equivalent to the Chancellor's Office's Student Success Scorecard. Prior to receiving Initial Accreditation in 2015, the College did not have access to Scorecard data, and since the Student Success Scorecard requires six years' worth of data, the College will not receive that data from the Chancellor's Office for several more years. In the meantime, the Office of Institutional Research has disaggregated CCC's data from

the College's former parent college so that prospective and current students, the public, and College personnel have access to that information in the Student Success Report. The College's Institutional Effectiveness Report provides information about the College's service area, student demographics, enrollment trends, and student success and retention. The Institutional Effectiveness Report includes more in-depth and disaggregated data than the Student Success Report. Both reports are available to College personnel and to the public on the Office of Institutional Research's website. [Evidence: [IC.11](#), [IC.12](#)]

Student Support Services

The College provides information about available student support services in the College catalog and on the College website. [Evidence: [IC.13](#), [IC.14](#)]

Accreditation Status

CCC provides accurate and up-to-date accreditation information to the public through the College website and the College catalog. [Evidence: [IC.15](#), [IC.16](#) p. 2]

Review for Clarity, Accuracy, and Integrity

The College regularly reviews published information in the catalog that relates to its Mission Statement, learning outcomes, educational programs, and student support services. The Vice President of Instruction and Student Services coordinates the annual update of the College catalog through the Department Chairs Council. The Department Chairs Council initiates a College-wide review of the catalog draft by distributing it to members of their respective departments. The Academic Senate, Classified Senate, and Associated Student Government also review the draft. Faculty and staff can send suggestions for changes to their department chair or to their immediate supervisor and have approximately four weeks to do so. After collecting feedback, the Department Chairs Council discusses and finalizes changes to the College catalog and submits it to the Office of Instruction. One example of an update to the College catalog took place in spring 2017: The Counseling Department reviewed and updated the requirements for dropping or withdrawing from a course due to extenuating circumstances. The Student Support Services Department Chair submitted new language for the policy, the Dean of Students verified the language, and the Curriculum Analyst included the new language in the catalog draft. [Evidence: [IC.4](#), [IC.17](#), [IC.18](#), [IC.19](#)]

After College-wide review, the Vice President of Instruction and Student Services brings the catalog draft to the District-wide Educational Planning and Coordinating Committee (ECPC) for a final review of the common catalog language for all of the colleges in the District. Minutes from ECPC's review of the common catalog language for the 2017-18 College Catalog provide evidence of review and approval of the change to the following policies: Who Needs to Apply, Catalog Rights, Multiple Degrees, and Advanced Placement Procedures. [Evidence: [IC.20](#)]

The College has been reviewing and updating all of the content for its website as it prepares to launch a new website in October 2017. The College's Webmaster has sent out e-mails to point people in all departments and service areas. The point people use GatherContent to generate new content for their departments or areas. The Webmaster has provided training, one-on-one assistance, and monitoring of progress throughout this ten-month process. The new website will include the same essential information for students, personnel, and the public, and the review process ensures that the information will be current and accurate. Furthermore, the new website will comply with all Section 508 accessibility requirements, provide a user-friendly modern interface, and will be responsive to mobile devices. Once the website is published, the Director of Marketing and Communications will develop a workflow process to verify new information published to the website is accurate and to regularly review existing content. [Evidence: [IC.21](#), [IC.22](#)]

Analysis and Evaluation

Integrity of information on the College's Mission Statement, learning outcomes, student support services and accreditation status is available to current and prospective students, personnel, and the public through the College's website and the college catalog. Comprehensive review processes ensure the clarity, accuracy, and integrity of information. However, after the College publishes its new website, it needs a more robust review process for information posted to the website.

Actionable Improvement Plan

The College is developing a formal workflow process (1) for verifying that information posted to the website is thorough and accurate and (2) for regular review of existing information on the website.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

CCC provides the College catalog in both in print form at the College bookstore and in electronic form on the College website, and the College has processes in place to regularly review the accuracy of the information in the catalog. In compliance with Eligibility Requirement 20, “Integrity in Communication with the Public,” the College catalog includes the following information:

- General Information
 - Official Name, Addresses, Telephone Numbers, and Website Address of the Institution – first page inside cover
 - Educational Mission – page 8
 - Representation of accredited status with ACCJC and with programmatic accreditors – page 2
 - Course, Program, and Degree Offerings – pages 101-146
 - Student Learning Outcomes for Programs and Degrees – pages 58-96
 - Academic Calendar and Program Length – page 11 and 58-96
 - Academic Freedom Statement – page 45
 - Available Student Financial Aid – page 52-53
 - Available Student Support Services and Learning Resources – pages 50-55
 - Names and Degrees of Administrators and Faculty – page 150, 152-156
 - Names of Governing Board Members – page 150
- Requirements
 - Admissions – pages 12-13
 - Student Fees and Other Financial Obligations – pages 16-18
 - Degree, Certificates, Graduation and Transfer – pages 31-42
- Major Policies Affecting Students
 - Academic Regulations – pages 19-29 including Academic Dishonesty – page 45
 - Nondiscrimination – pages 47-48
 - Acceptance and Transfer of Credits – pages 35-37
 - Transcripts – page 17
 - Grievance and Complaint Procedures – page 46
 - Sexual Harassment – page 49
 - Refund of Fees – page 18
- Locations or Publications where Other Policies may be Found – page 49 [Evidence: [IC.1](#), [IC.25](#)]

The Vice President of Instruction and Student Services coordinates the review and update to the College catalog through the Department Chairs Council. Department chairs distribute the draft of the catalog to their respective department members for a review of the accuracy and currency of the College catalog's programs and language. After collecting input, Department Chairs finalizes the draft of the College catalog and submits it to the Office of Instruction. The Vice President of Instruction and Student Services also takes the draft to the District-wide Educational Coordinating and Planning Committee for further review of common catalog language. The ECPC review ensures that all of the colleges in the District consistently represent District processes. The College publishes the catalog annually and, if needed, publishes an addendum to the catalog every spring. [Evidence: [IC.1](#), [IC.3](#), [IC.4](#), [IC.17](#), [IC.18](#), [IC.20](#), [IC.23](#), [IC.25](#)]

The degree programs CCC offers are primarily face-to-face, on-campus programs. Within programs, some sections of some courses may be taught through distance education, but are treated the same as traditional on-campus courses in terms of academic freedom, student financial aid, and available online and on-site resources for students. Faculty first record the expected interaction between faculty and students in the Distance Education Addendum to the Course Outline of Record, which establishes how much of the interaction takes place online and how much takes place face-to-face (for hybrid courses) and specifies that instructors must use at least three forms of online communication with students. The Distance Education Coordinator trains faculty on the completion of the Distance Education Addendum and the options for online interaction. In addition to the Distance Education Addendum, the schedule of classes and WebAdvisor links include descriptions of the different delivery options for various courses. The syllabi for distance education courses, regardless of delivery method, describe more specific expectations for interactions in the course, including a communication policy, as well as the accessibility of instructors to students. [Evidence: [IC.1](#), [IC.26](#), [IC.27](#), [IC.28](#), [IC.29](#), [IC.30](#)]

Analysis and Evaluation

The College catalog is available online and in print. The review processes for the catalog include College-wide and a District-specific review to ensure the accuracy and integrity of information about the College catalog's facts, requirements, policies, and procedures.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College communicates matters of academic quality to internal stakeholders, current and prospective students, the public, and the Board of Trustees through various means as appropriate, including student learning outcome assessments, program review, Duty Day/Opening Day

presentations and workshops, reports on the Office of Institutional Research's website, Outreach materials, and Board reports.

CCC faculty, staff, and administrators document their assessments and discussions of student learning and student achievement in course- and program-level student learning outcomes reports, Program Review Annual Progress Reports, and comprehensive Program Reviews (due every five years). Departments use TracDat to document and track SLO assessments, discussions, and improvement plans. The College has recently purchased eLumen as its curriculum software, and when the College's TracDat license expires in 2018, the College plans to implement the SLO and Program Review elements of the eLumen software in order to integrate curriculum, assessment, and program evaluation. In the comprehensive Program Review, departments review achievement data sets disaggregated by gender, age, ethnicity, and for some grants, returning-to-college students, former foster children, and veterans. The Program Review Coordinator collects departments' Program Review reports and posts them to the Program Review website, which, unlike TracDat or department-specific pages on Canvas, is accessible to students as well as the public. [Evidence: [IC.31](#), [IC. 32](#), [IC.33](#), [IC.34](#)]

In addition to SLO assessments and Program Review, faculty, staff, and administrators frequently analyze student achievement data during Opening Day/Duty Day. In spring 2017, the College hosted guest speakers who led an equity workshop during which departments analyzed disaggregated achievement data for their courses and discussed improvement plans for the subsequent semester. In fall 2017, the College President's State of the College address included overall and disaggregated student success and retention data. [Evidence: [IC.35](#), [IC.36](#)]

Further information about student learning and student achievement at the College is available on the Office of Institutional Research website. Two reports in particular, the Student Success Report and the more detailed Institutional Effectiveness Report, provide current and prospective students, the public, and internal stakeholders with information about academic quality. In addition to using the standard data sets provided by the Office of Institutional Research, CCC personnel may submit requests for more specific or detailed data relevant to their departments. The process for requesting institutional research data is available on the website. [Evidence: [IC.37](#), [IC.38](#), [IC.39](#), [IC.40](#)]

The College Outreach team develops and provides promotional materials for prospective students during outreach events. In addition to information about the opportunities available at the College and guidance for successfully completing the matriculation process, the Outreach team includes in its informational packet an overview of student demographics at the College, the number of degrees and certificates the College awarded in the previous year, and the College's top transfer schools. [Evidence: [IC.41](#)]

The College also prepares student success and achievement data reports and presents them to the State Center Community College District Board of Trustees. [Evidence: [IC.69](#)]

Analysis and Evaluation

The College provides data on academic quality for internal stakeholders at Opening Day/Duty Day, in outcomes assessments, in Program Review, and through institutional research reports. Students and the public can access reports on student learning and achievement on the Office of Institutional Research's page on the website and can access completed Program Review reports on its page. The College also presents specific reports to the Board of Trustees and provides data to prospective students through College Outreach events.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The college catalog, which the College updates and publishes annually, both provides a listing of degrees and certificates (p. 57) and clearly describes the purpose, course requirements, and program learning outcomes for each (p. 58-96). Faculty include the student learning outcomes for each course in the syllabus for all classes as required in the "Syllabus Checklist" in the Faculty Handbook 2016-17 (p. 61-62). At the beginning of every semester, faculty submit the syllabus for each class to their respective deans, and the dean's office verifies that syllabi list student learning outcomes. Course-level student learning outcomes are also available through the Course Outlines of Record (COR) on the College's website. More information about course-level student learning outcomes is available in Standard II.A.3. [Evidence: [IC.1](#), [IC.8](#), [IC.9](#), [IC.10](#), [IC.42](#), [IC.43](#)]

Analysis and Evaluation

The college catalog is available to students in both print and electronic formats. The catalog includes a list of programs and certificates as well as descriptions of programs, courses, and program learning outcomes. All course syllabi include course-level student learning outcomes, which the Faculty Handbook requires and the deans' office verifies. The College published an updated website in fall 2017 with links to the catalog, the Faculty Handbook, and Course Outlines of Record.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The State Center Community College Board of Trustees Policies and Administrative Regulations inform the institutional policies and procedures of Clovis Community College. These regulations are publically available on the SCCCDC website. [Evidence: [IC.44](#)]

CCC practically implements SCCCDC policies for students in the college catalog. The college catalog is the main form of communication with the public concerning the College's programs and policies. This document is available to the public in electronic form on the college website. [Evidence: [IC.25](#)]

The college catalog goes through a rigorous annual review and update. The Vice President of Instruction and Student Services coordinates the review and update through the Department Chairs Council. Department chairs distribute a draft of the catalog for review by department members and all constituency groups, including the Academic Senate, Classified Senate, and the Associated Student Government. After collecting input, Department Chairs finalize the draft and submit it to the Office of Instruction. The Vice President of Instruction and Student Services takes the draft of the college catalog for further review of common catalog language by the Educational Coordinating and Planning Committee. [Evidence: [IC.1](#), [IC.3](#), [IC.4](#), [IC.17](#), [IC.18](#), [IC.19](#), [IC.20](#)]

Several internal documents detail the policies and procedures for faculty, student services, and administrative services at the College. The Faculty Handbook describes the policies and procedures that affect academic faculty members. The handbook is annually updated to reflect the current faculty employment contract and revision of any applicable District administrative regulations. In 2016, the Academic Senate identified that the Faculty Handbook needed a more thorough review and revision. As a result, the College Council revised the Institutional Effectiveness Partnership Initiative fund allocation to pay two faculty members to undertake the revision. The College will publish the new Faculty Handbook in spring 2018. [Evidence: [IC.42](#), [IC.83](#)]

The Student Support Services Department is developing a Student Handbook that details the policies and procedures in Student Services that affect students and faculty and staff in that department. The Student Support Services Department recognized that a previous version of the handbook did not reflect the many changes that had taken place at the College and undertook a significant revision of the handbook. After publishing the new handbook, the Student Services Department will review and update the handbook every May. [Evidence: [IC.71](#)]

The College delegates work to various committees, such as the Academic Senate, Program Review Committee, Outcome and Assessment Committee, and Technology Committee. There are four governance bodies and thirteen committees currently at the College. College Council is the College's overarching participatory governance group. College Council initiates reviews of the Mission Statement, Vision Statement, and the participatory governance structure in keeping with the schedule laid out in the College's six-year planning cycle. College Council is also responsible for assessing the Integrated Planning Model and for developing and monitoring the Educational Master Plan and the Strategic Plan. [Evidence: [IC.61](#), [IC.72](#)]

Analysis and Evaluation

Policies and procedures at the College undergo regular review and revision to ensure their accuracy. The College has processes for reviewing major documents such as the college catalog. The Governance Handbook establishes regular cycles for reviewing committee operating agreements and suggesting changes to the operating agreement or procedure manuals.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Clovis Community College provides current and accurate tuition and fee information (including health, parking, instructional materials, Associated Student Government fees) to students both in the college catalog (p. 16-17) and the college website. In addition to tuition information, the college catalog includes information about instructional materials fees, health fees, parking fees, transcript fees, and Associated Student Government fees. Specific prices for books vary by semester, and students can access those prices via the College's online bookstore. [Evidence: [IC.1](#), [IC.25](#), [IC.45](#), [IC.46](#)]

More information about financial aid and links to other resources, including the [icanaffordcollege.com](#) website that the Chancellor's Office operates, are available on the college website. [Evidence: [IC.45](#)]

College Relations and Outreach staff and administrators utilize the college catalog and schedule of classes to share information with the community and prospective students about the costs of attending the College at outreach events. Counselors also reference these documents when they meet with and advise students about college costs.

Analysis and Evaluation

The College clearly presents all current fees and estimates of the total cost of education on the college website and college catalog.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The State Center Community College (SCCCD) Board of Trustees provides policies on academic freedom, including intellectual freedom and responsibility, in board policy 4030, and the SCCC provides guidelines for implementing board policies in administrative regulations. All board policies and administrative regulations are available on the District website. In addition, the Board of Trustees regularly reviews board policies in compliance with BP and AR 2405, “Review of Board Policies.” When the Board updates its policies, they provide for public comment, including from affected College constituents. [Evidence: [IC.44](#), [IC.47](#), [IC.48](#), [IC.49](#)]

Clovis Community College also clearly states district-wide academic freedom and responsibility policies in the college catalog (p. 45). The district-wide policy extends to all constituencies including students (“freedom to study, freedom to learn), faculty (“freedom to teach”), and classified staff and management (freedom to “provide educational professional services to students”). All rights and responsibilities apply to both those teaching and learning through traditional classroom education and distance education. [Evidence: [IC.50](#)]

Analysis and Evaluation

The Board of Trustees’ policy, the District’s administrative regulation, and the college catalog clearly state District policies on academic freedom and responsibility, and the College administration, faculty, staff, and students follow those policies at all times.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Clovis Community College publishes policies on student conduct and academic honesty in the college catalog's Academic Regulations, and faculty publish them in course syllabi. These policies are the College's implementation of State Center Community College District's Board policy (BP) 5500, "Standards of Conduct," which establishes the District's student conduct policy, including actions constituting cause for discipline and potential disciplinary measures, and administrative regulation (AR) 5500, "Standards of Conduct," and AR 5520, "Student Discipline Procedures," specify the implementation of BP 5500. [Evidence: [IC.8](#), [IC.25](#), [IC.51](#), [IC.52](#), [IC.53](#)]

Further information and procedures for faculty implementation of the College's student behavior and academic honesty policies are available in Administrative Regulation 7122 (Duties and Responsibilities of Instructors, #17), the Faculty Handbook, and the Distance Education Handbook. When students violate these policies, faculty complete disruptive student reports and student cheating and plagiarism infraction forms and submit these forms to the Dean of Students (Faculty Handbook, p. 33). For distance education hybrid courses, students complete some assessments campus and are thereby supervised. On Canvas, when students log in for the first time, they have to verify their identities, and when they submit assignments to Turnitin.com through Canvas, they must click a box verifying that they are submitting their own original work. [Evidence: [IC.1](#), [IC.8](#), [IC.38](#), [IC.42](#), [IC.55](#)]

The District publishes the policies for faculty honesty and integrity in Administrative Regulation 7122 "Duties and Responsibilities of Instructors," and Administrative Regulation 4030 "Academic Freedom." During the tenure review process, faculty address their adherence to honesty and integrity in the Self Evaluation, which requires a statement on instructors' "Maintenance of ethical standards in accordance with AAUP ethical standards statement." If faculty violate these regulations, they may be subject to discipline or dismissal as stated in Administrative Regulation 7360, "Discipline and Dismissal, Academic Employees." [Evidence: [IC.47](#), [IC.54](#), [IC.56](#)]

The District's policies governing classified professionals and administrators set standards for honesty and integrity for those groups. The District does not have a written professional code of ethics for classified professionals; however, the CSEA contract Article 35D.2 outlines personal conduct which would be cause for disciplinary action. In addition, the Personnel Commission, which oversees human resources activities for classified staff and administrators, addresses

personal conduct in Chapter 19 of Personnel Commission Rules. Administrative Regulation 7365, “Discipline and Dismissal, Classified Employees,” authorizes the Personnel Commission to define appropriate disciplinary action and hearing procedures. Administrative Regulation 3150, “Code of Ethics,” specifies the code of ethics for administrators and their rights and due process. [Evidence: [IC.73](#); [IC.74](#); [IC.75](#), [IC.76](#)]

Analysis and Evaluation

Clovis Community College has policies for academic integrity for students and for honesty and integrity for faculty. The consequences for breaking those policies are stated in course syllabi, the course catalog, and in District administrative regulations.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The faculty tenure and tenure review process ensures that faculty distinguish between personal conviction and professionally accepted views in a discipline and that they present data and information fairly and objectively. Three members of a tenure committee (two faculty peers and the faculty’s area dean) evaluate tenure-track faculty at least once a year during the four-year probationary period. These evaluations include an evaluation of the instructor’s fulfillment of duties and responsibilities, classroom observations, student evaluations, a self-evaluation, and a professional activities evaluation. The self-evaluation specifically asks faculty to reflect on their adherence to the ethical standards outlined in the AAUP ethical statement, which includes the “practice [of] intellectual honesty” (<https://www.aaup.org/report/statement-professional-ethics>). [Evidence: [IC.56](#), [IC.78](#)]

After the four-year probationary period, tenured faculty go through tenure review every three years, and a faculty peer and their area dean conduct their evaluation using the same evaluation mechanisms as the tenure-track evaluation process. [Evidence: [IC.78](#)]

Full-time faculty evaluate part-time faculty according to the part-time faculty contract, which includes a classroom observation, peer evaluation, and student evaluations in their first semester teaching for the College, their second or third semester, and then every six semesters thereafter. The rigor of these review processes ensure that faculty present information appropriately. [Evidence: [IC.77](#)]

At any time, a student who believes that a faculty member has violated the policy on personal convictions may submit a student complaint. The college catalog states the “Grievance and Complaint Policy for Students” (p. 45). [Evidence: [IC.1](#)]

Analysis and Evaluation

The tenure review process includes reviewing, observing, and evaluating faculty's maintenance of institutional integrity by their peers, supervisors, and students. Faculty also regularly engage in self-evaluation when they read, write about, and commit to institutional integrity during the tenure review process, which requires them to justify that they maintain ethical standards in accordance with AAUP ethical standards statement. The student complaint process also acts as a check on faculty's fairness and objectivity.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public California community college, CCC does not require conformity to specific codes of conduct, nor does it seek to instill specific beliefs or world views. This Standard is not applicable to CCC.

Analysis and Evaluation

Not applicable.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

CCC does not operate in foreign locations. This Standard is not applicable to CCC.

Analysis and Evaluation

Not applicable.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Clovis Community College (CCC) cooperates with the ACCJC and agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

The College's commitment to accreditation is evidenced in State Center Community College District Board Policy and Administrative Regulation 3200, which respectively state the District's and the College's commitments to follow ACCJC's accreditation process and Standards. Furthermore, the College involves nearly all employees in the preparation of the Institutional Self-Evaluation Report. Recently, during a revision to the College's committee structures in the Governance Handbook, the College made the Accreditation Steering Committee a standing college committee with the following charge: "The Clovis Community College Accreditation Steering Committee is responsible for making recommendations on college accreditation and monitoring on-going accreditation activities." [Evidence: [IC.57](#), [IC.58](#), [IC.59](#), [IC.60](#), [IC.61](#)]

CCC has historically cooperated with the ACCJC throughout all of its institutional forms. While still a center of Reedley College, Clovis fully participated in Reedley's Self-Evaluation Reports and Accreditation Team site visits of 1999, 2005, and 2011. [Evidence: [IC.62](#)]

In fall of 2011, in addition to participating in Reedley College's accreditation process, the institution (under the name of Willow International Center) prepared its own Institutional Self-Evaluation Report and hosted its own Accreditation Team site visit in a bid to Advance to Candidacy. The ACCJC delayed the actual advancement a year while the institution worked at completing activities in support of the recommendations resulting from that visit. A year later, after completing the activities, the ACCJC re-evaluated the institution and recommended Advancement to Candidacy in 2012. [Evidence: [IC.15](#), [IC.63](#)]

The institution immediately began preparations for its next Institutional Self-Evaluation Report and Accreditation Team visit, this time in a bid for Initial Accreditation. The institution submitted the Institutional Self-Evaluation Report and hosted the Accreditation Team in spring 2015. The process was successful and the institution received Initial Accreditation and began Fall Semester 2015 as Clovis Community College. Clovis submitted its Follow-Up Report

resulting from the spring 2015 visit to the Commission on time in October, 2016. [Evidence: [IC.15](#)]

Per Commission requirements, CCC posts all accreditation documents within one click of the College's website's main page at <http://www.cloviscollege.edu/>. The public may view these documents, which include:

- Clovis Community College Institutional Self-Evaluation Report (Spring 2018)
- Clovis Community College Substantive Change Report (Fall 2017)
- Follow-Up Report to the ACCJC (Fall 2016)
- Follow-Up Action Letter and Report to the ACCJC (Spring 2016)
- ACCJC Letter Granting Initial Accreditation (2015)
- ACCJC Clovis External Evaluation Team Report (2015)
- Clovis Community College Center Self-Evaluation Report (2015)
- Willow International Community College Center Substantive Change Proposal (2014)
- Clovis Community College Needs Assessment (2013)
- ACCJC Letter Granting Candidacy (2013)
- ACCJC Willow International External Evaluation Team Report (2011)
- Willow International Center Self-Evaluation Report (2011)

CCC provides for feedback and complaints through a dialog box on its website. [Evidence: [IC.79](#)]

Since CCC only received Initial Accreditation in 2015, the College submitted its first substantive change report in September 2017 for the Herndon Campus in compliance with ACCJC guidelines. [Evidence: [IC.15](#)]

Analysis and Evaluation

Clovis has complied with the ACCJC's Eligibility Requirements, Accreditation Standards, policies, guidelines, and requirements for public disclosure, institutional reporting, and team visits during each of its accreditation processes. The Clovis Community College website includes many of the documents associated with the accreditation process. This can be found at <http://www.cloviscollege.edu/about/accreditation/index.html>. [Evidence: [IC.15](#)]

In addition to these documents, the same page on the website contains a link to the detailed Blackboard site showing all accreditation documents. Since the College anticipates only using Blackboard for another one to two semesters, staff are moving evidence to the College's new website.

Clovis Community College has always respected the Commission, its Standards and its personnel. Interactions between the ACCJC and the College continue to be smooth and professional with the College making every effort to comply with the Commission's policies and procedures. Required documents have been submitted in a complete and timely form. Accreditation Team visits have been well organized and characterized by comfortable accommodations and excellent communication.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Clovis Community College is committed to honesty and integrity in its relationships with external agencies, including the Commission, other accrediting agencies, and the United States Department of Education (USDE). The College describes itself in consistent terms to all accrediting agencies. In addition to the clear and accurate communication CCC has with ACCJC, the College represents its accreditation consistently in its reports to the National Association for the Education of Young Children (NAEYC). Although NAEYC is not an accrediting body for higher education, the NAEYC accredits the College's Child Development Lab School.

[Evidence: [IC.64](#)]

The College complies with all the Commission requirements for timely submission of accreditation documents and annual reports. CCC accurately and honestly describes accredited status to the public and to other accreditation agencies on the college website [insert link]. The College maintains a relationship with California Community Colleges Athletic Association and complies with all rules affecting the College Athletics program. The College communicates its accredited status via the website and press releases to the local community. [Evidence: [IC.15](#)]

Analysis and Evaluation

In compliance with Standard I.C.13 and the USDE's regulation on publication notifications, the College communicates any changes in its accredited status to the Commission as well as to students and the public via its website. CCC has posted all reports sent to the Commission and responses from the Commission on the website dating back to 2011 when the College participated in Reedley College's comprehensive evaluation and submitted a separate application for candidacy.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

CCC is a publicly funded, open-access, not-for-profit institution. The College Mission Statement reflects the College's commitment to providing students with quality education that promotes their learning and achievement, and College's Educational Master Plan 2017-2027 and the Strategic Plan 2017-2021 include specific goals focused on providing a quality education and improving student success. CCC has no other objectives and is subject to no other interests. Therefore, this Standard is not applicable to CCC. [Evidence: [IC.5](#), [IC.80](#), [IC.81](#)]

Analysis and Evaluation

Not applicable.

Evidence List

Evidence #	Title
IC.1	College Catalog 2017-2018
IC.2	College Website
IC.3	ECPC Operating Agreement
IC.4	Catalog Review Process
IC.5	Mission Statement on Website
IC.6	Mission Statement in College Catalog on Website
IC.7	Program Descriptions in College Catalog on Website
IC.8	Sample Syllabi
IC.9	Syllabus Checklist in Faculty Handbook
IC.10	Course Outlines of Record on College Website
IC.11	Student Scorecard Metrics
IC.12	Institutional Effectiveness Report on OIR Website
IC.13	Student Support Services Page on Website
IC.14	Student Support Services Page in College Catalog on Website
IC.15	Accreditation Page on Website
IC.16	Accreditation Information in College Catalog on Website
IC.17	Department Chairs Minutes Reviewing College Catalog
IC.18	Emails Asking for Input on College Catalog
IC.19	Emails of Suggestions and Updates to College Catalog
IC.20	ECPC Minutes Reviewing College Catalog
IC.21	Gather Content Email from Webmaster
IC.22	Accessibility Training Information
IC.23	College Catalog 2016-2017
IC.24	College Catalog 2016-2017 Addendum
IC.25	College Catalog on College Website
IC.26	Schedule of Classes FA17
IC.27	Distance Education Addendum
IC.28	Courses on WebAdvisor on Website
IC.29	Syllabi for Distance Education Classes
IC.30	Distance Education Flex Series Schedule
IC.31	Comprehensive Program Reviews
IC.32	SLOs on Website
IC.33	Program Review Blackboard Site
IC.34	Program Review Annual Reports Blackboard Site
IC.35	Equity Workshop Presentation SP17
IC.36	Opening Day President's State of the College Presentation SP17
IC.37	Office of Institutional Research Website
IC.38	Turnitin.com
IC.39	Institutional Effectiveness Report on Website
IC.40	Data Submission Form
IC.41	Outreach Folder
IC.42	Faculty Handbook 2016-2017
IC.43	Syllabus Checklist

Evidence #	Title
IC.44	Administrative Regulations and Board Policies Website
IC.45	Financial Aid Page on Website
IC.46	Bookstore Page on Website
IC.47	AR 4030 Academic Freedom
IC.48	BP 2405 Review of Board Policies
IC.49	AR 2405 Review of Board Policies
IC.50	Academic Freedom Statement in Catalog
IC.51	BP 5500 Standards of Conduct
IC.52	AR 5500 Standards of Conduct
IC.53	AR 5520 Student Discipline Procedures
IC.54	AR 7122 Duties and Responsibilities of Instructors
IC.55	Distance Ed Handbook
IC.56	Faculty Self-Evaluation Form
IC.57	BP 3200 Accreditation
IC.58	AR 3200 Accreditation
IC.59	Accreditation Steering Committee
IC.60	Accreditation Standards Committees List
IC.61	Participatory Governance Handbook
IC.62	Reedley College Accreditation Self-Study 2011
IC.63	Willow International Accreditation Self-Study 2011
IC.64	NAEYC Reports
IC.65	Mission in Educational Master Plan (p. 6)
IC.66	Mission in Strategic Plan 2017-2021 (p. 4)
IC.67	College Catalog Draft Pages
IC.68	TracDat Mapping Reports
IC.69	Board Of Trustees Minutes Reviewing Scorecard Data
IC.70	Deans Syllabi Checklist
IC.71	New Student Handbook
IC.72	Six-Year Planning and Assessment Calendar
IC.73	CSEA Contract Article 35D.2 Page 48
IC.74	Personnel Commission Rules (Chp. 19)
IC.75	AR 7365 Discipline and Dismissal, Classified Employees
IC.76	AR 3150 Code of Ethics
IC.77	SCFT Part-Time Faculty Contract
IC.78	SCFT Full-Time Faculty Contract
IC.79	Accreditation Feedback Link on Website
IC.80	Educational Master Plan
IC.81	Strategic Plan 2017-21
IC.82	Academic Senate Minutes 2-23-16 and 9-12-17
IC.83	College Council Minutes 4-21-17 and 8-25-17
IC.84	Outreach and Activities Calendar 2017-2018

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STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IIA: Instructional Programs

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard IIA: Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and 11)

Evidence of Meeting the Standard

Through the curriculum approval processes, the program review process, and outcomes assessment processes, Clovis Community College (CCC) faculty, staff, and administrators ensure that the instructional programs at CCC, including those with courses offered via distance education, are offered in fields of study consistent with the College's Mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Programs are consistent with the Mission

Each department establishes that courses and programs are consistent with the College's Mission during the curriculum approval process, affirms continued consistency during the comprehensive program review process, and has opportunities to participate in regular review of the Mission. When administrators decide to offer new programs, they have faculty complete the "Intent to Propose a New Program Form," which requires an indication that the "Proposed program is appropriate to the Mission and Master Plan of the college and district" and an explanation of that appropriateness. When faculty create new courses, they complete the "Intent to Propose a New Course Form," which again requires them to confirm that the course "is appropriate to the Mission and Master Plan of the college." [Evidence: [IIA.1](#), [IIA.2](#), [IIA.29](#)]

In the comprehensive program review, completed every five years, each department reviews the Mission Statement and provides a description and examples of how the program continues to support the Mission (p. 3 and 13 of the Program Review Handbook). Additionally, all constituency groups regularly review the Mission Statement at College Council, which is the overarching governance group for the College with representatives from all constituencies, or at planning retreats, which faculty, staff, students, and administrators attend, in order to ensure that the Mission still reflects the College's goals. [Evidence: [IIA.3](#), [IIA.4](#), [IIA.5](#), [IIA.107](#), [IIA.108](#), [IIA.109](#)]

Programs are appropriate to higher education

CCC faculty, staff, and administrators establish and maintain instructional programs that are appropriate to higher education through meticulous curriculum approval processes. The Curriculum Committee Handbook outlines the rigorous procedures and processes that the committee puts courses and programs through before admitting them to the college catalog, and this handbook is consistent with the process delineated in State Chancellor's Office's Program and Course Approval Handbook (PCAH). In addition, the Curriculum Committee Operating Agreement offers a check and balance since its membership includes representatives from all of the College's departments. The Course Outlines of Record (CORs), which are legal documents, show that courses have the rigor and depth expected of college courses. CCC uses CORs to make articulation agreements with CSU and UC institutions, which confirm that four-year institutions accept CCC's lower-division courses. Finally, the College's program review process works to confirm and maintain the rigor and quality of instructional programs after faculty have established the curricula for them. [Evidence: [IIA.8](#), [IIA.9](#), [IIA.10](#), [IIA.73](#)]

Programs culminate in the attainment of student learning outcomes

CCC prioritizes attainment of student learning outcomes at the course level (SLOs) and program level (PLOs). Faculty submit SLO and PLO Reports according to discipline- and course-specific timelines to document the assessment and analysis of student learning outcomes. In addition, comprehensive Program Reviews document the assessment of SLOs and PLOs and relate the analyses of those assessments to the program's five-year goals. [Evidence: [IIA.3](#), [IIA.4](#), [IIA.12](#), [IIA.13](#), [IIA.110](#)]

Programs culminate in the achievement of degrees, certificates, employment, or transfer

CCC ensures that instructional programs lead to the achievement of degrees, certificates, employment, or transfer to other higher education programs. The catalog contains a description of certificates and degrees, while the class schedule indicates the courses required for degrees and certificates, so students may complete their certificates and degrees in a timely manner. The Institutional Effectiveness Report presents the number of degrees completed and the number of students who transfer, which is also consistent with the College's Mission Statement, and faculty, staff, and administrators have additional access to data in Tableau and through the Office of Institutional Research. Since CCC has only been a college since 2015, historical data is not available to determine the average student's success in achieving employment; however, the College ensures that CTE programs lead to employment by relying on advisory committees for

each program. The College initiates new CTE programs when labor market data indicates local need. The College obtains regional labor market data through the Centers of Excellence, which the Deputy Sector Navigator for that specific sector or discipline has analyzed. Once the labor market data suggests that a CTE program would be viable, administration and faculty recruit advisory committee members to seek further understanding of local workforce needs and to verify local need for the proposed CTE program. [Evidence: [IIA.14](#), [IIA.15](#), [IIA.16](#), [IIA.17](#), [IIA.111](#)]

Program quality standards apply equally to distance education

CCC works to ensure that distance education courses are also of high quality. The Curriculum Committee requires a Distance Education (DE) Addendum to the Course Outline of Record for any course taught via distance education. The DE Addendum indicates that courses offered in online modalities are consistent in rigor and content with the Course Outline of Record, that they meet the requirements of Title 5, and that they are reflective of the College’s Mission. Other than the DE Addendum requirement, faculty do not treat distance education courses any differently from on campus courses in terms of how they propose or evaluate those courses. [Evidence: [IIA.10](#), [IIA.18](#), [IIA.112](#), [IIA.119](#)]

In addition to curriculum process requirements, all DE courses fall under the purview of each discipline’s Program Review. In the comprehensive Program Review, programs that offer over 50 percent of classes online must complete a comparative data analysis to identify any major differences between face-to-face and online courses in terms of enrollment, retention, success, program mark analysis, and grade point average (p. 14-15 of the Program Review Handbook). If program faculty identify major differences between face-to-face and online courses, then they create goals for mitigating those differences. [Evidence: [IIA.3](#), [IIA.4](#)]

Faculty also have examined the success, retention, and completion rates for DE courses in the former Distance Education and Technology Advisory Committee and the former Student Success Committee. Under the College’s new governance structure, many committees share responsibility for different aspects for distance education, such as the Program Review Committee, Outcomes and Assessment Committee, College Council, Academic Senate, and Curriculum Committee. However, there is no existing committee to provide unified recommendations for distance education; therefore, College Council has formed an ad hoc group to investigate the best committee structure for distance education so that there is a specific, ongoing forum for discussing and recommending improvements to the College’s distance education course offerings. [Evidence: [IIA.3](#), [IIA.19](#), [IIA.20](#), [IIA.113](#)]

In the 2016 Accreditation Survey taken by 98 faculty, staff, and administrators (68% were faculty, 27% staff, and 5% administration, 55% were full-time), College employees voiced their opinions on how they felt about the College was doing in this particular accreditation Standard area. Of those surveyed, 84% agreed or strongly agreed that “All instructional programs, regardless of location or mode of delivery, are offered in fields of study consistent with CCC’s

mission and culminate in attainment of identified student learning outcomes.” Twelve respondents indicated that they “don’t know.” [Evidence: [IIA.21](#) p. 7]

Analysis and Evaluation

The Mission drives curricular decisions. CCC has highly qualified faculty who develop and implement courses and programs that are deep and rigorous across modalities and they regularly assess them through Program Review. Furthermore, analyses of student learning outcomes assessments and the review of student achievement data ensures programs lead to student success.

The College ensures that programs culminate in certificates, degrees, employment, and transfer, and track data for each of those activities. CCC faculty have access to student attainment of degrees and certificates on Tableau, and that data is also available in the Institutional Effectiveness Report. The Office of Institutional Research tracks data on transfer rates while the College waits to receive data from the Chancellor’s Office that is not yet available because the College is so new. The College will also track employment data on the LaunchBoard site. [Evidence: [IIA.79](#), [IIA.98](#)]

The 2016 Accreditation Survey results indicate that most respondents feel that the College is strong in this area. However, a number of respondents indicated that they did not know whether or not the College’s programs were consistent with its Mission and identified outcomes. These respondents may have been brand new employees at the time of the survey; the College hired nearly forty new employees in fall 2016. This is an opportunity for the College to educate employees, particularly new hires, about how programs are consistent with its Mission and learning outcomes.

Actionable Improvement Plan

The Office of Institutional Research and administration will identify additional appropriate resources for employment data.

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

CCC ensures that full-time and part-time faculty meet acceptable academic and professional standards for the content and methods of instruction through the hiring process, the faculty evaluation processes, program review, student learning outcome assessment and analyses, and professional development opportunities.

Professional Standards for Hiring and Evaluation of Faculty

The College requires all faculty to meet professional standards during the hiring and evaluation processes. First, the College adheres to State Center Community College District (SCCCD) Board Policy 7120, which requires all faculty to meet minimum qualifications set by the California Community Colleges Board of Governors, and follows SCCC Administrative Regulations 7120 and 7121 for the procedures for hiring full-time and part-time faculty. All faculty are subject to the evaluation processes set in their respective employment contracts and described in the Faculty Handbook. Additionally, the College requires full-time faculty to review their own work through a self-evaluation and a professional activities review that are part of the process of the overall tenure evaluation process, encouraging them to keep current with the latest ideas, methods, and pedagogy in their field. Tenured faculty also complete the self-evaluation and professional activities evaluation as part of the tenure review process, which takes place every three years. [Evidence: [IIA.22](#), [IIA.23](#), [IIA.24](#), [IIA.25](#), [IIA.115](#), [IIA.116](#)]

Faculty who teach distance education courses are subject to the same hiring and evaluation practices as all other faculty; however, the Distance Education Handbook specifies that faculty who teach online must meet initial qualifications. Those qualifications include either “prior verified distance education teaching experience” or “satisfactory completion and/or certification from a recognized distance education training program” (p. 18). In spring 2017, CCC began offering its own online certification training for faculty members who wish to teach online. The addition of this training program helps guarantee faculty who teach distance education courses employ appropriate instructional methodologies for the online environment. Ongoing professional development for instructors who teach online is also available. In particular, the College offered a series of workshops on accessibility in fall 2017 to prepare faculty to meet the increased requirements in Section 508 of the Rehabilitation Act. [Evidence: [IIA.26](#), [IIA.27](#), [IIA.117](#), [IIA.118](#)]

Academic Standards for Curriculum

The Curriculum Committee follows the State Chancellor's Office guidelines for Course Outlines of Record (CORs) to ensure CCC's courses and programs meet professional standards and expectations. In particular, the CCC Articulation Officer ensures that courses are in compliance with the C-ID. All faculty members derive content for courses from the Course Outline of Record for the courses in their discipline. [Evidence: [IIA.10](#), [IIA.28](#), [IIA.29](#)]

Faculty also rigorously develop and maintain distance education courses with the assistance of the Distance Education Coordinator and the Curriculum Committee. Distance education courses must follow the same COR requirements as on campus courses with the addition of the Distance Education Addendum. For the addendum, department faculty determine the delivery method (hybrid or 100% online) that is appropriate for students, and the Curriculum Committee verifies this appropriateness and approves the course. For example, Reading faculty submitted a Distance Education Addendum for English 126: Reading Skills for College, a basic skills reading course that enables the department to offer the course in a hybrid format with 58.3% face-to-face and 41.7% online. For pedagogical reasons, the Reading Department does not support offering the course fully online, but with the growing population of full-time employed students and online students, the hybrid format allows faculty to support students' reading improvement and allow students more flexibility in their schedules. Furthermore, faculty anticipate that this course will be beneficial for students who are interested in online education and can use this course as an opportunity to build their confidence with being an online student while receiving the face-to-face support of a traditional class. [Evidence: [IIA.18](#), [IIA.26](#), [IIA.119](#)]

Academic Standards for Program Review and Student Learning Outcomes

To ensure continuous improvement of courses, CCC uses a program review process that includes an analysis of course- and program-level student learning outcome assessments. In Program Review, department faculty look at data (e.g. retention, success, SLO attainment, demographics) to develop strategies for improving their courses and to project future department transformation to keep pace with modern trends. The Program Review Handbook requires departments to submit a comprehensive program review report every five years and to submit an annual update. Full-time faculty members take part in the process, and in cases where a discipline does not have a full-time faculty member, administration pays a part-time instructor to analyze and report on SLO/PLO assessment and complete the Program Review. The results of SLO assessments and Program Review inform instructional requests for resources, including Action Plans for equipment and materials, technology, facilities, and personnel. [Evidence: [IIA.3](#), [IIA.4](#), [IIA.31](#), [IIA.32](#), [IIA.33](#)]

Two examples of program improvements made as the result of Program Review come from the Communications Program Review and the History Program Review. In the Communications Program, faculty noticed some students were struggling with content and organization in speeches in several courses. As a result, in fall 2016 the program began holding a communication lab for students to visit for extra help constructing outlines and incorporating organizational patterns. In the History Program, faculty members' analysis of SLO assessments

identified that students lacked significant instruction in the Industrial Revolution in History 2. History faculty members are now more intentional about devoting more class time to the subject. [Evidence: [IIA.3](#), [IIA.34](#), [IIA.35](#) p. 13]

Continuous Improvement of Instruction through Professional Development

The College supports faculty members' ongoing professional development through workshops, trainings, and meetings on campus and through funding for sabbaticals and for conference and workshop attendance off campus. CCC encourages faculty to discuss the relationship between teaching methodologies and student performance at workshops like the one on equity, which all faculty attended on Opening Day/Duty Day in spring 2017. Faculty hold professional development workshop sessions for one another on the Flex Day held at the beginning of each semester. Finally, the College has made attendance at On Course Workshop trainings a priority for faculty. As of June 2017, 76 faculty (full-time and part-time), staff, and administrators at the College have participated in the On Course I Workshop. As of October 2016, 17 faculty and staff had participated in the On Course II Workshop. Twenty-four of the faculty, staff, and administrators are On Course Ambassadors. More On Course I training is scheduled for December 2017 at CCC's Herndon Campus. In addition to CCC personnel, the College has invited teachers from its high school partnerships and teachers from the local adult school to participate, and several students from Associated Student Government and the Tutorial Center have participated. [Evidence: [IIA.36](#), [IIA.88](#), [IIA.118](#)]

Informally, the College also has a Brown-Bag Lunch series that meets every Friday. Faculty meet and share ideas about the classroom environment, teaching methodology, and student skills and success. Furthermore, faculty members continue this practice of discussion and focus on continuous improvement in department meetings. [Evidence: [IIA.39](#), [IIA.40](#)]

The College encourages faculty to keep current with their discipline and teaching methodologies by providing sabbatical opportunities, funding conference and workshop attendance, and bringing guest speakers to campus. Faculty also reflect on their "commitment to the profession" and their "knowledge of subject matter" in the Self-Evaluation that they complete as part of the tenure evaluation process and the tenure review process. [Evidence: [IIA.37](#), [IIA.38](#), [IIA.41](#), [IIA.42](#), [IIA.43](#), [IIA.44](#), [IIA.117](#), [IIA.120](#)]

In the 2016 Accreditation Survey, respondents agreed that the College's content and methods of instructions are consistent with academic and professional standards. [Evidence: [IIA.21](#) p. 7]

Analysis and Evaluation

CCC is committed to high-quality education. Faculty must meet minimum professional standards for employment, and peer evaluators assess the content and methodology of their instruction in keeping with District policies and contractual guidelines. Faculty, staff, and administration have developed a culture of commitment to sustainable, continual quality improvement. Discipline faculty participate actively in processes such as program review and student learning outcome assessments. Furthermore, the College provides frequent opportunities for faculty to engage in professional development to improve their instruction, including workshops and discussions on Opening Day/Duty Day, On Course Workshop I and II trainings, guest speakers, funding for off-campus conference and workshop attendance, and committee and department meetings.

There were a small number of Accreditation Survey respondents who indicated that they did not know the answer to this prompt. These could be new employees or staff members (non-faculty). In the future, the Accreditation Survey will have additional stratification variables to better identify potential gaps and opportunities for improvement.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

All courses and programs at the College have identified student learning outcomes and regularly assess those outcomes using faculty-driven procedures. Faculty include course-level student learning outcomes in the Course Outline of Record (COR) and publish them for students in course syllabi. Disciplines publish program learning outcomes in the college catalog. [Evidence: [IIA.10](#), [IIA.14](#), [IIA.45](#), [IIA.46](#)]

Course-level student learning outcomes (SLOs) and program-level student learning outcomes (PLOs) represent the measurable results of students’ learning experiences in courses and programs. The Curriculum Committee, which includes the Student Learning Outcomes Coordinator, approves the COR with the SLOs for courses, and, when applicable, ensures SLOs with a corresponding C-ID are compliant. Faculty in each department maps their SLOs to PLOs and general education learning outcomes (GELOs) as appropriate to confirm continuity and consistency in students’ learning. [Evidence: [IIA.29](#), [IIA.47](#)]

The College’s Student Learning Outcomes Coordinator leads SLO assessment processes and trainings in order to assist faculty with their SLO assessments and analyses by elucidating potential options; however, full-time faculty discipline experts in each department decide on the actual procedures for assessing SLOs in their disciplines. This approach to SLO assessments and improvements empowers faculty to make the student outcome processes meaningful to their

curriculum and instruction. The SLO Coordinator publishes basic procedures for SLO and PLO assessments on the SLO page of the College's website. Faculty develop timelines for SLO and PLO assessments, analyses, and implementations of improvements. After faculty complete an assessment, they meet as a discipline to collectively analyze the results. Each discipline submits reports of their progress on Trac Dat. In fall 2018, faculty will use eLumen to track their outcomes assessments. [Evidence: [IIA.40](#), [IIA.48](#), [IIA.49](#)]

Finally, the instructor for each class is required to present a syllabus to the students which states the learning outcomes found in the official Course Outlines of Record (CORs). The Deans' Office collects syllabi and verifies that syllabi list SLOs. During evaluation of each faculty, peer evaluators and/or the dean use a syllabus checklist to evaluate each syllabus, including the requirement that the syllabus list SLOs. [Evidence: [IIA.22](#), [IIA.45](#), [IIA.46](#), [IIA.121](#)]

Since Clovis Community College became a college in 2015, it began the process of independently assessing program and general education learning outcomes (PLOs and GELOs). Each program at the College has PLOs, which they publish in the college catalog. Department members report on PLO assessments in their comprehensive Program Review. [Evidence: [IIA.3](#) p. 15]

A new cycle of GELO assessment began in the spring of 2017. The SLO Subcommittee of the Program Review Committee, which became the Outcomes and Assessment Committee in fall 2017, began its first round of general education learning outcomes (GELO) assessment in fall of 2016. First, the subcommittee looked at a roll-up of course-level SLO data from the 2015 and 2016 calendar years and results from the 2015 graduate survey to get a first-look of how students at the College are doing in terms of GELO attainment. From there, the subcommittee decided in its May 2, 2017 meeting to focus on the GELOs that seemed to present the greatest challenge after looking at data from a roll-up of SLO data reported in TracDat for calendar years 2015-2016. For those particular GELOs, a summary report highlighting the chosen GELOs as "areas of focus" were sent out to all SLO points of contact for all college programs (instructional and non). The "GELO Areas of Focus summary" document included the results from the SLO roll-up along with results from the 2016 CCSSE Survey given to students. The SLO Coordinator brought all input from the SLO points of contact and present it to the SLO Subcommittee who then compiled a final report regarding the chosen GELO areas. The SLO Coordinator compiled a final report and sent it via e-mail to all faculty and staff and had it posted on the college website. [Evidence: [IIA.50](#), [IIA.51](#), [IIA.52](#), [IIA.53](#), [IIA.54](#), [IIA.55](#)]

In the 2016 Accreditation Survey, respondents indicated agreement that CCC regularly assesses outcomes at various levels. Typical with other responses in this Standard, however, there were a few respondents who indicated that they "did not know." These could be new employees or classified staff who do not (or have not yet) participated in SLO assessments. The Student Learning Outcomes Coordinator plans to distribute an SLO newsletter college-wide as a way of communicating stellar work across campus in learning outcomes assessment. [Evidence: [IIA.21](#) p. 7]

Analysis and Evaluation

CCC is proficient with SLO identification and analysis. Faculty members in all disciplines regularly evaluate and analyze SLO data and use it to make improvements in student learning. While faculty have been assessing PLOs and GELOs for years prior to the College's Initial Accreditation, the processes for PLO and GELO assessment have changed significantly since CCC became a new college. CCC faculty will continue to improve these processes as they complete this next cycle of assessment.

Actionable Improvement Plan

Continue to improve assessment processes for outcomes at all levels, particularly program and general education-level outcomes, and widely share effective outcomes practices and results college wide to improve teaching and learning.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

CCC distinguishes its pre-collegiate level curriculum in the catalog numbering system. Courses numbered 100-199 are associate degree applicable but non-transferable, and those numbered 200-299 are non-degree, non-transferable (i.e. Political Science 110, English 125, English 126, English 252, English 262, Math 103, Math 201, Math 256, Math 250). All pre-collegiate courses have specific Course Outlines of Record that articulate how the knowledge and skills students gain in the pre-collegiate course prepare students for the knowledge and skills they will need to be successful in their collegiate courses. [Evidence: [IIA.10](#), [IIA.14](#)]

Disciplines that offer pre-collegiate curriculum consistently work to improve that curriculum in order to promote students' success. For example, the English Department created two new pre-collegiate courses, which faculty are piloting in fall 2017. English faculty identified the need to accelerate students through pre-collegiate sequences in order to promote student achievement in their comprehensive Program Review, wrote the activity into a Title V grant proposal, and studied different acceleration models by attending presentations at various basic skills conferences. English faculty created a pre-collegiate co-requisite course, English 205: Strategic Skills for Success in English, aimed at students who need one pre-collegiate English course. This co-requisite allows students to enroll directly into the collegiate level course while still getting the support they need to be successful. English faculty also created an integrated reading and writing course, Interdisciplinary Studies 251: Academic Literacy, designed for students who place into both reading and writing pre-collegiate courses; by combining the requirements into one course, faculty have reduced the amount of units and time students need to complete their pre-collegiate requirements. The Curriculum Committee has approved both courses, and the English department is offering three sections of the co-requisite course and two sections of the

integrated reading and writing course in fall 2017. [Evidence: [IIA.15](#), [IIA.56](#), [IIA.57](#), [IIA.58](#), [IIA.59](#), [IIA.60](#)]

Finally, CCC directly supports students who enroll in pre-collegiate level curriculum through a series of programs and learning communities: Tutorial Center workshops and tutoring year round; Math Blast in the summer; and First Year Experience (FYE) learning communities in the fall, which includes Eng 125/Counseling 53/47, Eng 126/Counseling 53/47, Math 103/Counseling 53/47. The Math Blast program provides students placed in Math 201 the opportunity to attend a two-week review of algebra during the summer. At the conclusion of the program, students take a placement exam, and those who place into a higher level math course are assisted with registering for that course. In 2016, 55% of the students who participated in the program improved their placement; in 2017, that percentage increased to 73%. [Evidence: [IIA.62](#), [IIA.63](#), [IIA.64](#), [IIA.66](#), [IIA.125](#)]

CCC started its FYE program in the fall of 2015 with eight nine-week counseling classes linked to eight basic skills English, reading, and math classes. The counseling class was a placeholder as a faculty member developed specific curriculum for the FYE program. The Student Success Committee and participating faculty evaluated the first year of the program and modified it for the second year. In the fall of 2016, there were eight FYE learning communities, but basic skills courses were linked to a different counseling course than in the previous year. Seventy-nine percent of the underprepared students in the fall 2016 cohort completed transfer-level English the next term. Sixty-nine percent of the underprepared students in the fall 2016 cohort completed transfer-level math the next term. In fall 2018, Interdisciplinary Studies 50: College Success will replace Counseling 53 as the FYE course. [Evidence: [IIA.14](#), [IIA.15](#), [IIA.63](#), [IIA.64](#), [IIA.126](#)]

Analysis and Evaluation

The clear course numbering system distinguishes pre-collegiate and collegiate-level curriculum at Clovis Community College. In addition, the College offers many different services to support student learning, including workshops, courses, and special programs. Departments that offer pre-collegiate curriculum regularly review their programs and, when necessary, implement improvements.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The faculty and staff at Clovis Community College (CCC) ensure that its degrees and programs follow practices common to American higher education through rigorous curriculum approval

processes, faculty review during the program review process, articulation with four-year university curriculum, strategic scheduling practices, and student learning outcome assessments.

Length of Courses

To demonstrate appropriate length, Course Outlines of Record state the course units and hours required for each course; Student Education Plans, course schedules, and the college catalog also communicate course units and length. When discipline faculty members propose and modify curriculum, they work with the Curriculum Committee determine units for each course (and, therefore, the number of hours students spend in class and completing work outside of class as required by Title 5, Attachment 1, Credit Hour 55002.5 of 2017). The Curriculum Committee refers to the State Chancellor's Office's Program and Course Approval Handbook (PCAH) for determining appropriate units and hours for a course; the Curriculum Committee determines credit hours by multiplying the in-class lecture hours plus homework hours times 18 (weeks) and divided by 54. The Curriculum Committee certifies these units, the Educational Coordinating and Planning Committee checks them, and the SCCCD Board of Trustees approves the final curriculum. Course schedules note the class contact hours and meeting times. Courses listed in C-ID will automatically have at least the minimum number of units. The CCC Articulation Officer works with faculty to ensure courses have the correct unit values to ensure articulation to four-year colleges. [Evidence: [IIA.10](#), [IIA.14](#), [IIA.15](#), [IIA.67](#)]

Breadth of Courses

Faculty members determine the breadth of college degree programs as well. Curriculum Committee minutes show examples of conversations geared toward offering program breadth to students. For example, in fall 2016, the Communication program expanded its course offerings by adding three new course options to "list C" in its Communication Studies transfer degree. Prior to this modification, there were only a couple of options for students in this area for the degree. Communication faculty looked at the transfer model curriculum (TMC) and the curriculum at other colleges around the state to determine the courses to add. Examples of breadth in other programs can be found in Student Education Plans, major sheets, course/program intent-to-propose forms, and the college catalog. [Evidence: [IIA.1](#), [IIA.2](#), [IIA.14](#), [IIA.29](#), [IIA.67](#), [IIA.68](#), [IIA.69](#), [IIA.127](#)]

The Curriculum Committee plays a vital role in ensuring that programs at the College follow practices common to American higher education. The committee meets regularly and reviews and approves course and program proposals and modifications to extend the breadth of courses offered and to ensure proposals meet with the needs of each department. The Student Learning Outcomes (SLO) Coordinator sits on the technical review work group of the committee and reviews all SLOs for new courses and revisions before the courses are presented to the entire committee. The technical review committee members also review course and program proposals to ensure (when applicable) they meet state CID standards and are in line with similar courses elsewhere. In spring 2017, a Curriculum Committee work group revised the College's associate degree requirements to ensure students leave CCC with the appropriate depth and breadth of coursework as well. Curriculum Committee members vehemently discussed some of the changes

in what they felt would be the best interest of students' general education. The Academic Senate approved the updated associate degree requirements at its meeting on September 12, 2017. [Evidence: [IIA.70](#), [IIA.128](#)]

Depth and Rigor of Courses

College faculty members determine the depth and rigor of courses and degree programs and administration and staff ensure that they are in compliance with state and federal regulations. The Course Outline of Record (COR) lists lecture content, assignments, objectives, and student learning outcomes for each course, and the Curriculum Committee approves CORs. Faculty members review these CORs at least every five years as part of the program review process to ensure that the courses are still in line with current trends and practices in the discipline. Articulation agreements between courses at CCC and four-year colleges are also in place that demonstrate the College is following appropriate practices regarding depth and rigor of material in courses and programs. [Evidence: [IIA.3](#), [IIA.10](#)]

Course Sequencing

Faculty members in each discipline at CCC sequence courses in an organized manner that will benefit student success. The college catalog displays course sequencing in various disciplines (e.g. math, English). Counselors place students into appropriate courses determined by placement tests and other multiple measures. If faculty members determine through program review and student learning outcome assessment analysis that there may be an issue with student success related to course sequencing (e.g. adding a prerequisite course), they may have conversations about course sequencing, and subsequent changes to the order of courses can be made through the Curriculum Committee. In spring 2017, the Math Program proposed a series of co-requisite courses. The co-requisite course allows students to take a higher level math course with supplemental support. For example, math faculty wrote Math 201P, which allows students who place into Math 250, a lower-level course, to take Math 201. Math 201P went through the curriculum approval process in fall 2016. The Math Department has proposed co-requisite courses for Math 103. [Evidence: [IIA.66](#), [IIA.129](#), [IIA.130](#), [IIA.131](#)]

Time to Completion

Faculty and staff at CCC take the time to complete and the necessity of course into consideration when they design programs. With the College's recent emphasis on making sure every student works with a counselor to establish a student education plan (SEP), students are able to see exactly how long their degree paths will take. As part of the College's work on a Title V grant, counselors have created major-specific cohorts for business, psychology, and communications and will add more in the future. Also, faculty work in conjunction with the Curriculum Committee to make sure that all courses include appropriate prerequisites. These prerequisites and their subsequent alignment with courses are found at the bottom of each Curriculum Committee-approved COR. Degree pathways have also been established/created to provide students with a clear academic roadmap and streamline the transfer process between the California Community Colleges and the California State University and University of California systems. In addition to the degree pathways between the California Community Colleges and the CSUs and UCs, some private colleges are honoring the established agreement between the CCC

and CSUs by waiving any additional lower division requirements such as general education and/or lower division major preparation set forth by the College. Plus, the College has established articulation agreements with historically black colleges and universities. [Evidence: [IIA.10](#), [IIA.67](#), [IIA.74](#), [IIA.75](#), [IIA.76](#)]

Synthesis of Learning

The College has a clear philosophy for general education and ensures synthesis of learning through its local associate degree requirements and general education learning outcomes (GELOs). Board Policy 4025, “Philosophy and Criteria for Associate Degree and General Education,” states the philosophy governing general education: “The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.” SCCCD Administrative Regulation 4025 sets further criteria for fulfilling the philosophy statement set in Board Policy 4025. CCC implements these polices in the “Philosophy” statement in the college catalog (p. 8). [Evidence: [IIA.14](#), [IIA.99](#), [IIA.100](#)]

The College’s local associate degree requirements for general education and general education learning outcomes (GELOs) reflect synthesis of learning. During the 2016-17 academic year, the Curriculum Committee Chair led a group that revised the general education requirements for the associate degree. The general education requirements include course work in the natural sciences, social and behavioral sciences, humanities, language and rationality, and life skills, and specific courses for developing competencies in writing, reading, oral, communication, math, and digital technology literacy. The Academic Senate approved the new general education requirements at its meeting on September 12, 2017. In addition, the College has GELOs that address synthesis of learning throughout students’ educational experiences. These GELOs include four major categories: communication and literacy, critical thinking, global awareness, and personal responsibility and professional development (p. 8 of the college catalog). Faculty map course-level student learning outcomes and program-level learning outcomes to these GELOs. [Evidence: [IIA.14](#), [IIA.128](#), [IIA.132](#)]

Minimum Degree Requirements

Lastly, the institution does ensure that minimum degree requirements are 60 semester credits or equivalent of the associate level. The Curriculum Committee complies with the regulations set forth by the Program and Course Approval Handbook. These credits and degree requirements can be seen in the college catalog, on the major sheets, and the course outlines of record. Upon graduation, student service specialists review student transcripts to ensure that the minimum 60 units have been met. [Evidence: [IIA.8](#), [IIA.10](#), [IIA.14](#), [IIA.68](#), [IIA.78](#)]

The aforementioned accreditation survey indicated that almost all respondents agreed that CCC degrees and programs follow practices common to American higher education, with only a few indicating that they “did not know.” [Evidence: [IIA.21](#) p. 7-8]

Analysis and Evaluation

Faculty, staff, and administration work hard to ensure that all courses, programs, and degrees at Clovis follow practices common to higher education in America. The Curriculum Committee and Program Review Committees are at the center of this hard work, monitoring all courses and programs as they are implemented into the college catalog (Curriculum Committee) and ensuring course/program quality campus wide (program review process).

The college catalog clearly lists the number of units required for each course and degree program.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Clovis Community College is committed to student success by ensuring that students have access to courses they need to complete their certificates and degree programs and by guiding them to complete those programs in a timely manner consistent with established expectation of higher education. The encouragement CCC provides students for timely and successful completion is part of how the College works to achieve its Mission of “Creating opportunities, one student at a time.” [Evidence: [IIA.142](#)]

CCC schedules courses that are part of a certificate or degree program with the goal of providing students with the ability to complete the certificate or degree program within a period of time consistent with established expectations in higher education. This involves scheduling programs so that a student can complete the courses required for a degree within a two-year period and a certificate in consecutive semesters. This entails scheduling the degree specific and certificate specific courses on a regular cycle and increasing the number and/or capacity of the required courses based on degree and certificate enrollment trends in the respective programs and in consultation with the College’s counselors. [Evidence: [IIA.15](#), [IIA.126](#), [IIA.133](#)]

Departments ensure class availability and timely completion in their individual discussions and meetings. Some departments have frequent discussion regarding the scheduling of courses to eliminate class conflicts. For example, physics instructors added a new Physics 4C class for fall 2017, and they checked to avoid conflicts with the most common classes taken by physics and

engineering majors at the same time (Math 17, Engineering 8, Engineering 40, and computer science and chemistry courses). Additionally, minutes from Department Chair Council meetings demonstrate department members' efforts to schedule courses in a manner that allows students to complete coursework in a timely fashion. Furthermore, the Psychology and Business programs have created cohorts with block schedules to ensure graduation in two years, and learning communities (such as Honors) allow students to take courses coordinated to allow students completion in two-years. When possible, discipline faculty revise curriculum to assist students with timely completion. For example, the English Department has developed two new courses to serve as alternative pathways to transfer-level English completion; an integrated reading and writing course allows students to complete their pre-collegiate requirements in six units and one semester instead of eight units, and a co-requisite course allows students to complete pre-collegiate requirements concurrently with their transfer-level course. [Evidence: [IIA.15](#), [IIA.60](#), [IIA.79](#), [IIA.80](#), [IIA.82](#), [IIA.133](#)]

The administration supports courses that might be typically considered “under-enrolled”—and so cancelled—and allows them to continue so students can stay on track to completion (e.g. some Information Systems and History courses). In fall 2016, for example, the History Program continued to teach History 23 with eight students enrolled because History majors need the course to complete their degrees, and both History and Liberal Studies majors need the course to transfer. The College is working on an Enrollment Management Plan that will help faculty and administrators plan course offerings. [Evidence: [IIA.83](#)]

Finally, CCC counselors encourage every student to complete a Student Education Plan (SEP). In this plan, counselors work with students to map out specific classes students need to take each semester so that they have a roadmap for timely completion of their certificate or degree at CCC; the target is a two-year completion schedule. Counselors reach out extensively to encourage students to complete an SEP, and the College incentivizes SEP completion by offering early registration to students who have an SEP. Counselors provide SEP workshops, class presentations, additional counseling hours, and online services to help students complete SEPs. In the future, counselors will make SEP forms electronic and available online, allowing students to make more fluid and immediate adjustments to the SEP if needed (i.e., in the event that a class is canceled or life obligations conflict with a particular class). This will further assist students down the road of timely completion to their degrees. [Evidence: [IIA.67](#), [IIA.84](#)]

Analysis and Evaluation

Clovis Community College's Mission is “Creating Opportunities, One Student at a Time,” so the entire system is involved in assisting students with the timely completion of degrees, certificates, and transfers. A dedicated administrative staff working toward smooth scheduling of courses, committed counselors dedicated to helping students complete SEPs, and active departments whose faculty members meet regularly to discuss student success all contribute students' ability to complete programs in a timely manner.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

CCC offers courses in many different formats and modalities: day, evening, weekend, online, and hybrid. These various methods ensure that students with various scheduling needs and transportation considerations can find necessary courses to fit their schedules. Instructors must consider delivery mode during the curriculum process. The Curriculum Committee requires a separate Distance Education Addendum to justify offering a course in a hybrid or online format. For example, faculty could choose to offer a class in the online format so they can increase student access to in-demand courses. Faculty consider the content and activities in a course when deciding whether a course should be offered in a particular format. For example, recently, the Biology Department has decided to separate Introduction to Biology's lab and lecture portions, which are a total of 6 hours a week. Students can now take the lecture as an online course, and some lab sections are scheduled in the evenings (starting as late as 7:00 pm) to accommodate students who work full-time to finish their biology requirement. [Evidence: [IIA.18](#), [IIA.134](#), [IIA.135](#)]

The instructors at CCC place a constant focus on utilizing useful and relevant teaching methodologies. Instructors share and collaborate to determine the most effective teaching methodologies for their disciplines. Faculty members from across the disciplines meet weekly for a Brown Bag Lunch discussion. Discussion topics include classroom trends, knowledge transfer, and strengthening Early Alert. When Brown Bag participants discussed knowledge transfer, one discussion item elicited suggestions of specific ways faculty could facilitate knowledge transfer from chapter to chapter or between two courses in a sequence. The English faculty member who leads Brown Bag discussions e-mails all faculty every week with the topic for the upcoming discussion and notes from the previous week's discussion. [Evidence: [IIA.39](#)]

Data on equity from the Office of Institutional Research as well as responses from the CCSSE and minutes from the Student Success Committee meetings show student equity is a priority at Clovis Community College. The Student Equity Plan details the allocation of money and services provided to students to ensure all students receive the help they need. The Student Equity Plan allocates money to professional development to improve the experience of students in face-to-face classes as well as online classes. It also allocates money to services on campus, including the Tutorial Center, library, and counseling, and to specific departments. For example, the Chemistry Department purchased clickers in order to increase participation for each individual student in their courses. During the spring 2017 opening day activities, all programs (instructional and non-instructional) were given data on student success and completion from the past several years. With the help of guest speakers Drs. Wood and Harris, professors from San Diego State University who have expertise in student equity, faculty in these programs began dialogue to examine reasons behind those numbers and consider ways to redesign teaching

strategies to reach those populations that were not doing as well as others. [Evidence: [IIA.86](#), [IIA.87](#), [IIA.136](#)]

Many instructors have taken advantage of On Course workshops held on campus to engage in more active teaching strategies in the classroom. The workshops lead faculty through active learning activities and success strategies they can take back to their classrooms to engage students who may lack the motivation and study skills required for success in college. As of June 2017, seventy-six faculty, staff, and administrators have participated in On Course training. The Student Success and Equity Committee continues to support projects and faculty development. It also reviews the range of teaching techniques instructors use as determined by the CCSSE data. The Office of Institutional Research prepares the CCSSE that asks instructors to report on their teaching methods. For example, The Student Success and Equity Committee reviews CCSSE data to determine students' perceptions about classroom engagement. [Evidence: [IIA.88](#)]

Online faculty members also participate in a variety of trainings and discussions designed to promote and share best practices. Recently, a couple of faculty members active in distance education classes created the Tech Hub Organization. Tech Hub meets through Confer Now, a meeting software provided by the California Community Colleges. Tech Hub facilitates conversations about online best practices in distance education, including course design. Faculty may join sessions live or view the session later. The College's Instructional Designer also records screencast videos and posts them through Tech Hub's account and on the website, so faculty can access these how-to videos at any time. [Evidence: [IIA.137](#)]

The College also regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements. The Office of Institutional Research publishes a Distance Ed Report each year and shares with the entire college community via the always-accessible data dashboards [<http://www.cloviscollege.edu/about/institutional-research/dashboards/index.html>]. In the comprehensive Program Review, programs comment upon retention and success rates comparing distance education courses versus face-to-face courses. After looking at recent comparison data between its traditional and 50% online hybrid Communication 2 Interpersonal Communication class and discovering that only 58.3% of students succeeded in the course in 2016 (compared to 76.7% in the traditional format), instructors in the Communication program decided to discontinue offering the course in hybrid format for a time in favor of trying a different course in hybrid format, Communication 1 Public Speaking. [Evidence: [IIA.89](#), [IIA.90](#)]

CCC provides a wide array of support services for students. To ensure the success of students in need of special services, Disabled Student Programs and Services (DSPS) provides specialized counseling services to students with verified disabilities and assesses students for learning disabilities when they do not have prior verification. Faculty work with DSPS to provide students with required accommodations to ensure students' success in college. Students may also seek services from the CCC Tutorial Center. The Tutorial Center offers free peer tutoring during most hours of the week in a variety of subjects. Tutoring is available online as well as at the Herndon Campus. Some tutors are embedded in classes and regularly attend class sessions with

students; these embedded tutors provide students with the opportunity for access to tutors that have greater familiarity with specific course material. To ensure that tutoring is effective, tutors complete orientation, and monthly trainings, and English tutors take a tutor training course. These opportunities ensure peer tutors effectively provide services in their tutoring subject area. [Evidence: [IIA.62](#), [IIA.91](#)]

Another learning support service is the library. The CCC Library is open Monday through Thursday from 8:00 a.m. to 8:00 p.m., Fridays from 8:00 a.m. to 5:00 p.m., and Saturdays from 10:00 a.m. to 2:00 p.m. The Library has not only a wide variety of hard copy resources, but is continually expanding its electronic databases as well allowing students to access many of these helpful resources online. The Library's website offers a variety of closed captioned videos assisting students in research and citation questions. On campus, librarians conduct presentations and workshops for specific classes to assist students in research. The Library also provides technology loans such as laptops, computer, tablets, and graphing calculators for students who would otherwise not have access. Beginning in spring 2017, laptops are available for checkout, as well as for use in the library. Instructors may provide copies of current class textbooks and class materials such as models, on reserve for students to check out, free of charge. [Evidence: [IIA.92](#)]

The Counseling Department offers many services to support the diverse needs of CCC students. The Early Alert System allows faculty to identify students who are struggling early in the semester to secure help for them in the form of counseling, tutoring, psychological services, and more. Counseling dedicates a specific counselor to connect with each student referred through the system. Counselors assist all students through individual appointments, online counseling, and class visits. Counselors are available most hours of the week on both appointment and walk-in bases on both the main campus and Herndon Campus. In addition, to support Student Services that reflect the diverse and changing needs of CCC, the Dean of Student Services added counseling support to ensure strong articulation agreements with historically black colleges and universities, as initiated by the Student Equity Plan. Student Support Services reacts to the changing community. For example, when ITT Technical Institute suddenly closed, the Dean of Student Services' Office held information sessions to facilitate a smooth transition to the community college. [Evidence: [IIA.93](#), [IIA.94](#)]

The 2016 accreditation survey indicated that respondents agreed that CCC teaches to the diverse and changing needs of its students in support of equity. There were eight "I don't know" responses. However, particularly with its recent focus on examining equity data specific to programs, faculty, staff, and administration are committed to constant improvement in this area. [Evidence: [IIA.21](#) p. 8]

Analysis and Evaluation

Clovis Community College has a robust and active Student Success and Equity Committee as well as dedicated faculty, staff, and administrators who work to respond to the needs of its students. The College offers classes using various modes of delivery, and online instructors have

access to resources and support to help them improve their classes. Additionally, full and part-time faculty members discuss learning and student needs frequently both in meetings and informal conversations. Professional development workshops are encouraged and supported so that faculty can learn about trends in student learning. Further, various learning support services exist for students in the form of counseling and special services (e.g. Disabled Students Programs and Services) to help students succeed in college coursework.

The recent focus on equity data has also begun to facilitate helpful conversations for faculty members as they reexamine the ways that they approach courses and assignments in relation to various population groups at the College.

II.A.8. The institution validates the effectiveness of department-wide course and/or program exams, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Clovis Community College does not use any department-wide course and/or program examinations. Some programs (i.e. Chemistry) offer students the opportunity to take external industry qualifying examinations for licensure or certification, but these do not affect student grades or placement. Therefore, this Standard does not apply to CCC. [Evidence: [IIA.95](#)]

Analysis and Evaluation

Not applicable.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Departments at Clovis Community College design courses based on state and federal standards. For example, English 1A's Course Outline of Record (COR) reflects the course objectives and outcomes delineated by the Course Identification Descriptor (C-ID) established by the collaboration between the Academic Senate for California Community Colleges and the California State University system. [Evidence: [IIA.28](#), [IIA.96](#)]

The Curriculum Handbook states that the faculty must create and teach their courses in accordance with state C-IDs and that the CORs must be in line with the state expectations. Each faculty-developed COR includes that course's student learning outcomes (SLOs), and all faculty members who teach the course instruct based on those SLOs. In the curriculum development

and/or revision process, faculty align SLOs with the course objectives to ensure that when the College awards course credit, students have adequately attained course objectives and learning outcomes. [Evidence: [IIA.8](#), [IIA.10](#)]

By this process, the college awards credits, degrees, and certificates based on students who have completed courses designed in compliance with state regulations and which meet generally accepted “norms and equivalencies in higher education.” The Curriculum Committee ensures this process and monitors all changes to courses and programs. The Curriculum Committee is guided by Title 5 and the state Chancellor’s Office’s Program and Course Approval Handbook. [Evidence: [IIA.8](#), [IIA.29](#), [IIA.78](#)]

Clovis Community College offers credit based on contact hours, not clock hours. Due to changes in Title 5, Attachment 1, Credit Hour 5502.5 of 2017, the Course Outline of Record must now include both the in-class and outside-of-class hours necessary to complete coursework and to meet the student learning outcomes. The Curriculum Committee determines credit hours by multiplying the in-class lecture hours plus homework hours times 18 (weeks) and divided by 54. This formula assumes that each class hour includes two hours per week of homework and reading or directed preparation. It is assumed that students will complete all necessary work during a laboratory hour. Thus, three hours of in-class laboratory time equals one standard class hour. The formula for classes that include laboratories calculates in-class lecture hours per week plus homework hours (twice the number of class hours) plus in-class laboratory hours times 18 weeks divided by 54. The Curriculum Committee certifies these units, the Educational Coordinating and Planning Committee checks them, and the SCCCD Board of Trustees approves the final curriculum. The District recognizes only whole or half units, so if the number of hours is over a whole or half number, the committee will “round down.” [Evidence: [IIA.14](#) p. 19]

The 2016 accreditation survey revealed that most faculty, staff, and administrators agree that CCC adheres to this Standard. [Evidence: [IIA.21](#) p. 8]

Analysis and Evaluation

At Clovis Community College, the credit awarded for a course is a reflection of all learning in the course, not just the ability of students to represent knowledge in the broad categories represented by the SLOs. Attainment of student learning outcomes are, indeed, a portion of that credit, and this is consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The college catalog contains a section listing transfer information and requirements, giving students specific information about which courses at Clovis Community College (CCC) transfer to universities in the California State University (CSU) and University of California (UC) systems. There is also a transcript legend (course numbering system) that can inform students about courses that are transferrable to other institutions. Syllabi for courses at CCC are available for student access in the Office of the Deans should they need more information about a course sent to their transfer institution. Major sheets in the Counseling Office also show students how to satisfy requirements for degrees. [Evidence: [IIA.14](#), [IIA.68](#)]

In cases where a student is transferring to CCC from another accredited public, state of California college or university (CSU, UC), the Evaluator reviews official transcripts using C-ID, ASSIST, and/or course catalogs to ensure alignment between courses and GE certification. If the student is transferring from a private or out-of-state institution, evaluators and counselors check online for previous agreements, course catalogs, and/or seek advice from the Articulation Officer and discipline faculty to ensure there is alignment between the courses in question (checking SLOs, etc.).

Per Board Policy 4050 and Administrative Regulation 4050, “Articulation,” the College diligently maintains articulation agreements and close evaluation processes at all levels for students transferring in and out of Clovis Community College. Many articulation agreements exist between CCC and other institutions, such as colleges in the UC and CSU systems, and Historically Black Colleges and Universities (HBCU). The College’s Articulation Officer monitors transfer classes closely. The officer sits on the Curriculum Committee and continually checks the course outlines of record at Clovis for transferability. CCC is a member of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website, which contains articulation information from one California college to another (ASSIST.org). CCC’s Articulation Officer also works closely with the private schools to ensure articulation with their curriculum and to advocate for students’ articulation in the transfer process. Intra-district articulation between Reedley College, Fresno City College, and Clovis Community College requires that faculty have agreed on courses that are considered common or in-lieu-of. Finally, the fourth bullet in the CCC mission statement informs students that the faculty, staff, and administration pursue articulation for their greater interest: “We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and *transfer programs*.” [Evidence: [IIA.73](#), [IIA.76](#), [IIA.138](#), [IIA.139](#)]

Analysis and Evaluation

The college catalog clearly covers policies for transfer of credit at Clovis Community College. CCC counselors and evaluators work to ensure that courses students wish to transfer are comparable to the courses at CCC, and the Articulation Officer monitors classes at CCC and maintains articulation agreements with popular universities to ease transfer processes for students.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Each course at Clovis Community College (CCC) has student learning outcomes (SLOs) listed on Course Outlines of Record and course syllabi. Where the College offers a degree or certificate, faculty members map SLOs to broader program learning outcomes (PLOs). Discipline experts determine PLOs for all programs. Additionally, faculty members map all SLOs and PLOs to the institution's general education learning outcomes (GELOs). Faculty store these maps within the document repository for each discipline on the TracDat website. This mapping process serves two purposes: 1) it helps faculty and members of the SLO Subcommittee collect "roll up" data to assess student progress in PLOs and GELOs, and 2) it demonstrates how courses and programs fit into the grand scheme of a student's educational experience at CCC. [Evidence: [IIA.10](#), [IIA.46](#), [IIA.47](#), [IIA.140](#), [IIA.141](#)]

The GELOs at CCC reflect each of these competencies: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives. The first GELO category, "communication and literacy," reflect communication competency and information competency outcomes. The second GELO category, "critical thinking," encompasses the quantitative competency and analytic inquiry skills outcomes. The third GELO category, "global awareness," encompasses outcomes involving the ability to engage diverse perspectives, and the fourth category of "personal responsibility and professional development" reflect ethical reasoning outcomes. [Evidence: [IIA.140](#)]

Analysis and Evaluation

Each program at CCC has program learning outcomes that are listed in the college catalog and in the TracDat system. These PLOs are mapped up to broader GELOs that cover each of the competencies listed in this Standard.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The District's Board Policy 4025 and Administrative Regulation 4025 outline the philosophy and criteria for associate degree and general education, and CCC adheres to this regulation and policy. [Evidence: [IIA.99](#), [IIA.100](#)]

Each degree program includes general education coursework "intended to complement a concentrated study in a single discipline or major." Students must take courses in natural sciences, social and behavioral sciences, humanities, and language and rationality to satisfy their general education requirements. Additionally, Board Policy 4020 and Administrative Regulation 4020 "Program and Curriculum Development" delineates the curriculum creation process. The College allows faculty in each discipline to develop curriculum consistent with the District policies and the Curriculum Handbook. Faculty propose courses to be considered for general education based on the IGETC and CSU general education patterns, consulting the articulation officer and SLO Coordinator to ensure course descriptions and SLOs articulate with other institutions for transfer. The Curriculum Committee is consulted for each new course entered into the catalog to assess whether the course it is consistent with state expectations. [Evidence: [IIA.8](#), [IIA.14](#), [IIA.101](#), [IIA.102](#)]

Page eight of the college catalog lists the twelve general education learning outcomes for Clovis Community College. These outcomes include the College's commitment to provide:

- 1) Preparation for and acceptance of responsible participation in civil society;
- 2) Skills for lifelong learning and application of learning; and
- 3) A broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

[Evidence: [IIA.14](#), [IIA.140](#)]

To help students achieve these outcomes, each degree program requires students to take classes in general education to earn their degree. For a local associate degree, students must take courses in natural sciences, social and behavioral sciences, humanities, and language and rationality. Similarly, students who wish to transfer to a university must also take classes in these areas. Those wishing to transfer to a school in the California State University (CSU) system must take courses in communication in English language and critical thinking (area A), the physical universe and its life forms (area B), the arts, literature, philosophy and foreign language (area C), social, political and economic institutions and behavior (area D), and historical background, and lifelong understanding and self-development (area E). Those wishing to transfer to a school in the University of California (UC) system must take courses in English communication (area 1), mathematical concepts and quantitative reasoning (area 2), arts and humanities (area 3), social and behavioral sciences (area 4), physical and biological sciences (area 5), a language other than English (area 6), and U.S. history, the constitution, and American ideals (area 7). [Evidence: [IIA.14](#)]

Analysis and Evaluation

Students at Clovis Community College receive a general education that has been carefully considered by faculty, particularly the members of the Curriculum Committee. The catalog clearly lists the required courses for both local associate and transfer degrees. The courses students must take for these degrees as well as the outcomes students are expected to attain from their overall degrees at CCC cover each of the areas listed in this Standard.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Each degree and certificate offered at Clovis Community College requires a major (i.e., one area of focused study) or an area of emphasis (i.e., interdisciplinary studies). Students planning to complete a degree must complete a minimum of 18 units in a major or area of emphasis. Each degree consists of a pattern of courses beginning with introductory concepts and leading to more in-depth topics. CCC awards a degree upon successful completion of a minimum of 60 units,

which includes requirements in a major or area of emphasis, general education, competency requirements, scholarship requirements, and electives, if needed. All degrees have defined program learning outcomes (PLOs). Every course within the major or area of emphasis has student learning outcomes (SLOs) which are mapped to the PLOs, which faculty assess on a five-year cycle. Development or revision of degrees relies on faculty expertise in the discipline and approval follows the Clovis Community College curriculum processes. [Evidence: [IIA.8](#), [IIA.14](#), [IIA.47](#)]

The Curriculum Committee guides this process. All new courses require the committee's consent. The committee determines that seminar courses or interdisciplinary courses or "sophomore level" intensive courses are placed in the correct categories for alignment with other courses in the programs where they count for credit, and that their SLOs correspond with SLOs in the courses of which they are extensions or hybrids. The Curriculum Committee requires a course outline which defines the key theories and practices that are consistent with state guidelines and expectations for the course. [Evidence: [IIA.8](#), [IIA.28](#), [IIA.29](#)]

Analysis and Evaluation

The discipline faculty members in conjunction with the Curriculum Committee ensure that degree programs include an area of focused study with specialized courses based upon appropriate student learning outcomes and appropriate mastery of key theories and practices within that field of study. Faculty develop all courses required for a degree or certificate at CCC, clearly list those courses in the catalog, and receive approval for inclusion of courses in a program through the Curriculum Committee processes. Each of the courses in a degree program have SLOs and PLOs that students are expected to master upon completion of their degrees.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

For each Clovis Community College program leading to Career Technical Education (CTE) certificates and degrees, both the region and state must approve the program and the curriculum. The Central Regional Consortium requires colleges to complete a labor market survey to determine the need for a particular CTE program. Advisory committees are in place for these CTE programs to help them determine what is needed in the workforce. [Evidence: [IIA.103](#)]

Some programs (such as Information Systems and Water Treatment) require students to pass statewide tests for job entry, promotion, and industry certifications. In some programs (Title 5 programs that are state funded), such as Child Development, students need to get a permit to work in certain places (e.g. some private centers that receive that funding, such as Clovis Unified preschools). For those students needing this permit, instructors in Child Development hold

workshops showing students how to get the permit and meet with them to help with paperwork and advise them on courses to take to be eligible.

A part-time counselor works in the College's Career Resource Center to keep track of job placement for CTE students.

Analysis and Evaluation

Graduates of the College's CTE programs meet industry standards and perform well on certification exams. CTE programs have student learning outcomes, advisory committees, and labor market needs assessment information, and program faculty evaluate certification test rates. To further help evaluate these programs, the District is in the process of building data dashboards that they anticipate will assist CTE deans with assessing job placement rates.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Though this has not occurred in Clovis Community College's (CCC) history, the CCC Academic Senate passed a program discontinuance policy in spring of 2015. [Evidence: [IIA.104](#), [IIA.105](#)]

In some cases, CCC students who have been affected by a discontinued courses have access to programs through other campuses in our district (Fresno City College and Reedley College) to fill in course gaps and allowing students to fulfill program requirements, and counselors take care of this on a case-by-case basis. If and when a program is discontinued at the College, counselors will notify students and assist them. [Evidence: [IIA.8](#)]

Analysis and Evaluation

CCC has a program discontinuance policy in place in case it is ever needed at Clovis Community College to ensure that students in programs that are discontinued may complete their education in a timely manner.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

All instructional programs at Clovis Community College go through a regular cycle of program review (PR) every five years. The PR handbook and the PR cycle sheet show how the college evaluates and improves the quality and currency of all instructional programs. The PR handbook guides program faculty through both quantitative and qualitative analysis to evaluate standard data sets, student learning outcome (SLO) and program learning outcome (PLO) data, resource requests, goal formation, and alignment with the institution's mission and general planning process. Additionally, all programs report on program review goal progress on an annual basis. [Evidence: [IIA.3](#), [IIA.106](#)]

CCC received Initial Accreditation in the summer of 2015. Beginning in fall 2015, the College began its journey toward adopting its own policies, procedures, and processes within its various departments and programs. The five-year comprehensive program review cycle, specifically, was put on hold for one year while the College implemented new processes, hired faculty, etc., so faculty, staff, and administration could reflect upon what processes would best serve the College. In that time, program faculty, staff, and administrators still completed program review Annual Progress Reports, and the Program Review Coordinator and SLO Coordinator implemented the TracDat SLO and program review assessment program across campus and trained faculty and staff to use the program. The program review process resumed in the fall of 2016 using the Cycle Four Program Review Handbook. All completed comprehensive Program Review Reports and Annual Progress Reports can be found on Blackboard, including those that faculty initially completed on TracDat. [Evidence: [IIA.3](#), [IIA.4](#), [IIA.13](#)]

Over the past year, as a result of an intensive review College programs and processes, College faculty and administrators determined that the program review process is not serving the College well. The process is ungainly and time consuming. Currently, the Program Review Committee is considering alternative models that will make the process more effective, less time consuming, and more timely: the current model of a five-year span of data is nearly useless since data that old does not reflect the current trends of the College's fast moving demographics or serve the rapid pace of the College's innovation. The Program Review Committee is meeting with a consultant throughout fall 2017 with the goal of presenting a recommendation for a new model to College Council by the end of the semester.

Analysis and Evaluation

The College has a robust program review process that enables program faculty to regularly evaluate instructional programs and systematically improve courses and programs in order to promote student learning and achievement. However, the College has identified problems with the current program review process and is reviewing the process in order to make updates will ensure that it assists faculty in continuous, meaningful improvement of courses and programs.

Actionable Improvement Plan

The College is reviewing and revising its current process for program review in order to make the process more effective and efficient and more responsive to current issues, trends, and initiatives.

Evidence List

Evidence #	Title
IIA.1	Intent to Propose a New Course Form
IIA.2	Intent to Propose a New Program Form
IIA.3	Program Review Handbook
IIA.4	Comprehensive Program Reviews
IIA.5	Constituency Group Minutes Approving Mission Statement
IIA.6	AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty
IIA.7	Minimum Qualifications for Faculty and Administrators in California Community Colleges 2017 Handbook
IIA.8	Curriculum Handbook
IIA.9	Curriculum Committee Operating Agreement
IIA.10	Course Outlines of Record on College Website
IIA.11	BLANK
IIA.12	Annual Progress Reports on TracDat Website
IIA.13	Annual Progress Reports on Blackboard
IIA.14	College Catalog 2017-2018
IIA.15	Schedule of Classes FA17
IIA.16	Institutional Effectiveness Report
IIA.17	CTE Labor Market Information
IIA.18	DE Addendum
IIA.19	DETAC Minutes Discussing Distance Ed
IIA.20	Student Success Minutes Discussing Distance Ed
IIA.21	Accreditation Survey 2016
IIA.22	AR 7121 Procedures for Recruitment and Employment of First-Time Part-Time Faculty
IIA.23	BP 7120 Recruitment and Hiring
IIA.24	Faculty Handbook 2016-2017
IIA.25	Tenure Review Packet
IIA.26	Distance Ed Handbook

Evidence #	Title
IIA.27	Online Certification Training Program Info
IIA.28	Course Outline of Record Template
IIA.29	Curriculum Committee Minutes on Blackboard
IIA.30	Biology 10 Course Outline of Record
IIA.31	Instructional Program Review Data Packets
IIA.32	Action Plan Funding Request
IIA.33	Certificated Staffing Request Form 2017-2018
IIA.34	Communication Lab SLO Report 2015
IIA.35	History SLO Report
IIA.36	Opening Day SP17 Equity Workshop
IIA.37	Flex Day Activities SP17
IIA.38	On Course Training Dec 2017
IIA.39	Brown Bag Emails
IIA.40	Communication Department Meeting Minutes SP17
IIA.41	Sabbatical Application 2018-2019
IIA.42	Sabbatical Application Email Notice to Faculty FA17
IIA.43	Sample Sabbatical Report
IIA.44	Samples of Faculty Conference-Workshop Attendance
IIA.45	Syllabus Checklist
IIA.46	Sample Syllabi
IIA.47	TracDat Mapping Reports
IIA.48	SLOs on Website
IIA.49	SLO Offerings on Flex Day
IIA.50	SLO Subcommittee Minutes 12-6-16, 5-2-17
IIA.51	SLO to GELO Roll-Up Report
IIA.52	SLO to GELO Roll-Up Summary
IIA.53	Graduate Survey Results 2016
IIA.54	SLO Point People
IIA.55	GELO Areas of Focus Summary
IIA.56	English Department Program Review 2012
IIA.57	English Department Annual Program Review 2016-2017
IIA.58	Title V Grant
IIA.59	English Department Meeting Minutes
IIA.60	INTDS 251 and ENGL 205 Course Outlines of Record
IIA.61	FYE Brochure
IIA.62	Tutorial Center Brochure
IIA.63	FYE Flyer
IIA.64	Institutional Research Data on FYE and Math Blast
IIA.65	SUO Data for FYE Courses
IIA.66	English and Math Flowcharts
IIA.67	Student Educational Plan
IIA.68	Major Sheets on Website
IIA.69	Curriculum Committee Minutes 10-17-16 and 10-24-16
IIA.70	Curriculum Committee Minutes 4-3-17

Evidence #	Title
IIA.71	Faculty Evaluation Form
IIA.72	Sample Faculty Job Announcements
IIA.73	Articulation Agreements
IIA.74	Associate Degrees for Transfer
IIA.75	CCC-CSU and CCC-UC Transfer Pathways
IIA.76	Fresno Pacific University Agreement for CCC FA16
IIA.77	Communication PLO Report 2015
IIA.78	Program and Course Approval Handbook
IIA.79	CCCCO Transfer Data Resources Website
IIA.80	Email Exchange Between Science Teachers
IIA.81	Information on ENGL 43
IIA.82	Counseling Department Minutes Discussing Learning Communities
IIA.82	Business and Psychology Cohorts Information
IIA.83	FA16 CSAR Showing HIST 23
IIA.84	Counselor SEP Presentation
IIA.85	BLANK
IIA.86	BSSOT Grant Funds for May 2017 Cohort
IIA.87	Opening Day Agenda SP17
IIA.88	On Course Information
IIA.89	Distance Education Report 2015-2016
IIA.90	Communication Annual Program Review 2016
IIA.91	DSP&S Brochure
IIA.92	Library Website
IIA.93	Early Alert Email Announcement to Faculty
IIA.94	Early Alert Report
IIA.95	Emails About IIA.8
IIA.96	English 1A Course Outline of Record
IIA.97	ADT Agreements
IIA.98	LaunchBoard Resources
IIA.99	BP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA.100	AR 4025 Philosophy and Criteria for Associate Degree and General Education
IIA.101	BP 4020 Program, Curriculum, and Course Development
IIA.102	AR 4020 Program and Curriculum Development
IIA.103	CTE Advisory Committees Minutes
IIA.104	Course Discontinuance Policy
IIA.105	Academic Senate Minutes 1-8-15
IIA.106	Program Review Annual Progress Report Form
IIA.107	Educational Master Plan Retreat Information
IIA.108	Strategic Planning Retreat Information
IIA.109	Planning Retreat Information FA17
IIA.110	Comprehensive Program Review Template
IIA.111	CTE Program Curriculum Proposals
IIA.112	DE Addendum Examples
IIA.113	College Council Minutes 8-25-17

Evidence #	Title
IIA.114	AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty
IIA.115	SCFT Full-Time Faculty Contract
IIA.116	SCFT Part-Time Faculty Contract
IIA.117	Accessibility Emails
IIA.118	Flex Day Schedules SP17 and FA17
IIA.119	English 126 DE Addendum
IIA.120	Self-Evaluation Form
IIA.121	Dean's Checklist of Syllabi
IIA.122	Link to Folder with All Syllabi
IIA.123	Tutorial Center Workshop Flyers
IIA.124	Math Blast Flyer
IIA.125	Summer 2017 Schedule of Classes
IIA.126	Fall 2016 Schedule of Classes
IIA.127	Email Conversations Between Communication Faculty to Determine Courses for Transfer Degree
IIA.128	Academic Senate Minutes 9-12-17
IIA.129	Math 201P Course Outline of Record
IIA.130	Curriculum Committee Minutes 10-17-16
IIA.131	Math 203P Intent to Propose a New Course
IIA.132	Associated Degree General Ed
IIA.133	Cohort Schedules
IIA.134	Fall 2017 CSAR
IIA.135	BIOL 10-10L Information
IIA.136	Student Equity Plan
IIA.137	Tech Hub Link
IIA.138	BP 4050 Articulation
IIA.139	AR 4050 Articulation
IIA.140	GELOs in the Catalog
IIA.141	PLOs in the Catalog
IIA.142	Mission Statement on Website



Standard IIB: Library and Learning Support Services

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IIB: Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

CCC provides an array of library and learning support services to foster student learning and success and uphold the college's mission. In addition to the Library, the College has a Tutorial Center with discipline-specific tutoring. Computer laboratories, learning technology, and curriculum-related software are available in multiple locations on campus.

Library

The Clovis Community College Library serves a fundamental role on campus contributing to student learning and academic achievement by providing information competency instruction, access to print and online resources, and open access to computers and the internet.

The CCC Library is open Monday through Thursday 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 5:00 p.m., and Saturday 10:00 a.m. to 2:00 p.m. for a total of 61 hours per week during the fall and spring semesters. During summer sessions, the Library is open Monday through Thursday 8:00 a.m. to 5:00 p.m. and Friday 8:00 a.m. to 12:00 p.m. The Library faculty and staff post these hours in the Library, at all entrance/exit points, and on the CCC Library website. The CCC Library website provides the CCC community on campus and off campus with information regarding Library resources and services. This includes access to the catalog, research databases, research guides, citation aids, and featured news and events. [Evidence: [IIB.2](#)]

Library faculty and classified staff maintain the information desk at all hours the library is open. Students and faculty may contact librarians in person, by phone and email; the librarians' contact information is available on the Library website. The CCC Library staff consists of two full-time librarians, two adjunct librarians, two full-time and one part-time classified staff members. One of the librarians is tenured, and the other is funded through the Title V grant. The Dean of Instruction, Career Technical Education oversees the Library Department. [Evidence: [IIB.2](#), [IIB.3](#)]

The 7732-square-foot Library is located in AC2-148 with a seating capacity of 186 that provides space for individual and group learning experiences including three group study rooms with whiteboards and plasma screens, four individual study carrels, a print station, and twenty-two

computers equipped with Microsoft Office and assistive technology including Kurzweil, Ubiduo, and Read and Write. These software and hardware assistive tools enable DSPS students to access learning resources. To meet the increased demand for computer technology in the Library, students can check out ten tablets for in-library use. The Library has experienced a steady increase in the use of its facilities and most of the equipment available to students. [Evidence: [IIB.4](#)]

The online library catalog allows students to search for materials at all SCCCD libraries. Students and faculty can request books from the other libraries and receive them within two to three working days. CCC students, faculty, and staff have on campus and remote access to thousands of eBooks accessible through the online library catalog and database eBook collections as well as thousands of full-text articles from journals, magazines, newspapers, and reference sources through the research databases. Remote users are authenticated using their student ID number and email password through OCLC's EzProxy platform. A subscription to Questionpoint's Ask a Librarian 24/7 reference service allows students to access a librarian at any time of the day or night for assistance in research, accessing the Library's catalog and research databases, and general questions. [Evidence: [IIB.5](#)]

The Library serves the Herndon Campus in a number of ways. All research databases and eBook collections are accessible on computers and via Wi-Fi at the Herndon Campus. Librarians present course-integrated instruction sessions upon request. During the 2016-17 academic year, the librarians taught thirteen course-integrated information competency sessions to approximately 400 students. A number of areas throughout the Herndon Campus display handouts describing online resources and services immediately accessible to these students, as well as the print and media sources and other services available at the Library. [Evidence: [IIB.6](#)]

Distance education students have the same level of access to the Library website, research databases, and catalog as all students. The Library has worked with the College's Instructional Designer to develop a Library Canvas presence through a permanent link and course page that takes students to library resources without having to leave the Canvas platform. [Evidence: 6 Library presence on Canvas screenshot]. A Research Guide specifically for distance education students is in development to equip them with the information competency and technical skills necessary to access all the Library resources and services available to them. The Library is also purchasing audio/visual equipment in order to begin producing video tutorials targeting distance education students, though these tutorials will be beneficial to all students. These tutorials will introduce the Library's resources and services and provide focused instruction on a full array of information competency skills, such as how to use the Library catalog, how to evaluate internet sources, and how to properly cite information sources in MLA and APA citation styles. [Evidence: [IIB.61](#)]

The Library and Tutorial Center began offering extended hours the week before Finals in the fall 2016 semester. In addition, the Library provides snacks and water, and a "Destress Coloring" program during this time which provided coloring pages, color pencils, and information on the

benefits of coloring to reduce stress. The Tutorial Center also offers snacks, as well as extended hours to work with peer tutors. Tutors choose different themes for each night, creating a more relaxed, fun environment to reduce the stress of students and promote an effective learning space. [Evidence: [IIB.7](#), [IIB.8](#)]

Library Collections

Library materials are available to students, faculty, staff, and community members in an array of formats including print books and periodicals, eBooks, multimedia, research databases, and selected web-based resources. As of July 2016, library holdings comprised 13,923 print volumes, 30 periodicals, and 681 DVDs. To ensure that the Library's collection development practices effectively meet student learning needs, Library faculty and staff implement a number of methods. Principal among them is the presence of a Library Liaison Advisory comprised of faculty representing all curricular divisions, staff, and a student body representative all of whom work closely with the Library staff to assure that they identify and acquire relevant curriculum and general interest materials for the collection. The Library staff encourage all faculty, staff, and students each semester to recommend Library resources. Recommendations can be made in person or online at any time through the easily accessible Books/Media request form available in the Library and on its website. Moreover, faculty members draw from their courses to recommend a foundation of primary texts for the Library collection. [Evidence: [IIB.9](#), [IIB.10](#), [IIB.11](#)]

The College's online holdings include two comprehensive eBook collections providing approximately 200,000 titles and 47 research databases. The Library has acquired six new research databases since fall 2015 in response to faculty requests and in support of growing programs. For example, the Library added a research database of peer-reviewed APA journals in the fall 2016 semester after psychology faculty requested more peer-reviewed sources for their students. The Library added two streaming music databases during the fall 2017 academic year, as well as additional print sources, through collaboration with music faculty to meet the needs of students in the expanding music program at CCC. The Library research databases collection will expand commensurate with new courses and programs that require additional resources. A Title V grant awarded in 2015, with funding made available in 2016, has enabled the Library to expand areas of the print and online collections that serve the informational and recreational needs of Spanish-speaking, at-risk students, as well as students enrolled in basic skills courses. Specifically, the Library has used grant funds to purchase foreign language and bilingual print, DVD, and streaming audio materials, streaming audiobooks that support the introductory reading and writing courses, and a vocational careers database. [Evidence: [IIB.12](#)]

The Library maintains a reserve collection of 378 course textbooks and supplemental course materials. In spring 2016, the Library began receiving Student Equity funds to purchase in-demand textbooks for the reserve collection that instructors were not able to procure through publisher donations. The reserve collection allows some students who cannot afford textbooks to have access to essential course materials. [Evidence: [IIB.14](#)]

Beginning in October 2016, the Library publishes a monthly newsletter that is emailed to students, staff, faculty, and administration. The newsletter highlights new materials with annotations and links to the catalog, features an individual research database, and spotlights a special service or other newsworthy Library information. The current newsletter is available on the Library website's home page. In fall 2016, the Library began distributing discipline-specific lists of new acquisitions, with brief annotations and links to the library catalog, to faculty, staff, and administration approximately three times during the academic year. There are currently seven individual discipline lists as well as one comprised of new fiction, professional development, and general interest titles. The faculty have responded enthusiastically to these lists prompting increased interest in the collection and check-outs of new materials. [Evidence: [IIB.15](#), [IIB.16](#)]

Information Competency Instruction

Librarians teach information competency skills through course-integrated instruction sessions, in person, via e-mail, and over-the-phone on-demand research assistance, in scheduled extended research sessions, in Ask a Librarian 24/7 reference service, and in a one-unit transferable Library Research Skills course. [Evidence: [IIB.17](#)]

Librarians collaborate with discipline faculty to execute course-integrated classroom research instruction every semester. The librarian introduces students to the types of academic resources the Library offers, teaches techniques to effectively search and evaluate these resources, and guides students in the value and techniques of citation. The librarian reserves a computer lab for each library research session, thereby providing students an optimal learning experience as they immediately interact with the resources and apply the skills introduced in the research session. Each semester the librarian sends an invitation to all full-time and adjunct faculty in both day and evening courses encouraging them to reserve a library instruction research session at CCC and the Herndon Campus. Forms for requesting these sessions are always available in the Library and on the Library's website. Librarians conduct approximately 50 course-integrated sessions each semester. The librarians will execute a survey of all course-integrated instruction sessions in fall 2017. [Evidence: [IIB.18](#), [IIB.19](#), [IIB.20](#), [IIB.21](#)]

On-demand reference assistance is a teaching and learning activity in which the librarian instructs students in the location of print and electronic materials, clarification of their topic assignment, use of the library catalog, construction of effective search strategies, awareness of ethical practices, and assistance in citing sources. This occurs in face-to-face, e-mail, and phone interactions. Increasingly, students are requesting formal research sessions where a time is set to meet with the librarian and participate in extended research assistance and information competency instruction. Additionally, the Ask a Librarian 24/7 reference service allows students to ask a librarian for reference assistance at any time of the day or night from any location. [Evidence: [IIB.23](#)]

Reference and research transactions have risen considerably during the last three years, due in part to the increased presence of library faculty. The librarians have also noted an increase in the

length of these individual transactions, which has led to the planning of extended research sessions, which they will implement in fall 2017. Students will reserve individual sessions with a librarian in-person or on the Library website and receive specialized in-depth, guided information competency instruction. This new instructional program should meet students' expanding research needs. An accompanying survey will assess the effectiveness of the program. [Evidence: [IIB.24](#)]

Librarians also answer directional questions, which can often lead to on-demand reference assistance. These transactions generally involve instructing students in how to use basic technologies and computer applications, including Canvas, Word, image adjustments, printing services, and informing individuals of the location of services within and outside the library and how to access various library services. [Evidence: [IIB.25](#)]

Library faculty teach Library Skills 1: Research Skills, a one-unit transferable course in a 100% online environment during the fall and spring semesters; this course offers comprehensive information-competency instruction to all students regardless of their location. [Evidence: [IIB.26](#)]

The Library collaborates with the CCC Tutorial Center to conduct workshops focusing on the Modern Language Association's (MLA) Citation Style. The first workshop was in spring 2016, entitled "MLA Workshop III: Exporting and Formatting Citations." The Librarian and one of the Tutorial Center Assistant Coordinators taught students how to use citation tools in Microsoft Word and Chegg's Easy Bib to export and format citations as well as organize research. In fall 2016, a faculty workshop was offered on campus, and a YouTube recording was emailed to all faculty, on the new 8th edition of the MLA Style Guide. [Evidence: [IIB.27](#), [IIB.28](#)]

Citation assistance resources and a growing selection of Research and Course guides are available on and off campus. Librarians collaborate with discipline faculty to create Research and Course guides and to gather a variety of academic sources relevant to a specific course or subject area. [Evidence: [IIB.28](#), [IIB.29](#), [IIB.30](#)]

Tutorial Center

The Clovis Community College Tutorial Center is essential in providing learning support services to students at both campus locations and online. The Tutorial Center delivers academic support to students by providing peer tutors, worksheets and handouts, computers, printing, calculators, and textbooks free of charge to all students.

The main campus is open five days a week, the Herndon campus four days a week, and online tutoring is available four days a week. The CCC Tutorial Center is open on the main campus Monday through Thursday from 9:00 a.m. to 6:00 p.m. and Friday from 9:00 a.m. to 1:00 p.m. for a total of 40 hours per week during the fall and spring semesters. The Herndon Campus Tutorial Center is open Monday through Thursday from 10:00 a.m. to 2:00 p.m., which are the prime hours that match the greatest number of courses held at that location. CCC tutors provide an additional 32 hours of tutorial services online Monday through Thursday. The Tutorial Center

also offers extended hours for Power Up Week (the week before finals) and is also open to students during summer school. [Evidence: [IIB.31](#), [IIB.32](#), [IIB.33](#), [IIB.34](#)]

The CCC Tutorial Center offers one-on-one and small group tutoring in a variety of subjects, including but not limited to American Sign Language, biology, business, chemistry, communications, computer science, economics, engineering, English, history, information systems, math, philosophy, physics, psychology, reading, Spanish, and writing. Students can also enroll in English 272: College Writing Assistance and earn half a unit to one unit for attending group tutoring sessions in the Center. In addition, students can attend scheduled workshops, take a learning style assessment, and create a study plan with a tutor. Furthermore, the Tutorial Center serves students at the CCC Herndon Campus, and offers online tutoring to students through GoBoard (an online tutoring platform) and Canvas, and also embeds tutors into a variety of online and face-to-face classes, including but not limited to biology, chemistry, engineering, English, philosophy, math, and physics. [Evidence: [IIB.35](#)]

The Tutorial Center focuses on specifically supporting students who are completing basic skills courses. The Tutorial Center Coordinator embeds tutors in a majority of the basic skills English and math courses. The Tutorial Center has also been involved in learning communities that link English 125 and the Center's group tutoring program (English 272). The Tutorial Center participated in these learning communities every summer session since 2014 and piloted the learning communities in both fall 2016 and spring 2017. After the fall and spring pilot, the Tutorial Center staff is evaluating the success of the learning communities and will decide if the model is the best way to support students, particularly as the English Department implements new pathways to English 1A. [Evidence: [IIB.35](#), [IIB.36](#), [IIB.37](#)]

A full-time faculty member serves as the Tutorial Center Coordinator, and a full-time math instructor and several part-time faculty from a variety of disciplines serve as assistant coordinators. The Tutorial Center employs peer tutors who have excelled in their college courses. To recruit tutors, the TC coordinators hold hiring events and conduct interviews that assess the academic expertise of prospective tutors in their subject area, as well as their aptitude for providing efficient, effective, compassionate service to each student. The Tutorial Center Coordinator also requires applicants to submit instructor references, and the Coordinator contact those instructors personally before she hires tutors. CCC pays tutors for their service from a variety of funding sources: the CCC general fund, Basic Skills Initiative, Title V, and Student Equity grant monies. [Evidence: [IIB.38](#), [IIB.39](#), [IIB.40](#)]

The Tutorial Center staff conducts outreach to faculty across disciplines. Throughout each semester, the Tutorial Center Coordinator and assistant coordinators invite instructors to collaborate with the Tutorial Center to promote students' success. Coordinators and tutors visit classes and present on tutorial services, learning styles, or specific writing concerns. Instructors with embedded tutors sign a contract with their tutors and complete surveys at the end of the semester to assess the effectiveness of the program and of the tutor. A coordinator also evaluates

embedded tutors in class and communicates with instructors about best practices for using an embedded tutor to support student success in the class. [Evidence: [IIB.41](#), [IIB.42](#), [IIB.43](#), [IIB.44](#)]

The Tutorial Center Coordinator requires all tutors to attend monthly training meetings. These meetings cover tutoring best practices, specific subject training, and special topics such as working with DSPS students. Guest speakers, such as DSPS counselors and the Psychological Services Counselor, attend some of the training meetings and give presentations on their field of expertise. The coordinators also use these training meetings to train tutors in the special programs and equipment, such as the Ubiduo, that the CCC Tutorial Center offers for students with specific learning needs. [Evidence: [IIB.47](#), [IIB.48](#)]

The Tutorial Center assesses the effectiveness of its learning support systems through student surveys, instructor and student evaluations of tutors, and reports. For instance, the Tutorial Center's Math Coordinator collected feedback from tutors about the topics that are the most difficult for students and tutors and designed training meetings to address that material. Most recently, those trainings have focused on statistics and the chapters with which students most commonly struggle. The Tutorial Center's reports on student usage have also informed staffing decisions. By studying hourly usage reports, the Tutorial Center coordinators determined which hours are the busiest and staffed those hours accordingly to accommodate students' schedules and needs. [Evidence: [IIB.49](#), [IIB.50](#), [IIB.51](#), [IIB.52](#), [IIB.53](#)]

Finally, the Tutorial Center measures the depth and variety of its materials through student, instructor, and tutor requests. The Tutorial Center Coordinator has purchased textbooks and calculators so that students have access to those materials when they visit the Center. [Evidence: [IIB.54](#)]

Computer Laboratories

CCC provides students access to on-site computers in three physical locations (Open Lab, Library, and Herndon Campus). The CCC Technology Services Department supports all locations with technical assistance, printing assistance, and support for login to college systems (i.e. Canvas, WebAdvisor, and email).

The CCC Open Lab provides 94 student computers and is open Monday through Thursday, 7:30 a.m. to 8:00 p.m., and Fridays 7:30 a.m. to 5:00 p.m. Each student workstation in the Open Lab meets the technology specifications required to run current versions of Microsoft Windows, Microsoft Office, Adobe Acrobat, and modern web browsers. The workstations utilize a virtual desktop infrastructure (VDI) architecture, which provides a high level of availability for students. In addition to VDI systems, the Open Lab contains five Apple iMac computers with access advanced multimedia-based software applications, such as Adobe Creative Suite, Apple Final Cut Pro and Apple Logic Pro. [Evidence: [IIB.55](#)]

The Library provides access to 21 VDI workstations for students, which are available during normal library hours. Students also have access to check out 10 laptops and 4 iPads for use in the Library.

A computer lab at the Herndon Campus provides 12 student computers with the same services as the Open Lab in AC1 at the main campus. The Herndon Campus computer lab is open Monday through Friday, 8:00 a.m. to 5:00 p.m.

CCC supports onsite print services for students using a re-loadable print card. Print stations and reload kiosks are available in the Open Lab, Library and Herndon Campus. CCC Technology Services Department staff provide troubleshooting support for print services in all locations.

Analysis and Evaluation

The Library provides access to Librarians and Library staff at all hours the Library is open, as well as via email, phone, and 24/7 reference assistance. Library hours, contact information, the library catalog, research databases, and additional learning resources are accessible at all times on the Library website. The Library catalog shares the holdings of all district libraries. A personal account can be created that enables the user to request print books from all four libraries, renew their books, and place holds on media sources from the CCC Library. Proxy access allows the CCC students and faculty to access the eBook collections and research databases. Computers, tablets, and Wi-Fi access are available in the Library. The Library collections of print and online resources including books, periodicals, media, full-text articles from general interest and peer-reviewed sources, eBooks, and streaming film and music are currently sufficient in currency, depth, and variety to meet the teaching and learning needs of students and faculty.

The Tutorial Center supports student learning and achievement by providing access to peer tutors in nearly all subjects on the main campus, Herndon campus, and online Monday through Friday. Peer tutors undergo a rigorous hiring process to ensure they are proficient in their subject and possess the ability to deliver efficient, effective tutoring to every student seeking academic support in the Tutorial Center. Additionally, the tutors attend monthly training meetings, are regularly coached by peer mentors, and are evaluated each semester by a coordinator to ensure growth in their subject knowledge, as well as growth in their knowledge of tutoring best practices. The Tutorial Center offers learning assistance one student at a time by making one-on-one tutoring sessions, drop-in tutoring, group tutoring, embedded tutors, and learning communities available to students on the main campus, Herndon campus, and online. As all these services are available to students, the Tutorial Center also makes sure to keep open communication with faculty through email and class visits, and by consulting various campus committees for input on tutorial activities. These practices ensure that the services provided by the Tutorial Center are sufficient in quantity, currency, depth, and variety.

Students have access to computer labs in the Open Lab in the Academic Center One building and in the Library at the main campus and at the Herndon Campus. Computers in the labs are sufficient in quantity and capability to support students' education. Furthermore, the Technology Services Department staff provide assistance whenever necessary.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library

The Library's collections and educational equipment effectively meet student learning needs through a number of collaborative methods, including liaison activities with faculty, staff, and students, collaboration with student services, communication from curriculum review, the program review process, and support from the Technology Services Department.

Librarians are largely responsible for the selection of print and online resources. Their expertise and education in academic libraries' collection development, direct involvement with the students and faculty, awareness of the College's curriculum and programs, and ongoing professional development make them fully prepared to identify the instructional support materials most relevant. The CCC Library collection development policy provides the fundamental guidance for all collection development activity. Librarians also use and share with the Library Liaison Advisory members professional and popular review sources, academic library collection guides, publishers' catalogs, and vendor-supplied collection development resources to contribute to the quantity, currency, and depth of the library's collections.

[Evidence: [II.B.56](#)]

Librarians keep apprised of new or developing courses and programs and specialized themes in ongoing courses and honors seminars through participation on the Curriculum Committee, Student Success and Equity Committee, and Title V work group, and through ongoing communication with subject faculty. These avenues of participation effectively inform the librarians as they build library collections that meet the quantity, currency, and quality resources required.

The Library continuously encourages the campus community to recommend library resources through collaborative opportunities with the library staff and subject faculty, staff, and students, including email announcements, the Books/Media request form available in the library and on its website, Library Liaison meetings, and informal requests. Assisting students with their reference and research needs is another primary means by which Librarians evaluate existing resources and determine subject areas that are lacking in sources. [Evidence: [II.B.58](#)]

The Library prepares an annual Action Plan that describes specific monetary amounts required to provide sufficient print and online academic resources, equipment, contracts, professional development, and supplies. Librarians carefully correlate the Action Plan request to the College's Mission and Strategic Plan, the Library's Program Review, and other relevant governance documents to insure that they use monies allocated to meet and enhance the learning needs of students and the campus community. [Evidence: [IIB.59](#)]

The program review process requires Library faculty and staff to examine equipment, resources, staffing, and facility's needs, and establish distinct goals in a five-year cycle with annual progress reports. This ongoing assessment provides an opportunity to identify the need to add, replace, or update equipment and materials. The Library makes requests through the Annual Progress Report, in discussions with the Dean for the Library, and in the Library Action Plans submitted as part of the annual budget process. [Evidence: [IIB.60](#)]

In collaboration with the Disabled Student Programs and Services faculty (DSPS), the Library received equipment and necessary training for a Read a Book reader and UBIDUO, a texting communication device. Both of these devices are available for students to use in the Library. [Evidence: [IIB.57](#)]

Tutorial Center

CCC Tutorial Center is an integral component of student success at CCC providing nearly 10,000 hours of service to over 1,000 students each semester. To meet the needs of students, the tutorial center supplies books, calculators, laptops, formula guides, and instructive handouts. To determine the books housed in the Tutorial Center, coordinators analyze Tutor Trac data for the courses for which students most frequently seek help, and tutors collect anecdotal feedback from students themselves. Coordinators contact instructors about the books that they use to ensure that the Center has and purchases the most useful textbooks for students. Student Equity grant funds buy books for the Tutorial Center to keep for use by students. Calculators are also available for use by students seeking help in the Center; the type (scientific or graphing) and brand are purchased on the recommendation of a full-time math instructor. Students can also attend workshops on how to use those calculators, which enhances students' learning in their math and science courses. [Evidence: [IIB.62](#)]

Laptops and desktop computers are of great importance in the Tutorial Center for students in math, English, and computer science courses, as well as any course that requires a writing component. Math classes often require students to do their homework online through a program called My MathLab. The Tutorial Center has 10 desktop computers and 20 laptop computers that students may check out and use in the Center to complete their homework. This also allows students to work with tutors while working on their online homework.

Tutors create instructive handouts and formula guides based on the need of students coming to the Tutorial Center for help. For example, writing tutors have created MLA guides for students

to reference when writing papers for English classes. All handouts are meet accessibility requirements and are available in the Tutorial Center and online.

One of the most important pieces of equipment that the Tutorial Center offers is whiteboard tables. All of the tabletops in the Tutorial Center are whiteboards, which is an incredible tool for students working on math and science equations, as well as students brainstorming and organizing writing pieces. The whiteboard tables enhance the visual learning aspect for students and allow kinesthetic learners to physically write their work in a large space. [Evidence: [IIB.63](#)]

The CCC Tutorial Center also utilizes a program called TutorTrac that records tutor schedules, tracks student visits, and reports viable information on the usage of the Center. The Tutorial Center staff are able to make appointments for students using TutorTrac, and it sends reminder emails to students. This system works to support students in remembering to attend peer tutoring appointments for courses in which they need support. These peer tutoring sessions give students the opportunity to achieve the academic standards required of them by instructors and meet the goals they set for themselves.

Both the Tutorial Center Advisory and the Student Success and Equity Committee advise the CCC Tutorial Center on a variety of issues, including but not limited to students' needs, services provided, pilot programs, outreach to students and faculty, data collection and research. The full-time Tutorial Center Coordinator was a standing member of the Student Success Committee prior to Fall 2017 and, as such, she participated in broader conversations about student success, ensuring that Tutorial Center activities and services integrate into the College's student success initiatives. Under the College's new governance structure, the Tutorial Center Coordinator will serve as a resource to the Student Success and Equity Committee on issues pertaining specifically to the Tutorial Center. [Evidence: [IIB.45](#), [IIB.46](#)]

Analysis and Evaluation

The Library implements a variety of processes to acquire relevant and sufficient resources to meet the learning needs of students and support the mission of the college. Library usage data, liaison activities with faculty and staff, reference and research interactions with students, and professional collection development practices among librarians, assure that resources support learning needs across the curriculum in existing and developing programs and courses.

The Tutorial Center relies heavily on the input and expertise of faculty members, the Student Success and Equity Committee, an advisory committee, and students to assess the educational equipment, materials, and services needed to best serve and enhance the learning achievement of each individual student on a regular basis. The combination of the instructional materials, technologies, and the highly skilled, trained, peer tutors who provide tutoring, workshops, and handouts ensure that the Tutorial Center is, indeed, supporting the learning achievement of students in accordance with the College's Mission.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and learning support services consistently evaluate their services through a number of methods to assure that they are meeting the learning needs of students. These include program review, the assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), surveys, feedback from students and faculty, and usage statistics.

Library

The Library Program Review, which was completed in 2014, and is updated annually, serves as a fundamental guide for the CCC Library to evaluate its program of instruction, resources, and services to students. The program review process requires the ongoing review and analysis of Library resources and services, the establishment of goals and objectives, the ability to sustain and improve services, and the opportunity to revise and enhance instruction. [Evidence: [IIB.64](#)]

CCC Library student learning outcomes (SLOs), used in the Library Skills course, as well as service unit outcomes (SUOs) for on-demand reference transactions, course-integrated instruction sessions, and general Library services are all assessed regularly and correlated to the college's general education learning outcomes (GELOs). [Evidence: [IIB.65](#)]

CCC Library conducted a survey to assess student learning outcomes of students who come to the reference desk for on-demand research and reference assistance in the spring semester 2016. After receiving assistance, students were directed to a computer where the link to the survey was open. Overall, students had positive responses and showed no level of dissatisfaction with their reference assistance interactions. Students reported that they felt better prepared to use the catalog to locate items in the library, use the research databases to locate information on their research topics, and determine credible sources outside the library's own resources. 96 percent of students indicated they felt more confident in conducting further research and 100 percent reported they felt comfortable asking the librarians for help in the future. It is important to note that this survey was conducted after library faculty staffing levels were increased thereby providing a librarian at the information desk at all hours that the library was open. The results of the survey affirmed the need to continue to staff the information desk at all times. Moreover, on-demand research and reference transactions have continued to increase [Evidence: [IIB.66](#)]

In the CCC 2016 Graduate Survey results the Library stood out with the highest student satisfaction for the Library (3.58 out of 5) and Library Assistance (3.53 out of 5) in all services evaluated. In terms of frequency of use, the Library was number 4 on the list at 3.91. The Library Skills 1: Research Skills one-unit course, which is a 100% online course that began in the fall

2012 semester, instructs students in the stages of the research process and provides in-depth information competency skills. The annual progress report assesses selected course SLOs, while the assessment timeline coordinates timely evaluation of each SLO in the course. [Evidence: [IIB.67](#), [IIB.68](#), [IIB.69](#)]

The library collects usage data throughout the year and compiles it daily, weekly, monthly, and annually. The data is comprised of all areas of the services and resources provided by the library including circulation statistics, library holdings, database usage data, and the number of information competency instruction sessions provided. Circulation statistics of all media types inform decisions about collection development. Research and course guide statistics help to identify areas of need and assess information competency skills. Research database usage informs collection development activities in determining the most useful sources needed to support the curriculum and foster student success. The library carefully assesses this data and uses it to shape the current execution and future planning of library resources and services. [Evidence: [IIB.70](#), [IIB.71](#), [IIB.72](#), [IIB.73](#)]

The CCC Tutorial Center tracks students using the program TutorTrac. When students log in and out of TutorTrac the program records students' identification numbers, courses, time spent in the Tutorial Center, and the specific course they came to tutoring for. TutorTrac allows for a variety of detailed and informative reports that help in data collection and analysis. Furthermore, the Tutorial Center coordinators work with the campus Institutional Researcher to track students' grade point averages, persistence and success rates, which they then compare to appropriate control groups. TutorTrac is also able to observe important information about the types of classes and students served. It also allows for an evaluation of peak service times which is used to inform the Tutorial Center of how many tutors should work each hour, and whether the hours of operation should be adjusted to meet the needs of the greatest number of students. In addition, TutorTrac allows assessment of the learning support needs of Basic Skill students, Disabled Students Programs and Services (DSPS) students, veterans, and disproportionately impacted students of race and gender (if needed); all areas of importance when looking at how well the Tutorial Center is providing services that align with the activities planned for grants such as Basic Skills, Equity, Title V. [Evidence: [IIB.74](#)]

The CCC Tutorial Center evaluates services through systematic assessment of student learning outcomes and Program Review. The Tutorial Center submitted its last Program Review/Student Learning Outcomes Annual Report in Spring 2016 under the guidance of the Student Learning Outcomes Coordinator. The Tutorial Center faculty meet at least once a semester to evaluate the Tutorial Center's student learning outcomes, and faculty are currently working on the Center's first comprehensive Program Review, which they will submit in spring 2018. [Evidence: [IIB.75](#), [IIB.76](#)]

Furthermore, the Tutorial Center staff conduct additional surveys to gather information about students' experiences in the Tutorial Center and their perceptions of their growth. The Tutorial Center faculty and staff have developed their own measurements of students' perceptions and

efficacy of tutorial services with an exit survey. Additionally, faculty evaluate student learning outcomes for English 272 (group tutoring). Prior to Spring 2017, a copy of the SLOs was included in each student's folder; tutors then marked if and when the students in their group have achieved the skill set forth by each SLO. After evaluation of this process by the TC staff, a new system was devised. The group tutors now have one form with all of their group members on it. This form has activities for the group sessions that promote the Student Learning Outcomes for Engl 272. The tutors use this new form to then mark when different SLOs have been addressed and assess the proficiency of each group member on that particular objective. The Tutorial Center staff use all survey results to better understand student's perceptions, expectations, experiences, and needs; to inform tutor training; and to plan for future program growth.

[Evidence: [IIB.77](#), [IIB.78](#)]

In addition to assessing Student Learning Outcomes for English 272 (group tutoring), in fall 2017, the Tutorial Center decided to assess Services Unit Outcomes (SUO) for the Center and its INTDS 300 course. The Tutorial Center Coordinator and Assistant Coordinator met with the SUO Coordinator in August 2017 to generate SUOs, and they will assess them in Fall 2017.

Analysis and Evaluation

The institutional commitment to the program review process benefits the library and learning support services. Comprised of annual reports and five-year program reviews, these evaluations provide information essential for the continued progress and improvement of library resources and services. A consistent evaluation of library services, resources, and instruction through the ongoing assessment of service unit and student level outcomes can assure an effective library program. A new survey assessment tool to evaluate the student learning outcomes for course-integrated instruction sessions will be executed in the fall 2017 semester. The ongoing collection and evaluation of library resources usage data informs the library staff, liaison members, and Dean regarding the current activities and future needs in the collection.

The Tutorial Center also adheres to the program review process to ensure and strive for excellence in meeting identified student needs. Coordinators and the faculty advisor meeting regularly to assess student learning outcomes, service unit outcomes, tutorial resources, overall student success as a result of tutoring, Tutor Trac data, student surveys, faculty surveys, and tutoring surveys. The Tutorial Center works to observe a schedule of evaluating the above in the fall and analyzing and implementing changes in the spring. The Tutorial Center is committed to serving every student, one at a time, by maintaining a rigorous evaluation of its programs and services and how well they meet the needs of Clovis Community College students and making improvements as needed.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Vice President of Administrative Services is responsible for the maintenance and security of the Library and learning support services. The Library does maintain contractual arrangements for some operations and resources.

The Library is a member of the California Community Colleges Council of Chief Librarians which provides statewide information regarding the community college libraries, professional development, and negotiated subscriptions to online resources through the Community College Library Consortium (CCL). The CCL's Electronic Resource Committee (EAR) consistently evaluates electronic resources available to academic libraries. Their reports are accessible on the CCL-EAR website. This information informs the selection process and reflects negotiated database pricing. Subscriptions are on fall and spring renewal cycles. [Evidence: [II.B.79](#)]

All district libraries selected OCLC's World Management System (WMS) in 2014, an integrated library system (ILS) that provides the necessary circulation, cataloging, course reserves, and data collection functions. In 2016 the Library selected OCLC proxy service, an off-site authentication software that enables enrolled students, faculty, and staff to access Library research databases and eBooks remotely.

An annual agreement with Biblioteca – 3M provides maintenance of the Library RFID security system. The Library's copier and print station have annual maintenance contracts.

Ingram is the Library's primary vendor for print and media sources, while EBSCO provides the print periodicals annual subscriptions.

The CCC Tutorial Center collaborates with and utilizes a number of programs to assist in student service. In Spring 2015 the Tutorial Center entered into a formal agreement with TutorTrac and has maintained services by renewing a service agreement each year. The Tutorial Center coordinator has also attended conferences sessions hosted by TutorTrac to ensure continued use is up-to-date and as efficient as possible. All tutors and Tutorial Center staff are trained on how to use TutorTrac and regularly use its services.

The CCC Tutorial Center has invested time and resources in finding the most effective platform for online tutoring. In spring 2015, the Tutorial Center, along with the CCC campus, provided

access to a 24-hour tutoring service, SmartThinking. All students enrolled in CCC courses could access SmartThinking through Blackboard and the CCC website. The CCC Tutorial Center tracked the usage of this program and found that it was not utilized by students at CCC; therefore, the College did not renew the contract in fall 2016. While conducting usage research on SmartThinking, the CCC Tutorial Center staff researched other online tutoring programs such as NetTutor, GoBoard, and Whiteboard. A small committee of Tutorial Center staff and tutors tested these programs and determined the free service of GoBoard to be most fitting to the needs of the CCC students. The CCC Tutorial staff has maintained contact with the GoBoard representatives and regularly updates the services offered through GoBoard. For example, in spring 2016 Tutorial Center staff contacted GoBoard about allowing students to upload Word documents for writing sessions. After a several conversations and phone meetings, GoBoard was able to update the services and allow CCC students the services requested by the Tutorial Center staff. Upon further evaluation, Tutorial Center tutors and staff determined that GoBoard works well as a medium for math and science tutoring, but the Canvas conference option works better for writing tutoring. This change was then made in Fall 2016. The CCC Tutorial Center currently utilizes Canvas and GoBoard for online tutoring and is committed to evaluating these services regularly: students are sent a satisfaction survey at the end of each online tutoring session. [Evidence: [IIB.80](#), [IIB.81](#), [IIB.82](#)]

Analysis and Evaluation

The Vice President of Administrative Services oversees maintenance and security of the Library and learning support services at CCC. The Library has contractual agreements for its integrated library system software and authentication software as well as for its RFID system and print, media, and periodical subscriptions. The Library refers to evaluations of electronic resources through the Community College Library Consortium's Electronic Resource Committee.

The Tutorial Center regularly evaluates their software contracts through meetings, surveys, and program review. The Tutorial Center staff continues to increase usage of TutorTrac and utilize the reports it offers for more effective information. The staff has also contacted TutorTrac several times to update the program for the needs of the College. For example, the Student Equity grant required information on students that have been identified as disproportionately impacted (i.e. veterans, DSPS, males, African American males). The Tutorial Center was able to contact TutorTrac and enable a formula to pull information about the Tutorial Center usage of students identified in the disproportionately impacted groups. Likewise, the Tutorial Center staff has done, and continues to do, research on the most effective online tutoring programs and tools. It was determined that SmartThinking was not the most effective program for CCC, so the Tutorial Center staff recommended ending the contract. The Tutorial Center staff has since found GoBoard to be the most effective resource for tutoring math and science online, and Canvas to be the most effective for tutoring writing online. Currently the Tutorial Center staff is researching the online program, Zoom, to see if it is a more effective tool for online tutoring.

Evidence List

Evidence #	Title
IIB.1	BLANK
IIB.2	Library Website
IIB.3	Organizational Chart 2017-2018
IIB.4	Library Facilities and Equipment Use Chart
IIB.5	Online Library Catalog
IIB.6	Library Display at Herndon Campus
IIB.7	Power Up Week Flier FA16
IIB.8	Power Up Week Coloring Booth
IIB.9	Library Holdings Chart
IIB.10	Library Liaison Committee Minutes 11-16
IIB.11	Participatory Governance Handbook
IIB.12	Research Database Handout
IIB.13	BLANK
IIB.14	Reserve Collection Chart
IIB.15	Library Newsletter 9-17
IIB.16	New Acquisitions by Discipline
IIB.17	Faculty Services Available
IIB.18	Email to Faculty to Schedule a Library Research Session
IIB.19	Library Faculty Research Instruction Request
IIB.20	Course Integrated Instruction Chart
IIB.21	Course Integrated Instruction Survey FA17
IIB.22	BLANK
IIB.23	Ask a Librarian Usage Chart
IIB.24	On-Demand Research-Reference Chart
IIB.25	Directional Questions Chart
IIB.26	LIBSKL 1 Course Outline of Record
IIB.27	MLA Workshop Flier
IIB.28	MLA Citation Style Handout
IIB.29	Research Guides on Library Website
IIB.30	How to Use EBSCOhost Academic Search
IIB.31	Tutorial Center Brochure
IIB.32	Power Up Week Events SP17
IIB.33	Tutorial Center Bookmark
IIB.34	Tutorial Center Hours FA17
IIB.35	Embedded Tutors SP17-FA17
IIB.36	Tutorial Center Workshop Schedule FA16
IIB.37	Tutorial Center Workshop Schedule SP17
IIB.38	Tutor Application
IIB.39	Tutor Interview Questions
IIB.40	Tutorial Center Budget
IIB.41	Embedded Tutor Contract
IIB.42	Embedded Tutor Survey

Evidence #	Title
IIB.43	Embedded Tutor Evaluation
IIB.44	Embedded Tutor Contact Emails
IIB.45	Student Success Committee Agendas
IIB.46	Tutorial Advisory Description
IIB.47	Tutor Training Agendas
IIB.48	Tutorial Center Guest Speakers List
IIB.49	Tutorial Online Survey
IIB.50	Group Tutor Evaluation
IIB.51	Embedded Tutor Evaluation from Students
IIB.52	Embedded Tutor Evaluation from Instructors
IIB.53	Tutor Self-Evaluation
IIB.53	Tutorial Center Coordinator Evaluation
IIB.54	Tutorial Center Equipment Purchase Order
IIB.55	Technology Inventory
IIB.56	Library Liaison Committee Operating Policies & Procedures
IIB.57	Ubiduo Communication Device
IIB.58	Library Book-Media Request Form
IIB.59	Library Action Plans 2017-2018
IIB.60	Library Program Review
IIB.61	Library Presence on Canvas
IIB.62	Tutortrac Report
IIB.63	Tutorial Center Photos (center and tables)
IIB.64	Library Program Review Annual Report & SLO SUO 2016
IIB.65	Library SLO SUO GELO Mapping
IIB.66	On-Demand Reference Survey and Results
IIB.67	Graduate Survey Results 2016
IIB.68	LIBSKLS1 Syllabus FA16
IIB.69	LIBSKLS1 Assessment Timeline
IIB.70	Comprehensive Library Statistics Chart 2016-2017
IIB.71	Circulation Chart
IIB.72	Research-Course Guide Usage
IIB.73	Research Database Usage Chart
IIB.74	Tutorial Center Annual Report
IIB.75	Tutorial Center Program Review
IIB.76	Tutorial Center Program Review Meeting Notes
IIB.77	Tutorial Center Exit Survey
IIB.78	Tutorial Center SLO Sheet
IIB.79	CCLC Membership
IIB.80	Email Interaction with GoBoard
IIB.81	SmartThinking Usage Report
IIB.82	Online Student Survey



Standard IIC: Student Support Services

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IIC: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support students learning, and enhance accomplishments of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The Matriculation/Student Support and Success Program at Clovis Community College (CCC) provides a comprehensive assessment of and services for students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling, registration, and follow-up activities. For 2017-19, the College is in the process of integrating the Student Support and Success Program with the Basic Skills Initiative and Student Equity Plans. Each component of the Matriculation/Student Support and Success Program includes regular evaluation processes to ensure that CCC is providing students with the support necessary to succeed. These evaluations consider data from service unit outcomes (SUO) assessments, program review, faculty evaluations and the tenure review process, student satisfaction surveys, national surveys, and departmental and committee discussions. [Evidence: [IIC.1](#), [IIC.2](#), [IIC.3](#)]

Each area in Student Support Services evaluates and improves the quality of services through Service Unit Outcomes (SUO) assessments. Each area has developed SUOs, timelines, and assessment instruments. Starting in fall 2017, CCC has an SUO Coordinator who ensures that all service areas identify, assess, and evaluate SUOs, and, if necessary, implement changes to improve. All student support service areas have established SUOs, assessment tools for evaluation, timelines for completion, and mapped SUOs to the *2017-2021 Strategic Plan* and to General Education Learning Outcomes (GELOs). In fall 2017, Admissions and Records is analyzing SUO data from 2016 and implementing changes, and several areas, including Academic Counseling, College Relations, and Financial Aid, are reporting on evaluations of improvements from the previous cycle of assessment. [Evidence: [IIC.4](#), [IIC.5](#), [IIC.6](#), [IIC.7](#), [IIC.8](#), [IIC.9](#), [IIC.10](#), [IIC.11](#), [IIC.12](#), [IIC.13](#), [IIC.14](#), [IIC.15](#), [IIC.16](#), [IIC.17](#), [IIC.18](#), [IIC.19](#), [IIC.20](#), [IIC.21](#), [IIC.22](#), [IIC.23](#), [IIC.24](#), [IIC.25](#), [IIC.26](#), [IIC.27](#), [IIC.28](#), [IIC.29](#), [IIC.30](#), [IIC.31](#), [IIC.32](#), [IIC.33](#), [IIC.34](#), [IIC.35](#), [IIC.36](#), [IIC.37](#), [IIC.38](#), [IIC.39](#), [IIC.40](#), [IIC.41](#)]

In spring 2017, counselors assessed SUOs for transfer services by extracting data from Colleague of all transfer contacts. Counselors concluded from their analysis of the data that they need to expand transfer services to accommodate more students and that they need a dedicated location for transfer services. Furthermore, although the spring 2017 assessment was useful, counselors recognized that they need a more comprehensive satisfaction survey to assess transfer services. During fall 2017, the counseling team collaboratively developed and implemented satisfaction surveys for all student support services, including transfer services.

Additionally, CCC reviewed the SUO for Early Alert Services. All data was collected through SARS and Colleague. Based on a review of the concerns for referral and discussions with faculty, the Early Alert Counselor determined that there was a need to consolidate and simplify the concern list. Also, service areas have a designee to assist in the follow up of referrals of students for their service area. Counselors have also updated and redefined the coding for Early Alert students to track our follow up services provided. Furthermore, counselors are in the planning the implementation of the new Starfish Early Alert system to better serve students. [Evidence: [IIC.4](#), [IIC.7](#), [IIC.10](#), [IIC.11](#), [IIC.17](#), [IIC.18](#), [IIC.32](#), [IIC.40](#), [IIC.42](#), [IIC.43](#), [IIC.44](#), [IIC.45](#), [IIC.46](#), [IIC.47](#), [IIC.48](#), [IIC.49](#), [IIC.50](#), [IIC.51](#), [IIC.52](#), [IIC.53](#), [IIC.54](#), [IIC.55](#), [IIC.56](#), [IIC.174](#)]

A comprehensive Program Review, which takes place every five years, and Annual Progress Reports engage service area faculty and staff in further analysis of the quality of services, drawing on data provided by the Office of Institutional Research, usage data, and longitudinal data from SUO assessments and student surveys. In the last Counseling Program Review, counseling faculty documented the need for additional full-time counseling faculty to accommodate the increase in student enrollment. As a result, the Counseling Department submitted Certificated Staffing Requests for additional counselors. In the past three years, the College has hired nine counselors to fill this need, to accommodate the College's growth, and to staff categorical programs (DSPS, EOPS, CAFYES, Foster Youth, CalWORKS, and Title V). [Evidence: [IIC.57](#), [IIC.58](#), [IIC.59](#), [IIC.60](#), [IIC.61](#), [IIC.62](#), [IIC.63](#), [IIC.64](#), [IIC.65](#), [IIC.66](#), [IIC.67](#), [IIC.68](#), [IIC.69](#), [IIC.70](#), [IIC.71](#), [IIC.72](#), [IIC.73](#)]

Since much of the quality of services depends on the personnel who provide them, regular evaluations of faculty and staff and the tenure review process ensure that they provide students with quality comprehensive services. All part-time faculty and full-time, tenure and non-tenure track faculty are evaluated according to the procedures outlined in their respective faculty contracts. In addition to the evaluation process, part-time counselors have a full-time counselor as a mentor. Mentors provide part-time counselors with appropriate training and resources to successfully support students. Training resources are available throughout the year, and the Counseling Department provides training sessions each semester for all counselors.

Full-time faculty must complete the tenure evaluation process, described in the full-time faculty contract, which ensures that students have access to the most knowledgeable, talented, and student-oriented faculty. All faculty must complete a four-year probationary period that provides sufficient time for faculty to understand the job expectations to earn tenure as a certificated faculty member. The tenure evaluation review process allows for self-evaluation, professional development and growth, and evaluates contract employees with defined performance expectations to continue their employment. [Evidence: [IIC.54](#), [IIC.55](#), [IIC.74](#), [IIC.75](#), [IIC.76](#), [IIC.77](#), [IIC.78](#), [IIC.79](#), [IIC.80](#), [IIC.81](#), [IIC.82](#)]

Student satisfaction surveys are an important source of information in the evaluation of the quality of student support services. Surveys are embedded into online services, including the

online admissions application in OPEN CCC Apply, orientation in Canvas, counseling in Live Help, and into face-to-face services or events, including Registration-to-Go (RTG) for high school applicants attending CCC's feeder high schools, Extreme Registration, and special educational enrichment programs, like CCCAP. Faculty, staff, and administrators discuss survey results in department meetings and make improvements based on students' feedback. Each year after each RTG Advising session, students provide feedback through the districtwide RTG student satisfaction survey. The 2016 results showed that students wanted more one on one advising time with a counselor. Counseling faculty and staff review and discuss these results at District-wide Matriculation Committee meetings and high school counselor conference annual events. In the Matriculation Committee, counselors created a formula for ensuring that there are an adequate number of counselors to meet the needs of students at each high school. As a result, when planning for RTG advising sessions, CCC ensures that an adequate amount of counselors are present to serve the number of students expected to attend. [Evidence: [IIC.54](#), [IIC.55](#), [IIC.83](#), [IIC.84](#), [IIC.85](#), [IIC.86](#), [IIC.87](#), [IIC.88](#), [IIC.89](#), [IIC.90](#), [IIC.91](#), [IIC.92](#), [IIC.93](#), [IIC.94](#), [IIC.95](#), [IIC.96](#), [IIC.97](#), [IIC.98](#), [IIC.99](#), [IIC.100](#), [IIC.101](#), [IIC.102](#), [IIC.103](#), [IIC.104](#), [IIC.105](#), [IIC.106](#), [IIC.107](#), [IIC.108](#), [IIC.109](#), [IIC.110](#), [IIC.111](#), [IIC.112](#), [IIC.113](#), [IIC.114](#), [IIC.115](#), [IIC.116](#), [IIC.117](#), [IIC.118](#), [IIC.119](#), [IIC.120](#), [IIC.121](#), [IIC.122](#), [IIC.123](#), [IIC.124](#), [IIC.125](#), [IIC.126](#), [IIC.127](#), [IIC.128](#), [IIC.129](#), [IIC.130](#), [IIC.131](#), [IIC.132](#), [IIC.133](#), [IIC.134](#), [IIC.135](#), [IIC.136](#)]

The College also participates in several national surveys: the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). The results from these surveys inform discussions about the quality of student support services, especially financial aid services and academic counseling. The CCSSE showed that 94% of CCC students that participated stated that academic advising/planning is somewhat and/or very important at this college. Also, 81% of the students indicated that transfer credit assistance is somewhat and/or very important. [Evidence: [IIC.137](#), [IIC.138](#), [IIC.139](#), [IIC.140](#), [IIC.141](#), [IIC.142](#), [IIC.143](#)]

Departmental and committee discussions of data are a crucial part of the evaluation of student support services. Discussion regularly focuses on how well services meet students' needs and how those areas can improve. For example, the Vice President of Instruction and Student Services holds weekly meetings with all of the deans, including the Dean of Student Services. Also, department chairs meet monthly throughout the semester and dialog about any issues that have arisen for students. College Council and the Student Success and Equity Committee meet regularly and address strengths and weaknesses through specific initiatives. As the service areas work together, the Student Services representatives on various committees maintain continuous dialogue that allows the student support services areas to remain current on how each area is serving students. This ensures that there are open lines of communication between the various support services areas to address any issues that may affect the quality and efficacy of services. These forums allow for collaborative efforts in planning and problem-solving in the best interest of students. Discussion can cover issues that include service hours, student registration procedures, financial aid disbursements, counseling services, retention efforts, and outreach. For example, the Student Success and Equity Committee reviewed and discussed CCC's First-Year

Experience program and changed the course requirement to better serve students. Initially, the Counseling 53 course was linked to the basic skills English and math courses to provide students with a learning community experience. After review, it was clear that linking these courses impacted access to first-year students. Although the College continues to recommend the same sequence of FYE coursework, the Counseling 53 class is no longer linked to the basic skills English and math courses. In the future, the FYE program course will be Interdisciplinary Studies 50: College Success. [Evidence: [IIC.48](#), [IIC.49](#), [IIC.54](#), [IIC.55](#), [IIC.56](#), [IIC.136](#), [IIC.144](#), [IIC.145](#), [IIC.146](#), [IIC.147](#), [IIC.148](#), [IIC.149](#), [IIC.150](#), [IIC.151](#), [IIC.152](#), [IIC.153](#), [IIC.154](#), [IIC.155](#), [IIC.156](#), [IIC.157](#), [IIC.158](#), [IIC.159](#), [IIC.160](#), [IIC.174](#)]

CCC's student support services faculty and staff specifically offer and evaluate online services through student surveys and through program review to ensure that those services are comparable to face-to-face services and support student learning.

According to the Accreditation Survey 2016 results, 97.4% of the faculty and staff agreed or strongly agreed that CCC regularly evaluates the quality of student support services and demonstrates that these services support student learning and enhance accomplishment of the mission of the institution regardless of location or means of delivery. [Evidence: [IIC.161](#)]

Analysis and Evaluation

Clovis Community College (CCC) regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. The many different forms of evaluation, including Program Review, Service Unit Outcomes, student surveys, and faculty evaluations, ensure that the Student Support Services faculty, staff, and administrators thoroughly evaluate all aspects of the program.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Clovis Community College (CCC) identifies learning support outcomes and appropriate student support services and programs to achieve those outcomes through the strategic planning process and the information on the admissions application. Student support services faculty, staff, and administrators assess learning support outcomes for the student population through the program review process, student learning outcomes and service unit outcomes assessments, and student

satisfaction surveys. Each of these identified processes allows CCC to identify and assess the learning support needs of its student population.

Identifying Learning Support Outcomes

During the 2016-2017 year, Student Services department leads met with the Dean of Student Services to develop appropriate Service Unit Outcomes for each area that support the Strategic Plan. Together, they created SUOs to assess during the 2016-17 academic year. During the fall 2017 opening day, the Service Unit Outcome Coordinator met with each Student Support Service area and reviewed current goals and outcomes and planned for future SUO development and assessment. During the fall 2017 semester, meetings are being held to discuss the results of those assessments and actions to be taken as a result of the findings. In the 2017-18 academic year, each area will continue to review and assess new SUOs, all of which align with the 2017-2021 Strategic Plan. [Evidence: [IIC.4](#), [IIC.5](#), [IIC.6](#), [IIC.7](#), [IIC.47](#), [IIC.50](#), [IIC.51](#), [IIC.52](#), [IIC.53](#), [IIC.54](#), [IIC.55](#), [IIC.157](#), [IIC.158](#), [IIC.159](#), [IIC.160](#), [IIC.162](#), [IIC.163](#), [IIC.174](#)]

CCC faculty and staff also use information from the admissions application to inform the development of students' learning support needs. The admissions application has a section that allows students to identify their support needs and has several areas where students can specify special services they may need to succeed. Student services faculty and staff use these requests to contact students and to provide information about available services. [Evidence: [IIC.164](#), [IIC.165](#), [IIC.166](#), [IIC.167](#), [IIC.168](#), [IIC.169](#), [IIC.170](#), [IIC.171](#)]

Assessing Learning Support Outcomes

Student Support Services departments assess identified learning support outcomes through the program review process, SUO and SLO assessments, and student satisfaction surveys.

As stated in the Program Review Handbook, the following departments in student services participate in the program review process every five years per the established CCC Program Review Handbook: Disabled Students Programs and Services, Counseling (including Counseling Courses, Assessment, Athletics, Career, Early Alert, Enrichment, Online Counseling, FYE, Honors, Orientation, Probation, Transfer, TRIO and Veterans), Health Services, College Relations and Outreach, Admissions and Records, Student Activities, Financial Aid, CalWORKs, EOPS (including CARE & CAFYES/Next Up), Library, and the Tutorial Center. These departments also submit the Annual Progress Report (APR) for Program Review updates. [Evidence: [IIC.57](#), [IIC.58](#), [IIC.59](#), [IIC.60](#), [IIC.61](#), [IIC.63](#), [IIC.64](#), [IIC.65](#), [IIC.66](#), [IIC.67](#), [IIC.68](#), [IIC.69](#), [IIC.70](#), [IIC.71](#), [IIC.72](#), [IIC.73](#), [IIC.172](#)]

During fall 2017, DSPS submitted a comprehensive program review report. Included in the report were a number of changes that DSPS faculty made to improve DSPS services over the past five years. The change with the most impact on serving students was the restructuring of the testing services provided to DSPS students. By using quantitative and qualitative data, DSPS faculty determined that the growth of the DSPS population at CCC necessitated a larger testing facility with increased testing stations, formalized appointment scheduling and proctoring. By

receiving SSSP funding, DSPS was able to provide extended testing time and a reduced distraction environment to the students who need this accommodation, and faculty have collected data to show the increased number of DSPS students who have utilized the testing services. [Evidence: [IIC.57](#), [IIC.59](#), [IIC.173](#)]

CCC defines Service Unit Outcomes (SUOs) as the specific observable or measureable results that are expected subsequent to a learning experience. Each area in student services has developed SUOs and an assessment component to measure those SUOs. Each year, faculty, staff, and administrators in Student Services update or create new SUOs that align with the CCC Strategic Plan and conduct an assessment of those SUOs. At the end of the assessment cycle, generally in the beginning of the fall semester, department members discuss the results of the assessments and design improvements for the following year. [Evidence: [IIC.4](#), [IIC.7](#), [IIC.8](#), [IIC.9](#), [IIC.10](#), [IIC.11](#), [IIC.12](#), [IIC.13](#), [IIC.14](#), [IIC.15](#), [IIC.16](#), [IIC.17](#), [IIC.18](#), [IIC.39](#), [IIC.40](#), [IIC.41](#), [IIC.44](#), [IIC.45](#), [IIC.46](#), [IIC.50](#), [IIC.51](#), [IIC.52](#), [IIC.53](#), [IIC.54](#), [IIC.55](#), [IIC.97](#), [IIC.100](#), [IIC.157](#), [IIC.158](#), [IIC.159](#), [IIC.160](#), [IIC.174](#)]

CCC's Health/Psychological services established the following SUO during the fall 2016 semester: "Students will have easier access to services and an improved psychological service referral process." Several meetings took place to discuss the numerous student complaints regarding the existing referral process. As a result, the Health and Psychological Services Department developed a more efficient process for students. The psychologist reduced the length of the referral form to a two-page document, which makes it easier for students to complete. [Evidence: [IIC.113](#), [IIC.114](#), [IIC.115](#), [IIC.175](#), [IIC.176](#), [IIC.177](#), [IIC.178](#), [IIC.179](#)]

CCC utilizes surveys to evaluate the effectiveness of student services. Faculty, staff, and administration use these surveys to evaluate current practices and implement modification and/or revisions of programs and services, depending on analysis of data. In addition to the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE) and the Community College Faculty Survey of Student Engagement (CCFSSE), Faculty and Staff Accreditation Survey, Program Review, and SLO/SUO Assessments, student support services faculty and staff collect data on many services through student satisfaction surveys and online questionnaires. The following Student Support Services and Counseling services administer satisfaction surveys: academic counseling (online and face-to-face), Admissions and Records, athletics, CalWORKS, Career, College Relations and Outreach (RTG, Extreme Registration, and Clovis Crush Days), DSPS, Early Alert, Educational Enrichment, EOPS, Financial Aid, First Year Experience, Health/Psychological Services, Honors, Library, Online Probation Workshop, Student Activities, Transfer, TRIO, Tutorial Center, and Veterans. Results from all evaluation methods are used to improve the student services available to CCC students. [Evidence: [IIC.85](#), [IIC.86](#), [IIC.87](#), [IIC.88](#), [IIC.89](#), [IIC.90](#), [IIC.91](#), [IIC.92](#), [IIC.93](#), [IIC.94](#), [IIC.95](#), [IIC.96](#), [IIC.97](#), [IIC.98](#), [IIC.99](#), [IIC.100](#), [IIC.101](#), [IIC.102](#), [IIC.103](#), [IIC.104](#), [IIC.105](#), [IIC.106](#), [IIC.107](#), [IIC.108](#), [IIC.109](#), [IIC.110](#), [IIC.111](#), [IIC.165](#), [IIC.166](#)]

SCCCD colleges and centers have been providing an online orientation for students since 2006. In 2016, an online orientation ad hoc work group evaluated student feedback and assessed the effectiveness of the online orientation. Counselors concluded that the online orientation needed to be more efficient, more interactive, and needed to assign registration dates based on the date and time a student completes the orientation. As a result, SCCC Counselors developed an orientation in Canvas/YDraw, which went live in December 2016. The new orientation is interactive and has an embedded student satisfaction survey. At the conclusion of the orientation, the District pulls a list of completers and codes students appropriately to release their holds. CCC College Relations and Outreach also provides new students with an opportunity to attend Clovis Crush Days, which provides students with information and resources to begin college. [Evidence: [IIC.85](#), [IIC.86](#), [IIC.87](#), [IIC.88](#), [IIC.111](#), [IIC.112](#), [IIC.183](#), [IIC.184](#), [IIC.185](#), [IIC.186](#), [IIC.187](#)]

In the most recent Accreditation Survey, the CCC faculty and/or staff (94%) agree and/or strongly agree that CCC identifies and assesses learning support outcomes for its student population and provides appropriate services and programs to achieve those outcomes. CCC also uses assessment data to continuously improve services. [Evidence: [IIC.161](#) p. 10]

Analysis and Evaluation

CCC identifies learning support outcomes through the strategic planning process and from information on the admissions application. Faculty, staff, and administrators in each student services area evaluate the achievement of those learning support outcomes through the comprehensive Program Review and annual Program Review reports, SUO and SLO assessments and analyses, state and grant-mandated reports, and student satisfaction surveys. These evaluations are part of a cycle of continuous improvements made to student support services in order to best meet students' learning support needs.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

Clovis Community College (CCC) ensures students have equitable access to appropriate, comprehensive, and reliable services by providing services both at the main campus and the satellite Herndon Campus as well as online and through web-based media. Student support services are available during daytime and evening hours as well as Saturdays during peak registration periods. Extensive information, including the college catalog, announcements, resources, and tools to assist students with matriculation and student success, is also provided on the College's website. CCC is in the process of developing a student portal that will complement its website by giving students greater access and ease of use to functions and information pertinent them with fewer intended "clicks" to perform functions. The following includes details

on each service and the equitable means of accessing those services, which, as a whole, constitute a comprehensive student support program:

Academic Counseling

The Academic Counseling page of the College's website provides students with an overview of the assistance they can receive through academic counseling. Students can schedule counseling appointments online through the eSARS program or over the phone. They can also use WebAdvisor to access information, such as their student identification number, academic standing, placement test results, and financial aid status, and basic services, including the graduation application, unofficial transcript review, registration for classes, and degree evaluation. They also can conduct degree audits on WebAdvisor to determine what courses they have completed or need to complete in order to earn their associates degree and/or certificate. The Counseling Department communicates further information to students through weekly e-mails known as Clovis Crush Alerts and through a counselor newsletter called *Counselor Chronicles*. These resources provide students with important updates and information regarding the College's policies and procedures in an electronic or online format; hard copies are also available in the Counseling Department office. [Evidence: [IIC.188](#), [IIC.189](#), [IIC.190](#), [IIC.191](#), [IIC.192](#)]

CCC counselors conduct academic counseling services in a variety of formats: in-person (individually/group), over the phone, and online. At the main campus, the Counseling Department is open Monday through Thursday from 8:00 a.m. to 6:00 p.m., on Fridays from 8:00 a.m. to 5:00 p.m., and beginning in fall 2017, on the first Saturday of the month from 9:00 a.m. to 1:00 p.m. At the Herndon Campus, counselors are available Monday 9:00 a.m. to 2:00 p.m. and Tuesday through Friday from 9:00 a.m. to 5:00 p.m. Students may also receive academic counseling online through Live Help, a synchronous online academic counseling program. [Evidence: [IIC.193](#), [IIC.194](#)]

Admissions

Information about the application process for new students, transfer students, current high school students, and international students is available on the College's website [Insert link]. All students who apply for admission to CCC must complete an online application through California Community College Apply (OPEN CCCApply). Instructions on the website provide guidance for the admissions application process. Once students apply online, the district's centralized Admissions and Records Office sends students a confirmation of their application as well as their student identification number. In the event that students do not have access to a computer for the application, they may use one of the College's computers and, if necessary, may fill out a paper copy of the application. [Evidence: [IIC.164](#), [IIC.165](#), [IIC.166](#), [IIC.167](#), [IIC.168](#), [IIC.169](#), [IIC.170](#), [IIC.171](#)]

Assessment

CCC currently implements an assessment process based on the evaluation of multiple measures. Students have the opportunity to complete a placement test and submit other documents for

review by a counselor for course placement. During the initial counseling session, counselors review and discuss all applicable information with the student to determine the student's appropriate course placement. Examples of information and multiple measures utilized to assess student's course placement include the following: last English class completed, last math course completed, cumulative GPA, last grade earned in math, disability documentation, work experience, and overall discussion with student. [Evidence: [IIC.195](#), [IIC.196](#), [IIC.197](#), [IIC.198](#), [IIC.199](#)]

CCC established a workgroup May 2016 with other colleges within the State Center Community College District to develop an assessment process consistent with the Common Assessment Initiative and to establish methods for analysis. The assessment criteria identified includes the placement test and multiple measures. CCC counselors implemented the revised assessment process in fall 2017 and are currently working with other counselors in the District to establish methods for analyzing the impact of the revised process on student success. [Evidence: [IIC.196](#), [IIC.199](#), [IIC.200](#), [IIC.201](#), [IIC.202](#), [IIC.203](#), [IIC.204](#)]

Career Services

As of 2016, CCC developed the Career Center located at the main campus to provide students with career guidance and transfer resources. Counselors provide career services in person at both campuses (Clovis and Herndon) and through online tools, such as information on career planning, interest inventories, tips for interviewing, resume writing, and a variety of other links to guide students along their career path. In addition, as a pilot college for the statewide portal project, CCC is currently preparing to pilot the statewide online career resource via the statewide portal. [Evidence: [IIC.205](#), [IIC.206](#), [IIC.207](#), [IIC.208](#), [IIC.209](#), [IIC.210](#), [IIC.211](#), [IIC.212](#), [IIC.213](#)]

Financial Aid

Students can learn about financial aid opportunities and processes through the College's website and in the Financial Aid Office, housed at the main campus. The Financial Aid Office is open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Fridays from 8:00 a.m. to 5:00 p.m. Students can receive assistance in the Financial Aid Office with questions about the application process, the status of their awards, and the availability of further opportunities, including the application for Work Study positions. Financial Aid staff also provide workshops for students on campus and at local feeder high schools before application deadlines.

Many financial aid services are available online. The application for financial aid is accessible through the FAFSA.gov website. Other online financial aid functions include e-mail notifications sent to students' CCC e-mail address, student data and notifications on WebAdvisor, financial aid forms on the College website (such as the signing of promissory notes for student loans online), access to electronic scholarship applications, access to mywebgrants.org for Cal Grant eligibility, access to csac.ca.gov for Chaffee Grant Foster Youth, online workshops for assistance with the FAFSA application, and access to cccapply.org for application for the Board of

Governors Fee Waiver. [Evidence: [IIC.214](#), [IIC.215](#), [IIC.216](#), [IIC.217](#), [IIC.218](#), [IIC.219](#), [IIC.220](#), [IIC.221](#), [IIC.222](#)]

Health Services and Psychological Services

CCC offers all students both health services and psychological services at the College's main campus. The Health Services Office is open Monday through Thursday from 8:00 a.m. to 4:00 p.m., and Psychological Services is open Monday through Wednesday from 8:00 a.m. to 5:00 p.m., Thursdays from 1:30 to 5:00 p.m., and Fridays from 8:00 a.m. to 3:30 p.m. Due to the personal nature of health and psychological services, most services are only accessible in person.

Online access to health services includes, but is not limited to contact with the nurse via e-mail in order to ask questions, obtain health information, and referral for psychological services. In addition, Health Services has identified free, reputable online college student health and mental health resources and linked them to the health and mental health web pages for easy student access to health advice, self-help information, and information on how students can obtain assistance from campus and community mental health resources. Health Services also offers all CCC students a free subscription to an online student health magazine called Student Health 101. This online resource provides students with well-researched and medically-reviewed information on health topics specific to the college student population. [Evidence: [IIC.114](#), [IIC.115](#), [IIC.178](#), [IIC.223](#), [IIC.224](#), [IIC.225](#), [IID.226](#), [IIC.227](#), [IIC.228](#)]

Orientation

All students access and complete the orientation online. CCC collaborated with all of the colleges within the State Center Community College District (SCCCD) to produce an online orientation that aligns with and meets student success initiative requirements, Title 5 requirements, and District policies regarding priority registration. The interactive online orientation covers a broad range of information including but not limited to getting started, advising, assessment, student success, pre- and co-requisites, student conduct, and student safety. The online orientation has embedded quiz questions to engage students in the orientation and to ensure students understand the information provided. In addition, the orientation concludes with a satisfaction survey that allows students to indicate if the orientation has provided them with the necessary information to enroll in college. In 2016, an online orientation ad hoc group evaluated the orientation and consider students' feedback. Based on that evaluation, SCCCDC counselors developed an updated orientation in Canvas/YDraw, which went live in 2016. [Evidence: [IIC.85](#), [IIC.86](#), [IIC.87](#), [IIC.88](#), [IIC.112](#)]

Probation Services

For students who are struggling with achieving or maintaining academic success, CCC offers an Online Probation Workshop to help them get back on track. The purpose of the Online Probation Workshop is to provide students on Level 1 probation (academic or progress) with information about probation and tools to assist them in being successful in college and to clear their registration hold. The workshop includes the option to view the workshop as a student (sign on) or as a guest, selection of home campus in the district, Knowledge Gap Assessments (pre and

post survey), embedded quiz questions, a student satisfaction survey, a confirmation e-mail to both student and counselor(s), and two parts: Probation Overview and College Success Tutorials. Currently, all level 1 holds are removed manually by counselors after the student completes the Online Probation Workshop. [Evidence: [IIC.123](#), [IIC.124](#), [IIC.125](#), [IIC.229](#), [IIC.230](#), [IIC.231](#), [IIC.232](#), [IIC.233](#), [IIC.234](#), [IIC.235](#), [IIC.236](#), [IIC.237](#), [IIC.238](#), [IIC.239](#), [IIC.240](#)]

Registration

All students register for classes in person through Admissions and Records and/or online through WebAdvisor. Ellucian/Datatel is the student information system that SCCCD uses to track all student records. The Ellucian/Datatel system has a registration module, WebAdvisor, that faculty and staff can access to register students in person and online and that students can access directly. In WebAdvisor, students may create a shopping cart and add, drop, and verify their scheduled courses. [Evidence: [IIC.241](#), [IIC.242](#), [IIC.243](#)]

SARS – Early Alert

CCC uses SARS Alert for faculty to identify students who are having difficulty in class. Faculty refer students to counselors via SARS Alert, and counselors provide appropriate intervention and services as needed. SARS Alert has a reporting tool to allow access to data on referred students through this process and to track their progress. For the future, CCC is planning to implement one of the new statewide initiatives called Starfish Alert System. Starfish Alert has a variety of option that we do not currently have through SARS Alert. Some of these tools include positive feedback to the students and better communication system between student and instructor. One of the other advantages of Starfish Alert is that it is in line with all other statewide initiatives products. [Evidence: [IIC.43](#), [IIC.44](#), [IIC.45](#), [IIC.46](#), [IIC.244](#), [IIC.245](#), [IIC.246](#), [IIC.247](#), [IIC.248](#), [IIC.249](#), [IIC.250](#), [IIC.251](#)]

Special Support Services

CCC offers a variety of special programs aimed at assisting the special needs of students. The main campus houses all special programs, but those programs serve both sites (Clovis and Herndon). All students may inquire and apply for special service programs, although admittance to a program is typically dependent on specific qualifications, and faculty or staff generally refer students to such programs. The following are special support programs CCC offers: CalWorks, Disabled Students Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOPS) (including Cooperating Agencies Foster Youth Educational Support (CAFYES) CARE), TRIO (SSS and STEM), and Veterans Services. One example of CCC's commitment and dedication to providing appropriate special support services is the growth of the EOPS program. In March 2016, CCC started offering Extended Opportunity Programs and Services (EOPS) to students. The program is a state-funded student support program that provides assistance for low-income, educationally disadvantaged students. Since its inception, the program has grown to over 320 students. EOPS focuses on academic success by providing specialized counseling, book vouchers, priority registration, and cash grants, and counselors collect data on student completion. EOPS also has two embedded programs, CARE and CAFYES/NextUp, which are specialized for single parents on cash aid and former/current foster

youth respectively. [Evidence: [IIC.252](#), [IIC.253](#), [IIC.254](#), [IIC.255](#), [IIC.256](#), [IIC.257](#), [IIC.258](#), [IIC.259](#), [IIC.260](#), [IIC.261](#), [IIC.262](#), [IIC.263](#), [IIC.264](#), [IIC.265](#), [IIC.266](#), [IIC.267](#), [IIC.268](#), [IIC.269](#), [IIC.270](#), [IIC.271](#), [IIC.272](#), [IIC.273](#), [IIC.274](#), [IIC.275](#), [IIC.276](#), [IIC.277](#), [IIC.278](#), [IIC.279](#), [IIC.280](#), [IIC.281](#), [IIC.282](#), [IIC.283](#), [IIC.284](#), [IIC.285](#), [IIC.286](#), [IIC.287](#), [IIC.288](#), [IIC.289](#), [IIC.290](#), [IIC.291](#), [IIC.292](#), [IIC.293](#), [IIC.294](#), [IIC.295](#), [IIC.296](#), [IIC.297](#), [IIC.298](#), [IIC.299](#), [IIC.300](#), [IIC.301](#), [IIC.303](#), [IIC.304](#)]

Student Educational Planning

Counselors develop Student Educational Plans (SEPs) with students using one of two forms: the abbreviated form (SEPA) and the comprehensive form (SEPC). Counselors typically complete SEPA's in paper format (with carbon copies for the student and the College) and outline 1-2 semesters (i.e., drop-in, Registration-To-Go, registration express and extreme registration workshops). SEPCs are comprehensive plans, and counselors complete the SEPC during appointments lasting 30 minutes to an hour. SEPCs are in electronic format, typed, and saved on each counselor's computer; counselors give hard copies to the student and place them into students' files. The Counseling Department is continuing efforts to ensure that they scan SEPs into the OnBase document imaging system. CCC counselors have also been actively involved with the District in reviewing the new online student educational planning system (Degree Planner) through the Educational Planning Initiative. Counselors are currently piloting Degree Planner this fall and are continuing to make modifications as needed to provide students with accurate student plans. Until Degree Planner is fully implemented, counselors will continue to provide students who are 100% online with an SEP over the phone. It is the Counseling Department's goal to provide students with electronic access to their student education plan by implementing the new statewide system. [Evidence: [IIC.289](#), [IIC.290](#), [IIC.305](#), [IIC.306](#), [IIC.307](#), [IIC.308](#), [IIC.309](#), [IIC.310](#), [IIC.311](#), [IIC.312](#), [IIC.313](#), [IIC.314](#), [IIC.315](#), [IIC.316](#), [IIC.317](#), [IIC.318](#), [IIC.319](#), [IIC.320](#), [IIC.321](#), [IIC.322](#), [IIC.323](#)]

Transfer Services

CCC provides students with transfer information through its website and through the Career Center. The CCC Transfer Services on the website and through social media (Instagram, Facebook, and Twitter) includes information on California State University (CSU), University of California (UC), and private university admissions; Transfer Admission Guarantees (TAGs); online admission application workshops; University representatives campus visitation schedule; Associate Degree for Transfers (ADT's), and a variety of other links to guide students along their transfer path, including Assist.org, UC Transfer Admission Planner (TAP), and SCCCD Online Counseling services (Live Help). [Evidence: [IIC.313](#), [IIC.324](#), [IIC.325](#), [IIC.326](#), [IIC.327](#), [IIC.328](#), [IIC.329](#), [IIC.330](#), [IIC.331](#), [IIC.332](#), [IIC.333](#), [IIC.334](#), [IIC.335](#), [IIC.336](#), [IIC.337](#), [IIC.338](#)]

Summary of Available Services

Service	Clovis (main campus)	Herndon Campus	Online
Academic Counseling	Yes	Yes	Online Academic Counseling (Live Help) is available during designated days/times
Admissions	Yes	Yes	OPEN CCC Apply
Assessment	Yes	Yes (Case by case basis)	No (students may take the assessment test remotely if approved by CCC and proctored by qualified individual)
Career Services	Yes	Yes	Online resources available
Financial Aid	Yes	No	Online application, monitoring, and communication
Health and Psychological Services	Yes	No	Information is available online, but the nature of the services make them appropriate only in the face-to-face setting
Orientation	Yes	Yes	The orientation is only available through Canvas
Probation Services	Yes	Yes	Online probation workshop
Registration	Yes	Yes	WebAdvisor
SARS Alert Services	Yes	Yes	All referrals made through SARS are online
Special Support Services	Yes	Yes (typically by referral)	Information is available online
Student Educational Planning	Yes	Yes	In progress (this is part of the EPI; in the meantime, counselors will complete an SEP over the phone if a student cannot make it to campus)
Transfer Services	Yes	Yes	Information is available online

According to the Accreditation Survey 2016 results, 96.7% of the faculty and staff agreed and/or strongly agreed that CCC assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. [Evidence: [IIC.161](#) P.10, [IIC.339](#)]

Analysis and Evaluation

Students have equitable access to appropriate, reliable, and comprehensive student support services at the CCC main campus, the satellite Herndon Campus, and online. Each department in student support services provides access for students regardless of location or means of delivery (face-to-face or online) with the exception of those services that are not appropriate to the online environment, such as psychological services. Although all of the student support services are not available on a consistent basis and/or in person at the Herndon Campus, academic counselors and instructional faculty work diligently to provide students with the appropriate information and referral to meet their needs. Furthermore, student support services faculty, staff, and administrators are working to expand and improve the availability of online services through their work on the Online Educational Initiative, the Educational Planning Initiative, and the District's implementation of a student portal. [Evidence: [IIC.339](#)]

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletics, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Clovis Community College, consistent with its mission, provides a variety of opportunities for student involvement through co-curricular programs, which include Clubs, Associated Student Government (ASG), and Athletics. Student involvement in co-curricular activities at CCC provides a means for students to gain leadership skills, offers opportunities for personal development, and enrichment through social, intellectual, cultural, and service experiences. [Evidence: [IIC.340](#), [IIC.341](#), [IIC.342](#)]

Clubs

Clovis Community College has many active student clubs that include service, leadership, religious, pre-professional, and athletic organizations as well as other special interest groups. Student interest and participation in multiple events throughout the year drive the creation and ongoing operation of clubs. Student Activities and Associated Student Government hold a Club Rush event every semester to provide students with the opportunity to explore club participation, join active clubs, and apply to create new clubs of interest. The Student Activities Office and the Associated Student Government widely promote the Club Rush event through social media, flyers, posters, electronic communications, and class presentations. The Student Activities staff encourage students to start a new club by submitting completed new club application forms to the Student Activities Office. Information about various clubs is readily available from the Student Activities Office or by accessing the Campus Life webpage at <http://www.cloviscollege.edu/campus-life/index.html>. [Evidence: [IIC.343](#), [IIC.344](#), [IIC.345](#), [IIC.346](#), [IIC.347](#), [IIC.348](#), [IIC.349](#), [IIC.350](#), [IIC.351](#), [IIC.352](#), [IIC.353](#), [IIC.354](#), [IIC.355](#),

[IIC.356](#), [IIC.357](#), [IIC.358](#), [IIC.359](#), [IIC.360](#), [IIC.361](#), [IIC.362](#), [IIC.363](#), [IIC.364](#), [IIC.365](#)]

Clubs are governed by a Constitution, which each organization produces with the assistance of the Student Activities Office. Elected club officers uphold the club constitution and facilitate meetings with all club members. Club money can only be expended when it's approved at the club meeting and in accordance with the club's constitution. Clubs meet regularly with a representative of the Associated Student Government in the weekly Inter Club Council Meeting. [Evidence: [IIC.345](#), [IIC.351](#), [IIC.366](#), [IIC.367](#)]

Associated Student Government

Six elected officers and a body of student senators comprise CCC's Associated Student Government (ASG). A constitution and by-laws govern the ASG and Student Senate Advisors. ASG holds a weekly general meeting in which elected ASG officers meet to discuss issues pertinent to student directed events and campus-wide committee reports. Student club representatives meet with an ASG representative weekly (Inter Club Council Meeting) in a separate meeting to discuss events and address issues. [Evidence: [IIC.368](#), [IIC.369](#)]

ASG works in conjunction with the Student Activities Office to coordinate student-directed extra-curricular activities at CCC. Some of the annual activities include Club Rush, Student Body Elections, Fall Harvest Festival, Kids Day newspaper sales (*Fresno Bee* newspaper sales to support Valley Children's Hospital), and the Rocktoberfest and Spring Extravaganza events. ASG finances these activities primarily from the student body card (Crush Card) sales. [Evidence: [IIC.370](#), [IIC.371](#), [IIC.372](#), [IIC.373](#), [IIC.374](#), [IIC.375](#), [IIC.376](#), [IIC.377](#), [IIC.378](#), [IIC.379](#), [IIC.380](#), [IIC.381](#), [IIC.382](#), [IIC.383](#), [IIC.384](#), [IIC.385](#), [IIC.386](#), [IIC.387](#), [IIC.388](#), [IIC.389](#), [IIC.390](#), [IIC.391](#)]

Student Activities, the Associated Student Government, and individual departments often work collaboratively to offer campus-wide events, annual activities and cultural celebrations, such as Asian Heritage Month Events, Black History Month Events, Cinco de Mayo, Hispanic Heritage Month Events, Mexican Independence Day, Mexican American Heritage Month Events, Islamic Cultural Events (Hijab Challenge, Speaker Amer F. Ahmed), Native American History Month Events, Patriot Day, Speaker Series, Veterans Day Events, and Women's History Month Events. [Evidence: [IIC.126](#), [IIC.127](#), [IIC.128](#), [IIC.129](#), [IIC.130](#), [IIC.131](#), [IIC.348](#), [IIC.357](#), [IIC.392](#), [IIC.393](#), [IIC.394](#), [IIC.395](#), [IIC.396](#), [IIC.397](#), [IIC.398](#), [IIC.399](#), [IIC.400](#), [IIC.401](#), [IIC.402](#), [IIC.403](#), [IIC.404](#), [IIC.405](#), [IIC.406](#), [IIC.407](#), [IIC.408](#), [IIC.409](#), [IIC.410](#), [IIC.411](#), [IIC.412](#)]

Guest speakers and performers at these various events provide students an opportunity to interact with and gain an appreciation for people of different cultures. Embracing and promoting diversity is important to the Student Activities Office and the Associated Student Government, which has assisted in the formation of a variety of diverse student organizations. [Evidence: [IIC.126](#), [IIC.127](#), [IIC.128](#), [IIC.129](#), [IIC.130](#), [IIC.131](#), [IIC.398](#), [IIC.399](#)]

The following are the current CCSSE surveys results related to student understanding and appreciation for diversity:

- 81% of students surveyed felt that CCC encourages contact among students from different economic, social, and racial or ethnic backgrounds ‘some’ to ‘very much.’ (Evidence CCSSE Question 9c)
- 69% of students surveyed felt that CCC provides the support they need to thrive socially ‘some’ to ‘very much’. (Evidence CCSSE Question 9e)
- 74% of students surveyed felt that experiences at CCC contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds ‘some’ to ‘very much.’ (Evidence CCSSE Question 12k)
- 56% of students surveyed felt that experiences at CCC contributed to their knowledge, skills, and personal development in contributing to the welfare of their community ‘some’ to ‘very much.’ (Evidence CCSSE Question 12m)
- 62% of students surveyed felt that student organizations are somewhat or very important at CCC. (Evidence CCSSE Question 13i)

[Evidence: [IIC.137](#), [IIC.138](#), [IIC.139](#), [IIC.140](#), [IIC.141](#), [IIC.142](#), [IIC.413](#)]

Club Finances

The clubs administered by the Student Activities Office adhere to the policies and regulations of the Fiscal Crisis and Management Assistance Team (better known as F.C.M.A.T.). The Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference is used in vetting expenditures. Co-curricular funds are closely monitored at multiple levels. Clubs must vote on/approve any expenditures, and faculty club advisors are responsible for ensuring that expenditures meet F.C.M.A.T. guidelines. From there, the Student Activities Office and CCC’s Business Office check to make sure expenditures meet guidelines before they issue Purchase Orders.

The Student Activities Office and student organizations collaborate on raising funds for student-sponsored activities and events. Lottery decision package monies currently provide primary funding for school-sponsored activities. The Crush Card (student identification card) sales fund most Associated Student Government activities. [Evidence: [IIC.345](#), [IIC.388](#), [IIC.389](#), [IIC.390](#), [IIC.414](#), [IIC.415](#)]

Athletics

Competitive athletic programs debuted at Clovis Community College during the 2015-2016 school year. CCC’s Director of Athletics, in collaboration with the College President and department lead of Physical Education, planned for the inception of the inaugural athletic teams. This group evaluated CIF Participation Census Submission Data, student interest indicated on the SCCCD Admissions Application, availability of facilities, Title IX compliance, and athletics teams offered at other colleges within SCCCD to determine what competitive athletic teams are best suited for the students of Clovis Community College. The Director of Athletics continues to evaluate this information on a regular basis and consider it in the development of the annual Action Plan. [Evidence: [IIC.416](#), [IIC.417](#), [IIC.418](#), [IIC.419](#)]

During the fall 2015 semester, the College President formed an Athletics Workgroup at CCC, and this workgroup continues to meet each semester. This workgroup strives to ensure that an effective flow of communication takes place as well the facilitation of program planning and operation of CCC's athletic program. Regular members of the CCC's Athletic Workgroup include Dean of Athletics, Director of Athletics, Head Coaches, Athletic Counselor, Student Services Specialist - Eligibility Clerk, Health Services Coordinator, Tutorial Center Coordinator, Physical Education Department Head, Research Assistant, Administrative Aide, and Curriculum Analyst. [Evidence: [IIC.420](#)]

Spring 2016 marked the inaugural season for Men's and Women's Swim and Dive teams, the first sports offered at CCC. Men's and Women's Soccer teams followed in fall 2016. CCC's athletic programs are highlighted across the campus through posters, representation at campus and community events, interest cards, social media and CCC's Athletics webpage. CCC student athletes represent a diverse group of individuals that come to us from various communities including Fresno, Clovis, Oakhurst, Madera, Chowchilla, Sanger, Parlier, and Fowler. Approximately 70 student athletes are now a part of CCC's competitive athletic programs. [Evidence: [IIC.421](#), [IIC.422](#), [IIC.423](#), [IIC.424](#), [IIC.425](#), [IIC.426](#), [IIC.427](#), [IIC.428](#), [IIC.429](#), [IIC.430](#)]

CCC's competitive athletic programs adhere to federal regulations, California Community College Athletic Association compliance standards, as well as the guidelines set for by the Central Valley Conference. CCC submits annual Equity in Athletic Data Analysis (EADA) as well as the CCCAA Statement of Compliance of Title IX Gender Equity to ensure the equity and integrity in the operation of athletic programs. Additionally, CCC's College President, Athletic Director, Athletic Counselor, Eligibility Clerk, Coaches, Athletic Trainer, and Dean of Athletics annually participate in mandated compliance training facilitated by the Central Valley Conference. [Evidence: [IIC.418](#), [IIC.431](#), [IIC.432](#), [IIC.433](#), [IIC.434](#)]

Additionally, the Athletic Director coordinates a mandatory Student Athlete Orientation at the beginning of each semester to ensure CCC student athletes exhibit integrity, follow compliance rules, and achieve success both in and out of the classroom. Decorum, eligibility, student education planning, and resources are a few of the key topics covered with student athletes at this event. Student athletes learn and agree to adhere to decorum and code of conduct rules that mandate safe, respectful, and ethical behavior. Student athletes also learn how to earn and maintain athletic eligibility, as well as resources and attributes to achieve student success. [Evidence: [IIC.423](#), [IIC.424](#), [IIC.427](#), [IIC.428](#), [IIC.429](#)]

CCC's Student Athlete Academy was implemented spring 2016 to promote the overall success of the College's student athletes. Student Athlete Academy provides the opportunity for student athletes to report to one of three service locations to accumulate the required three hours of participation each week, which the coaches monitor. The three locations for the Student Athlete Academy include CCC's Library, Tutorial Center, and Counseling. Students can accumulate time towards their minimum three hours per week by visiting just one or a combination of these

locations throughout the week. Coaches and the Athletic Counselor encourage and direct students to the specific service locations that will best serve their immediate needs. Below is a description of each service location:

- **Library:** Students can work alone or reserve a study group room and work collaboratively with others to complete assignments, gain access to an abundance of learning resources including books on reserve, computers, calculators, as well as a variety of research materials and databases to complete assignments requiring such materials.
- **Tutorial Center:** Students can drop in for group tutoring for math and science or schedule an individual tutoring appointment to get assistance in a variety of disciplines.
- **Counseling:** This location was added as an option to the Student Athlete Academy service location list, fall 2016, to provide student athletes and the athletic counselor an opportunity to further develop rapport, assess individual needs, suggest interventions, refer to resources needed, complete/update individual student education plans, and provide registration assistance when appropriate. The Counseling option for Student Athlete Academy provides a designated location that athletes could complete all or a portion of their 3-hour weekly requirement. If students are not in need of direct advising or counseling services when reporting to that location, they can instead choose to complete work, study, check their grades, do research and complete other assignments on the computers made available in this service location.

[Evidence: [IIC.425](#), [IIC.426](#)]

The budget for athletics is developed with input from stakeholders on campus, including administration, finance office, and coaches. Clovis Community College administration provides the Athletic Director with the co-curricular athletic program budget. The Athletic Director then passes down the budget allocated for each component of the athletic program to the coaches of each team and athletic trainer, who are then responsible for meeting the needs of the athletes within the budget provided. Coaches may seek additional fiscal support through resources available through their corresponding athletic foundation. Athletics adheres to all fiscal policies of the District and of the California Community Colleges Athletics Association's constitution and bylaws. [Evidence: [IIC.434](#)]

All co-curricular and athletic activities support Clovis Community College's Mission Statement by creating opportunities for student leadership and growth. Below are examples of co-curricular and athletic activities that promote the College's Mission:

CCC Mission	Co-Curricular Activities	Athletics
We embrace diversity and serve all students of the community	<ul style="list-style-type: none"> ○ Music and Arts department coordinate public performances and exhibits ○ Variety of cultural events and guest speakers (see list above) ○ Museum of Tolerance Field Trip 	<ul style="list-style-type: none"> ○ Outreach staff visit various feeder high schools, including rural communities to promote enrollment as well as athletic opportunities ○ Representation at campus events

CCC Mission	Co-Curricular Activities	Athletics
	<ul style="list-style-type: none"> ○ Umoja Conference Field Trip ○ Hijab Day ○ Veterans Breakfast Event 	<ul style="list-style-type: none"> ○ CCC Athletics Webpage ○ Diverse composition of students on athletic teams ○ EADA Compliance Reports
<p>We believe education is based on integrity, generosity, and accountability</p>	<ul style="list-style-type: none"> ○ The ASG routinely volunteers for Children’s Hospital of Central California’s Kid’s Day Event. The ASG raises approximately \$700.00 - \$1000.00 every year. ○ Alpha Gamma Sigma (CCC Honor’s Society and Club) collects shoes, books and clothing for underprivileged children. ○ The ASG participates in Toys for Tots and/or other charity programs every year. ○ The Planeteers Club volunteers at several events in the community. ○ Host and encourage participation in Molly Week to promote kindness and giving. 	<ul style="list-style-type: none"> ○ Student Athlete Decorum ○ Compliance with CCCAA Bylaws ○ Players volunteer their time to assist with Youth Campus
<p>We foster critical, creative, and engaged thinking</p>	<ul style="list-style-type: none"> ○ ASG – holds events to promote and provide students register to vote during election years ○ Librarian – Banned Book readings to highlight censorship ○ Oxford Debate ○ International Children’s Book Day ○ Interpapalooza 	<ul style="list-style-type: none"> ○ Student Athlete Academy ○ Grade Checks
<p>We support student success by preparing students for their futures and for the community’s future through career/technical</p>	<ul style="list-style-type: none"> ○ Rocktoberfest held annually in October ○ Spring Extravaganza ○ Criminology Fair - every year since 2013 ○ Pre Professional Health Science Club ○ Child Development 	<ul style="list-style-type: none"> ○ Student Athlete Orientation – Transfer presentation ○ Student Education Plans ○ Counseling 53 – Section themed for Student Athletes

CCC Mission	Co-Curricular Activities	Athletics
certificates, degrees, and transfer programs	<ul style="list-style-type: none"> ○ Communication Major Presentation ○ BSN Nursing Requirements Presentation ○ Clovis Community Hospital Tour 	
We cultivate community partnerships to enhance student learning and success	<ul style="list-style-type: none"> ○ Aerospace Engineering Presentation Flyer ○ Poetry Reading with Fresno Poet ○ A Free Digital Society Presentation ○ Art Hop Reception ○ Central California Asian Pacific Women – Changing Season Speaker ○ Break The Barriers Event 	<ul style="list-style-type: none"> ○ Kiwanis Torch of Excellence – Recognition of Student Athlete Achievement ○ Fundraising and Sponsorships ○ Youth Camps ○ Partnering with high schools for facility usage
We engage in reflective, data-driven cycle of research and innovation focused on learning and student outcomes	<ul style="list-style-type: none"> ○ Service Unit Outcomes have been developed for student activity events and there are plans to develop student satisfaction surveys ○ The Institutional Research Office provides support in assessing activities and data to show progress 	<ul style="list-style-type: none"> ○ The Institutional Research Office provides support in assessing activities and data to show progress ○ Assessment of Service Unit Outcome Fall 2017 <ul style="list-style-type: none"> ● Student Survey ● SEP completion ○ Physical Education Department Program Review ○ CCCAA Program Review: 2019-2020

[Evidence: [IIC.126](#), [IIC.127](#), [IIC.128](#), [IIC.129](#), [IIC.130](#), [IIC.131](#), [IIC.348](#), [IIC.357](#), [IIC.378](#), [IIC.379](#), [IIC.380](#), [IIC.381](#), [IIC.382](#), [IIC.383](#), [IIC.384](#), [IIC.385](#), [IIC.386](#), [IIC.387](#), [IIC.391](#), [IIC.392](#), [IIC.393](#), [IIC.398](#), [IIC.399](#), [IIC.400](#), [IIC.401](#), [IIC.402](#), [IIC.403](#), [IIC.404](#), [IIC.405](#), [IIC.406](#), [IIC.407](#), [IIC.408](#), [IIC.409](#), [IIC.410](#), [IIC.423](#), [IIC.424](#), [IIC.425](#), [IIC.426](#), [IIC.427](#), [IIC.428](#), [IIC.429](#), [IIC.435](#), [IIC.436](#), [IIC.437](#), [IIC.438](#), [IIC.439](#), [IIC.441](#), [IIC.443](#), [IIC.444](#), [IIC.445](#), [IIC.446](#)]

Analysis and Evaluation

There is continued collaboration between Student Activities and Student Services to ensure that programs and services address students' diverse needs and backgrounds.

CCC endorses the many on-site programs and activities available to students that promote personal and civic responsibility as well as intellectual, aesthetic, and personal development.

There are several campus committees that contribute to the dialogue to promote student involvement and encourage a positive learning environment. The Student Activities Coordinator is actively involved in discussions with all constituent groups relative to student development and participation. The Associated Student Government (ASG), through shared governance, allows for student input toward program planning and activities and appoints students to College committees.

All programs and services have developed Service Unit Outcomes (SUO) to assess the effectiveness and student satisfaction of the services provided. Measurements to assess program effectiveness are an integral part of the SUO process. As they collect data, programs or services will modify and make improvements to address student needs.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Academic Counseling Services

Clovis Community College develops and implements counseling and academic advising to ensure student success, prepares counselors for their roles, and ensures counselors provide students with timely, accurate, and useful information about relevant academic requirements.

The Counseling Department's comprehensive services are available both in person and online at Clovis Community College, the Herndon Campus, and online through a program called Live Help to assist students towards achieving their educational goals. Academic counseling services are available for a variety of services, including general academic counseling, SEP assistance, career counseling, transfer counseling, athletic counseling, CalWORKs counseling, DSPS counseling, EOPS counseling (including CARE and CAFYES), high school enrichment (CCCAP and dual enrollment), honors counseling, TRIO (SSS and STEM) counseling, and veterans counseling. [Evidence: [IIC.91](#), [IIC.120](#), [IIC.122](#), [IIC.136](#), [IIC.169](#), [IIC.170](#), [IIC.171](#), [IIC.188](#), [IIC.194](#), [IIC.248](#), [IIC.251](#), [IIC.252](#), [IIC.253](#), [IIC.254](#), [IIC.255](#), [IIC.256](#), [IIC.257](#), [IIC.258](#), [IIC.259](#), [IIC.260](#), [IIC.261](#), [IIC.262](#), [IIC.263](#), [IIC.264](#), [IIC.265](#), [IIC.266](#), [IIC.267](#), [IIC.268](#), [IIC.269](#), [IIC.270](#), [IIC.271](#), [IIC.272](#), [IIC.273](#), [IIC.274](#), [IIC.275](#), [IIC.276](#), [IIC.277](#), [IIC.278](#), [IIC.279](#), [IIC.280](#), [IIC.281](#), [IIC.282](#), [IIC.283](#), [IIC.284](#), [IIC.285](#), [IIC.286](#), [IIC.287](#), [IIC.288](#), [IIC.289](#), [IIC.290](#), [IIC.291](#), [IIC.292](#), [IIC.293](#), [IIC.294](#), [IIC.295](#), [IIC.296](#), [IIC.297](#), [IIC.298](#), [IIC.299](#), [IIC.300](#), [IIC.301](#), [IIC.303](#), [IIC.304](#), [IIC.313](#), [IIC.318](#), [IIC.319](#), [IIC.323](#), [IIC.418](#), [IIC.420](#), [IIC.421](#), [IIC.422](#), [IIC.423](#), [IIC.424](#), [IIC.425](#), [IIC.426](#), [IIC.427](#), [IIC.428](#), [IIC.429](#), [IIC.430](#), [IIC.431](#), [IIC.432](#), [IIC.433](#), [IIC.434](#), [IIC.435](#), [IIC.436](#), [IIC.437](#), [IIC.438](#), [IIC.439](#), [IIC.440](#), [IIC.441](#), [IIC.442](#), [IIC.447](#), [IIC.449](#), [IIC.450](#), [IIC.451](#), [IIC.452](#), [IIC.453](#), [IIC.454](#),

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Clovis Community College’s Counseling Department is proactive in providing student with the counseling support to attain their educational goals. Students attend CCC for a variety of reasons, including personal and/or professional development, obtaining a certificate, earning an associate degree, and/or transferring to a four-year institution. In order to provide students with a Student Educational Plan (SEP), CCC counselors have implemented several different avenues to reach out to students and encourage them to complete a plan. The following are some examples of SEP campaign efforts: letters and e-mails, phone calls, Counselor-to-Class presentations, website and social media posts, SEP workshops (evenings and weekends), and a specific marketing campaign with SEP t-shirts, staplers, bookmarks, and advertisements on large screen TV monitors in campus buildings. [Evidence: [IIC.242](#), [IIC.289](#), [IIC.290](#), [IIC.306](#), [IIC.307](#), [IIC.308](#), [IIC.309](#), [IIC.310](#), [IIC.311](#), [IIC.312](#), [IIC.313](#), [IIC.314](#), [IIC.315](#), [IIC.316](#), [IIC.317](#), [IIC.318](#), [IIC.319](#), [IIC.320](#), [IIC.321](#), [IIC.322](#), [IIC.323](#)]

Additionally, CCC counselors have become more active in the instructional arena. Counselors teach Counseling 53: College and Life Management for the general population, First Year Experience program, TRIO, CalWORKs, and Athletics. In fall 2018, the College will offer Interdisciplinary Studies 50: College Success as the course for the FYE program, and counselors will continue to participate in the program. [Evidence: [IIC.144](#), [IIC.145](#), [IIC.146](#), [IIC.147](#), [IIC.148](#), [IIC.149](#), [IIC.150](#), [IIC.151](#), [IIC.152](#)]

Transfer Counseling

The majority of CCC students are planning to transfer to four year institutions after attending CCC. At the beginning of every fall, counselors e-mail students who meet certain criteria (completed English 1A, in progress of Math 103, and completed a minimum of 30 CSU transferable units) a letter informing them that they are on track to transfer and encouraging them to make a counseling appointment. In addition to the daily drop-in and appointments for transfer, the Counseling Department provides the following transfer support services: TAG Counseling and Information Sessions, ADT Workshops, UC Partnership Program, University Representatives on Campus, Transfer Day, and CSU and UC Application Workshops. Counselors have also worked to establish an articulation agreement with Historically Black Colleges and Universities (HBCU), and the Counseling Department has assigned a counselor to be a point person for this articulation; this counselor sends out e-mails, holds workshops, and takes students on field trips to HBCUs. [Evidence: [IIC.324](#), [IIC.325](#), [IIC.326](#), [IIC.327](#), [IIC.328](#), [IIC.329](#), [IIC.330](#), [IIC.331](#), [IIC.332](#), [IIC.333](#), [IIC.334](#), [IIC.335](#), [IIC.336](#), [IIC.337](#), [IIC.338](#)]

Career Counseling

In addition to academic counseling, CCC offers students career counseling through the Career Center. CCC now has a full-time career counselor to help guide students through the career and major exploration process using a variety of assessments and internet resources accessing local

labor market data. The career counselor provides personalized career counseling appointments, True Colors workshops in a variety of general education classes, and is developing the following workshops: How to Choose a Major, Resumes and Cover Letters, Job Search and Interviewing, and The New World of Work: 21st Century Work Skills. The career resource center offers an online job board where students are able to set up an account, create a resume, upload a portfolio, and search for jobs and internships to gain experience in their field of interest. Students have online access to hundreds of career related articles and videos with great advice on a wide range of topics including interviewing, resumes, job search and more. [Evidence: [IIC.205](#), [IIC.206](#), [IIC.207](#), [IIC.208](#), [IIC.209](#), [IIC.210](#), [IIC.211](#), [IIC.212](#), [IIC.213](#)]

Professional Development and Trainings

In addition to the evaluation process, all counselors are provided with multiple opportunities for professional development. This ensures that the counselors remain current in their field along with maintaining their skills and improving their knowledge base. Counselors attend a variety of conferences, workshops, and meetings each year, including, but not limited to CSU Counselor Conferences, UC Counselor Conferences, Flex Day activities, Transfer Admission Guarantee trainings, CSU Fresno Counselors Conference, and statewide initiative webinars and meetings. [Evidence: [IIC.16](#), [IIC.48](#), [IIC.49](#), [IIC.54](#), [IIC.74](#), [IIC.174](#), [IIC.308](#), [IIC.485](#), [IIC.486](#), [IIC.487](#), [IIC.490](#)]

All counselors attend trainings twice per semester. The topics for trainings vary depending on upcoming events and deadlines for transfer. Additionally, CCC's Articulation Officer/Counselor provides curriculum updates, current major sheets outlining degree requirements, CID updates, and has started disseminating a "Good to Know from your AO" flyer to keep counselors informed of changes. [Evidence: [IIC.491](#), [IIC.492](#), [IIC.493](#), [IIC.494](#), [IIC.495](#)]

Counselors serve students throughout the SCCCDC and work collaboratively to stay current with each college's and center's specific programs, policies, and services. This is necessary to provide our students with a seamless transition among sites within our district as well as to their transfer institution. For example, counselors participate in the District-wide Matriculation Committee, which provides updates for all SCCCDC colleges and centers related to the matriculation process. The District has also provided District-wide counseling meetings to provide updates about each college. [Evidence: [IIC.54](#), [IIC.134](#), [IIC.135](#)]

The Counseling Department regularly evaluates all counseling services through program review, service unit outcome (SUO) assessments, and student surveys. These evaluation mechanisms allow counselors to continuously improve counseling services in order to best assist student development and to provide clear, accurate, and timely information about program and transfer requirements.

Students' responses on the Survey of Entering Student Engagement (SENSE) reflect their confidence and satisfaction in counseling services. Results in the figure below demonstrate that CCC students are more satisfied than the 2015 SENSE cohort with the academic counseling they received. [Evidence: [IIC.180](#), [IIC.181](#), [IIC.182](#)]

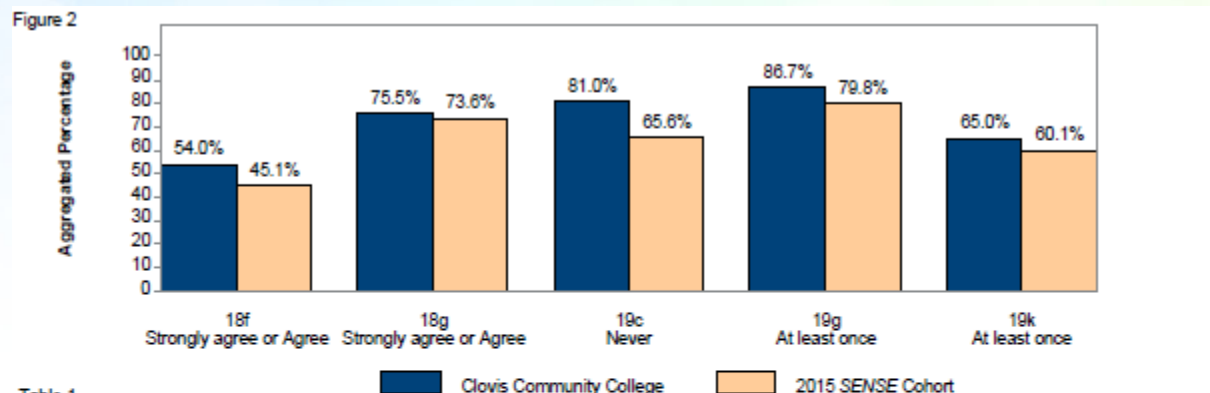


Table 1

Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18f	An advisor helped me to set academic goals and to create a plan for achieving them
Clear Academic Plan and Pathway	18g	An advisor helped me to identify the courses I needed to take during my first semester/quarter
High Expectations and Aspirations	19c	Frequency: Turned in an assignment late
Engaged Learning	19g	Frequency: Worked with other students on a project or assignment during class

The Accreditation Survey 2016 results show that 97.6% of the faculty and staff agree and/or strongly agree that counseling and advising programs orient students to ensure they understand the requirements related to their programs and receive timely, useful, and accurate information about those requirements, including graduation and transfer policies.

The 2016 CCSSE Key Findings (page 4) indicate that CCC's student engagement in academic and career counseling is higher than the average rate. Also, the CCC CCSSE 2012-2016 longitudinal comparison (item 13.2) shows an increase of 12% in student satisfaction for academic counseling services. [Evidence: [IIC.137](#), [IIC.138](#), [IIC.139](#), [IIC.140](#), [IIC.141](#), [IIC.142](#), [IIC.413](#)]

Analysis and Evaluation

Clovis Community College provides comprehensive counseling and advising services to students. The Dean of Student Services and counselors regularly assess the effectiveness of counseling faculty, face-to-face, and online services by utilizing student satisfaction surveys, SLOs, SUOs, and program review. Frequent professional development and training opportunities ensure counselors are equipped to effectively advise students. The SENSE results, CCSSE results, and 2016 Accreditation survey results all confirm that counselors meet students' needs.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Clovis Community College (CCC) has admissions policies that are consistent with State Center Community College District (SCCCD) board policy and with its Mission and that specify appropriate qualifications for its programs. CCC defines clear pathways to degrees, certificate, and transfer and counseling faculty provide assistance to students as they begin and pursue their goals.

SCCCD Board Policy (BP) 5010, “Admissions and Concurrent Enrollment,” determines admissions policies for CCC. BP 5010 states, “The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered: Any person over the age of 18 and possessing a high school diploma or its equivalent; Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee are capable of profiting from the instruction offered [...]; Persons who are apprentices as defined in Section 3077 of the Labor Code.” The policy continues and sets parameters for the admittance of students under the age of 18 or who do not yet have a high school diploma. In following BP 5010, CCC abides by SCCC Administrative Regulations (ARs) that govern the implementation of board policies, including AR 5010, “Admissions;” AR 5011, “Admission and Concurrent Enrollment of High School and Other Young Students;” and, when authorized to admit international students, AR 5012, “International Students.” [Evidence: [IIC.496](#), [IIC.497](#), [IIC.498](#)]

CCC’s admissions policies are consistent with its Mission, specifically that “We embrace diversity and serve all students of the community.” This is consistent with CCC’s open-access admissions and with BP 5010’s emphasis on admitting students “who are capable of profiting from the instruction offered.” Therefore, CCC is “creating opportunities, one student at a time,” for those students who wish to join the College’s community of learners.

CCC defines clear pathways for students in the college catalog, Clovis Community College California State University General Education form 2017-2018, and the Clovis Community College Intersegmental General Education Transfer Curricula (IGETC) form 2017-2018, and advises students about those pathways through the online orientation, Student Educational Plans, individualized counseling, and special programs. [Evidence: [IIC.499](#), [IIC.500](#), [IIC.501](#), [IIC.502](#), [IIC.503](#), [IIC.504](#), [IIC.505](#), [IIC.506](#)]

The process of advising students about their educational pathways begins with the admissions application. The application includes sections that ask for general student information, high school information (i.e., diploma, certificate, General Education Development G.E.D.),

educational goal (i.e., associate degree, transfer, career preparation), and special services needed (i.e., student athletics, displaced homemaker, English as a second language, disabled students programs and services, student government, tutoring, veteran's status). Admissions and Records Office staff process the application, and counseling faculty use the application data to direct students to the services and programs that are appropriate for their educational needs. [Evidence: [IIC.164](#), [IIC.165](#), [IIC.166](#), [IIC.167](#), [IIC.168](#), [IIC.169](#), [IIC.170](#), [IIC.171](#)]

Once the student submits the college admission application and is assigned a student identification number, all new, first-time students are required to complete the online new student orientation prior to registering for courses. Counselors highly encourage all returning and transfer students to complete the orientation as well, but it is not mandatory. The orientation contains pertinent information for successfully managing college policies and procedures and accessing programs and services. Students complete the orientation online, and the orientation includes quiz questions to ensure students understand the information provided. Counselors updated in the orientation in 2016 and the new orientation, which takes place in Canvas, went live at the end of fall 2016. After students complete the online orientation, the hold on their registration is removed automatically. [Evidence: [IIC.85](#), [IIC.86](#), [IIC.87](#), [IIC.88](#), [IIC.112](#), [IIC.183](#)]

The next step in the admission process is assessment. As part of the CCC assessment process, counselors review multiple measures with the student to determine appropriate placement in reading, writing, math and other coursework. Multiple measures used by CCC counselors include the Accuplacer Computerized Placement Test (CPT) results, high school transcripts, college transcripts, veterans military credit, work experience, disability related documentation, and any other information impacting the students readiness to successfully complete coursework. The assessment process assists students and counselors with reviewing and discussing the appropriateness and selection of initial coursework to encourage academic success in college. [Evidence: [IIC.195](#), [IIC.197](#), [IIC.198](#), [IIC.199](#), [IIC.201](#), [IIC.202](#), [IIC.203](#), [IIC.204](#), [IIC.507](#)]

After students have completed the admission and assessment process, the counselors advise students on the pathways to complete degrees, or certificates, and/or meet their requirements for transfer. Eighteen Associate Degrees for Transfer (ADTs) have been created by the faculty and approved by the state. Information on these degrees are available on major sheets (online and in print) and/ or from the CCC counselors. The information on transfer requirements is also available on major sheets online and in the counseling department; such as the Clovis Community College California State University General Education form 2017-2018 and the Clovis Community College Intersegmental General Education Transfer Curricula (IGETC) form 2017-2018. [Evidence: [IIC.499](#), [IIC.500](#), [IIC.501](#), [IIC.502](#), [IIC.503](#), [IIC.504](#), [IIC.505](#), [IIC.506](#)]

CCC counselors strongly encourage and assist students in creating a Student Educational Plan (SEP). The SEP states the student's educational goal, outlines the courses the student needs to complete each semester, and provides visual documentation of when a student will complete his or her designated goal. The SEP provides students with a clear pathway to meeting their desired

educational goals. In an effort to meet the needs of all students and the new Student Success Initiative for California Community Colleges, CCC has initiated an on-going SEP campaign to encourage students to discuss their educational plans with a counselor and develop a SEP. Students who complete an SEP by set deadlines maintain enrollment priorities for registration. Furthermore, CCC is participating in the development of a common online SEP through the statewide Educational Planning Initiative (EPI). [Evidence: [IIC.289](#), [IIC.290](#), [IIC.305](#), [IIC.306](#), [IIC.307](#), [IIC.308](#), [IIC.309](#), [IIC.310](#), [IIC.311](#), [IIC.313](#), [IIC.314](#), [IIC.315](#), [IIC.316](#), [IIC.317](#), [IIC.318](#), [IIC.319](#), [IIC.320](#), [IIC.321](#), [IIC.322](#), [IIC.323](#), [IIC.490](#), [IIC.509](#)]

CCC offers students several programs to facilitate timely completion of their educational goals, including the First Year Experience (FYE) program, Math Blast, and major-specific pathways. Counselors advise students of programs appropriate to their placement and to their goals. [Evidence: [IIC.510](#), [IIC.511](#), [IIC.512](#)]

FYE

The FYE program targets first-year college students and provides them with a success strategies course and specialized services, including assigned counselors, presentations, tutoring, library assistance, and a university campus visit. The success strategies course currently part of the FYE program is Counseling 53: College Life Management, which is a three-unit transferable course that counts for Area E of CSU general education. In the first two years of the FYE program, the counseling course was part of a learning community and linked to basic skills writing, reading, and math courses; however, in the fall 2017, students' courses are not linked because the linkage caused reduced access for some students. In the future, the success strategies course will be Interdisciplinary Studies 50: College Success, which is a course specifically designed for the FYE program and based on On Course principles. CCC plans to expand the FYE program with the new course in the fall 2018 semester and to continue to assist students with the basic skills and soft skills they need to achieve academic success. [Evidence: [IIC.144](#), [IIC.145](#), [IIC.146](#), [IIC.147](#), [IIC.148](#), [IIC.149](#), [IIC.150](#), [IIC.151](#), [IIC.152](#)]

Math Blast

During the summer session in 2016 and 2017, CCC offered students a new program called Math Blast, which provided students who need math remediation the opportunity to participate in a two-week math skill-development workshop. The Student Success and Equity Committee and the Title V grant team collaboratively developed the Math Blast program. The Math Blast program targets students who place into Math 201, Elementary Algebra; participating students are required to maintain a 2.5 GPA, agree to full-time enrollment, take classes as planned by the program in a cohort, and sign the program agreement form. A full-time math instructor facilitates the program, and at the end of two weeks of intensive instruction, students have the opportunity to move to a higher-level math course and to work toward more timely completion of their educational goals. [Evidence: [IIC.513](#), [IIC.514](#), [IIC.515](#), [IIC.516](#), [IIC.517](#)]

Two-Year Major Specific Pathways

As part of the efforts for a Title V grant, CCC has piloted major-specific pathways: one for Psychology and one for Business Administration. Beginning in fall 2017, the Title V team added a Communications pathway. All of the pathways outline the requirements for students to receive their Associate Degree for Transfer and meet the California State University admissions requirements in two years. Students take their coursework as a cohort and are assigned a counselor and offered priority registration. The pathway program coursework also includes embedded tutors in the English and math classes to promote successful completion. Similar to the FYE Program and Math Blast, this innovative project assists students in the timely completion of their Associates Degree and transfer to a four-year institution. [Evidence: [IIC.472](#), [IIC.473](#), [IIC.474](#), [IIC.475](#), [IIC.476](#), [IIC.477](#), [IIC.512](#), [IIC.518](#)]

Analysis and Evaluation

CCC's open-access admissions policies are consistent with its Mission, including "Creating opportunities, one student at a time" for "all students of the community." The College describes clear requirements for degrees in the college catalog, and counselors advise students on the specific coursework they need to take in order to achieve their educational goals, particularly through students' educational plans (SEPs) which outline courses students need to take each semester. Furthermore, the College offers special programs, such as First-Year Experience, Math Blast, and two-year major-specific pathways, to assist students with progression through their required courses and achievement of their educational goals.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

CCC utilizes the Office of Institutional Research and instructional staff to evaluate the effectiveness of admissions and placement. The following narrative outlines the general areas of inquiry and explains the evaluation process used to ensure consistency and effectiveness (if needed):

Admissions Instruments and Practices

CCC provides open-access admission for any eligible student interested in attending college. There is no admission practice that would prevent any eligible student from enrolling in courses. All colleges of the State Center Community College District (SCCCD), including CCC, admit all students who are 18 years of age or a high school graduate.

The general admissions process for students follows the Student Success process that includes completing an admissions application, the College's initial online orientation, assessment for course placement, and participation in a counseling appointment. The SCCCDC Reg-To-Go

Survey documents an example of this process and its evaluation (Item 5). [Evidence: [IIC.2](#), [IIC.102](#), [IIC.103](#), [IIC.104](#), [IIC.105](#)]

CCC uses OPEN CCC Apply to evaluate and ensure consistency and effectiveness in the College's admission practices. According to OPEN CCC Apply, since Fall 2015, all students are directed to apply for admission using OPEN CCC Apply online, unless they need reasonable accommodations, in which case a paper application would be used. Of the 5334 students who applied online to CCC since November 1, 2015, 4382 responded satisfied or very satisfied when asked, "How would you rate your experience applying to this college using the online application?" resulting in an 82% satisfaction rate. CCC is in the process of becoming certified to accept international students. [Evidence: [IIC.84](#), [IIC.164](#), [IIC.165](#), [IIC.166](#), [IIC.168](#)]

Placement Instruments

CCC currently utilizes an assessment process that includes Accuplacer, a California Community College Chancellor's Office-approved standardized placement test, and a student interview/meeting with the counselor to assess students. During counseling sessions, counselors consider other relevant multiple measures as listed on the California Community Colleges Chancellors Office Assessment Options Table. [Evidence: [IIC.195](#), [IIC.199](#), [IIC.204](#)]

In terms of addressing test bias, because a secondary party develops the Accuplacer placement test, the test publisher conducts a disproportionate impact study every three years to prevent cultural and linguistic bias for approval by the California Community College Chancellor's Office (CCCCO). Faculty and staff review the evidence addressing test bias supplied by the test developer as well as periodically take the test to ensure that the results are generalizable to the College. If there are any concerns regarding test bias or validity of the placement test, the College faculty and administrators meet to discuss and address the source of that impact and attempt to rectify or minimize the impact, if possible. [Evidence: [IIC.203](#), [IIC.204](#)]

CCC has been actively monitoring the developments of the Common Assessment Initiative (CAI). CCC developed a CAI Implementation Team during the spring 2016 semester in anticipation of the future release of CCCAssess. A District-wide work group consisting of members from each college's implementation team began meeting in spring 2016 to regularly discuss the progress of CAI. [Evidence: [IIC.200](#), [IIC.201](#), [IIC.202](#)]

Placement Practices

CCC currently utilizes multiple measures to assess students' course placement. Counselors discuss and implement multiple measures assessments when they meet with students. Those multiple measures may include, but are not limited to the last English class completed, last math course completed, last grade earned in math, cumulative GPA, disability documentation, work experience, and discussion with the student. [Evidence: [IIC.507](#)]

CCC's Office of Institutional Research conducts a validation study to obtain congruence of opinion between faculty and students on placement decisions to evaluate consistency and

effectiveness. This study, called a “consequential-related validity study,” requires the student to respond to “satisfaction with course placement,” and requires the instructor to respond to “appropriateness of student placement” survey questions.

The Office of Institutional Researcher validates CCC’s assessment practices every six years. Assessment practices are evaluated for validity, test bias, reliability, and impact of testing on various groups (i.e., disproportionate impact, standardization) in accordance with the rules and regulations of California Title 5 and the California Education Code.

The Institutional Researcher completed a validation study in August 2013. The study resulted in an “overall, agreement between faculty and students as the proper placement” by CCC assessment practices. Furthermore, recommendations stated that “based on the 75 percent threshold in almost all areas (both faculty and student) and corroborating grade, it is recommended that the current assessment test be continued while common assessment (CAI/District-wide alignment) is developed.” [Evidence: [IIC.203](#)]

CCC currently utilizes multiple measures to assess a student’s course placement. Multiple measures are implemented and/or discussed during a meeting with a counselor and may include, but are not limited to Accuplacer test results, last English class completed, last math course completed, last grade earned in math, cumulative GPA, disability documentation, work experience, and discussion with the student. [Evidence: [IIC.507](#)]

In regards to processes used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs, CCC currently does not offer any DE/CE programs with admissions/placement requirements. CCC does offer individual courses offered as DE/CE, online, or as a hybrid (online/in-person), and all of these courses follow the general admission/placement practices and evaluate processes mentioned above.

Analysis and Evaluation

CCC regularly evaluates placement instruments and practices and works to improve them in order to minimize bias and ensure proper placement for students. CCC is currently working with the District to align district-wide placement processes and to integrate the state’s Common Assessment Initiative (CAI) into placement processes. Student Support Services faculty, staff, and administrators will continue to work on improving practices by aligning with the state’s Common Assessment Initiative (CAI) and improving methods for utilizing assessment data in comparison to student success data. [Evidence: [IIC.200](#), [IIC.201](#)]

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Clovis Community College student records are maintained and accessed in accordance with applicable state and federal laws and recommendations including the California Education Code, Title 5, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA). At the State Center Community College District, Administrative Regulations (ARs) govern the maintenance and security of records, including AR 3310, “Records Retention and Destruction;” AR 3300, “Public Records;” AR 5035, “Withholding of Student Records;” AR 5040, “Student Records and Privacy;” and AR 5045, “Student Records – Challenging Content and Access Log.” Secure electronic systems are used to provide permanent, secure, and confidential access, backup, and maintenance of records. These systems allow for restricted, individualized user access (on a “need to know” basis) with all access password protected. Policies and procedures are in place for ongoing, scheduled, secure backup of the information to prevent data loss as well as for restricted and appropriate release of student records. [Evidence: [IIC.519](#), [IIC.520](#), [IIC.521](#), [IIC.522](#), [IIC.523](#), [IIC.524](#)]

Record TYPE	Department	System	Details
Student Information System	District-Wide	Colleague (Datatel)	Improved backup capability with change to MS SQL environment in 2014. Full nightly backups to a disk (not tape) located in the Fresno City College data center. Hourly backups of transaction log go to the FCC data center as well. Original data resides in the data center and the backup data is at FCC.
Document Imaging System	District-Wide	OnBASE VMWare Veam	VMWare and Veam are used to create backup and restores processes at night. This is done off-site at FCC. A second backup of SQL databases using HP Data Protector is used to make records of our database. This primary storage is on site at the DO using a different software/disk array as the file servers.
Student Records	Student Services	SARS	CCC has implemented several of the components of the SARS (Scheduling and Reporting System) software, including SARS Call (a student phone messaging system), SARS Grid (an appointment scheduling and reporting system), SARS

Record TYPE	Department	System	Details
			Alert (an early alert referral system), eSARS (an online student appointment system), and SARS Trak (a student self-serve check in/check out system).
	Student Services	FERPA	Outlines certain rights students have concerning access to and release of their educational records implemented at SCCCD in AR 5040. Each student is encouraged to obtain a copy. FERPA and AR 5040 ensure that students will have access to their educational records and that the college will not release their records to anyone, including any parents, who is not designated by the student to receive them, except as provided by the law itself.
Student Health and Mental Health Records	Health and Psychological Services	Medi-Cat	Server hosted by MediCat integrated with the district Student Information System with built in security and backup via MediCat.

All student information gathered prior to 1985 is maintained on microfiche and scanned into the electronic system as needed.

Analysis and Evaluation

State Center Community College District centralizes Admissions and Records functions. CCC adheres to established policies and procedures regarding the safeguarding of student records in accordance with California Title V, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). CCC limits access to student records to District personnel and the student unless a signed waiver is on file, and the College secures online access through encrypted passwords. The District grants District personnel access to student records on a need-to-know basis, requiring approval of a dean or higher level administrator for any access to specific areas of the student database (Colleague/Datatel). The District strictly limits access to disabled student records to DSPS staff only. Continued expansion of the District's Colleague/Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Colleague/Datatel system with appropriate backup. In addition, the scanning of other records using the OnBASE system also increases accuracy and provides a digital record, again with appropriate backup of information. [Evidence: [IIC.189](#), [IIC.525](#), [IIC.526](#), [IIC.527](#), [IIC.528](#), [IIC.529](#), [IIC.530](#), [IIC.531](#), [IIC.532](#), [IIC.533](#), [IIC.534](#), [IIC.535](#), [IIC.536](#), [IIC.537](#), [IIC.538](#), [IIC.539](#), [IIC.540](#), [IIC.541](#), [IIC.542](#), [IIC.543](#), [IIC.544](#), [IIC.545](#)]

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IIC.542	Health Services Staff Orientation Checklist
IIC.543	Health Services Release of Information
IIC.544	DSP&S Consent for Release of Information
IIC.545	FERPA

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STANDARD III: RESOURCES

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard III.A. Human Resources

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The personnel of Clovis Community College (CCC) are crucial to ensuring the integrity and quality of its programs and services. As of fall 2017, CCC employs 14 administrators, 85 full-time faculty members, 219 part-time faculty members, 55 full-time classified staff, 6 part-time classified staff, one flexible classified staff member, and 7 seasonal classified staff. All personnel, including administrators, faculty, and classified staff, were hired at the conclusion of thorough and rigorous hiring processes and each employee meets or exceeds the minimum qualifications for the positions. [Evidence: [IIIA.77](#)]

Working in conjunction with the State Center Community College District's (SCCCD) Office of Human Resources, CCC coordinates the hiring processes for academic administrators and full- and part-time faculty. SCCC is a Merit System District; therefore, CCC works closely with the Personnel Commission to hire all classified administrators and staff. SCCC board policies, administrative regulations, Personnel Commission rules, and collective bargaining agreements provide the basis for the District's hiring policies and practices. [Evidence: [IIIA.78](#), [IIIA.79](#)]

Criteria, qualifications, and procedures for the hiring process are clearly and publicly stated on the SCCCD website and in Board Policies and Administrative Regulations. Board Policies set the policies for defining employee categories and recruiting and hiring employees, and Administrative Regulations specify the implementation of those policies. [Evidence: [IIIA.2](#), [IIIA.3](#), [IIIA.4](#), [IIIA.5](#), [IIIA.6](#), [IIIA.7](#), [IIIA.8](#), [IIIA.9](#), [IIIA.10](#), [IIIA.11](#), [IIIA.12](#), [IIIA.13](#), [IIIA.51](#), [IIIA.81](#)]

Full-Time Faculty Hiring Process

Department faculty initiate the hiring process for new and replacement full-time faculty by completing the Certificated Staffing Request Form and submitting it to their respective department chairs. The Certificated Staffing Request Form requires faculty to provide a description of the position, including key duties, the required minimum qualifications, and any additional hiring criteria, and to provide a rationale for the position, including how the position aligns with CCC's Mission, Vision, Strategic Plan, Educational Master Plan, Program Review, and other relevant plans as appropriate. Additionally, the Office of Institutional Research provides faculty with data sets to provide a justification for the need for a full-time position, such as the availability of part-time faculty, the part-time to full-time faculty ratio, and so forth. [Evidence: [IIIA.14](#), [IIIA.15](#), [IIIA.16](#)]

During one of their monthly meetings in the fall semester, Department Chairs Council, which includes the Vice President of Instruction and Student Services, deans, Director of Student Success, Equity, and Outreach, department chairs, and the Academic Senate President, reviews and discusses all proposals and prioritizes the approved requests. The Department Chairs Council forwards its prioritized list of approved position requests to the President. The President reviews the prioritized list, makes any changes she deems necessary, and presents her ranking to the Department Chairs Council, including her justification of any changes and additional data, if applicable. Department Chairs Council considers the President's justification, finalizes their recommended ranking, and submits their finalized list to the President. The President has the authority for finalizing the prioritized list of position request per her job description. The President forwards the requested positions to the SCCCD Chancellor. The Chancellor's Cabinet uses a formula, based on full-time equivalent students, fill rates, and full-time to part-time faculty ratios, to decide how many faculty positions to award to each of the colleges. In 2016-17, the District allocated CCC 11 of the 24 available positions; in 2017-2018, the District allocated CCC 1 of 6 available positions. [Evidence: [IIIA.3](#), [IIIA.17](#)]

For each approved position request, discipline faculty and the appropriate administrator(s) develop the job description, including essential functions of the position and minimum and desirable qualifications, for the job announcement. Faculty positions must have the minimum qualifications for the discipline as stated in the "Minimum Qualifications for Faculty and Administrators of California Community Colleges." The Vice Chancellor of Human Resources, or her designee, must approve any qualifications deemed "desired" or "preferred" beyond the required minimum qualifications before the Office of Human Resources publishes the job announcement. [Evidence: [IIIA.3](#), [IIIA.18](#)]

The SCCCDC Office of Human Resources markets job announcements through a variety of venues, including the District website, the California Community College Registry, newspapers and journals, and specialty publications and websites to solicit job applications from underrepresented communities. Discipline faculty at CCC may recommend specific advertising venues to the Human Resources Office. In addition, the Office of Human Resources also attends the CCC Registry job fairs held annually in Los Angeles and San Francisco to promote open faculty positions. The Office of Human Resources makes a concerted effort to advertise in a way that will increase the diversity of applicant pools. [Evidence: [IIIA.3](#), [IIIA.19](#), [IIIA.20](#) pages 10-12, [IIIA.82](#)]

The Human Resources Office reviews all applications and verifies that applicants meet the minimum qualifications for positions before releasing the applications to the appropriate Selection Advisory Committee at the College. Applicants who do not meet the stated minimum qualifications but who claim equivalent education and experience may petition for equivalency through the Academic Senate's Equivalency Committee. Applicants with degrees from foreign institutions are responsible for applying for and submitting documentation of equivalency at the time they submit their applications. The Office of Human Resources reviews the composition of all hiring committees to ensure that they follow District administrative regulations and to ensure the diversity of the committee, to the extent possible. In addition, the Office of Human Resources provides Equal Employment Opportunity (EEO) training and guidelines and ensures Selection Advisory Committee members have completed the training prior to meeting. All Selection Advisory Committee members are responsible for following EEO procedures throughout the interview process. [Evidence: [IIIA.3](#), [IIIA.83](#)]

If there are more than twenty applicants, several members of the Selection Advisory Committee, including the dean and at least two faculty members, screen down to the top twenty applicants. The entire Selection Advisory Committee reviews the screened applications and identifies the top applicants to interview. The interview process, which may include a writing sample and/or a teaching demonstration, further verifies the quality of applicants' previous education, experiences, and training. Once the Selection Advisory Committee recommends the finalists for the position, they further verify that those finalists meet the minimum qualifications, and the dean and a discipline faculty member conduct reference checks. [Evidence: [IIIA.3](#) section 6, p. 8; section 9, p. 9]

The College President interviews finalists for positions, often with the Vice President of Instruction and Student Services. After conducting those interviews, the President meets with the dean and the selection committee chair to discuss the strengths and weaknesses of each candidate. The College President recommends the applicant for hire, and the Board of Trustees approves the selection at its next meeting. [Evidence: [IIIA.3](#)]

Part-Time Faculty Hiring Process

The hiring process for part-time faculty is outlined in Administrative Regulation 7121. The District seeks to hire “highly qualified part-time faculty who are expert in their subject areas, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the District, and who can enhance overall college effectiveness.” The area administrator and department chair or his or her designee determine when part-time faculty positions are needed, and the hiring of part-time faculty requires the approval of the President or her designee. Part-time faculty must meet required minimum qualifications for their assignments or possess equivalent qualifications (as determined by the Academic Senate’s Equivalency Committee); supervising faculty or administrators may require additional qualifications. The department chair or his or her designee and full-time faculty participate in the selection process, reviewing applicant files and, whenever possible, interviewing applicants. Those faculty recommend candidates for part-time positions to their appropriate deans. The deans rely on faculty recommendations except in the case of emergencies, such as instances in which scheduled faculty cannot fulfill their assignments or during the summer when full-time faculty are off contract. [Evidence: [IIIA.4](#)]

Classified Staff Hiring Process

Since SCCCD is a Merit System District, the Director of Classified Personnel, who reports to the Personnel Commission, coordinates the hiring process for classified administrators and staff. Three individuals compose the Personnel Commission. These individuals must be registered voters, reside within the State Center Community College District, and be “known adherents to the principle of the Merit System” (Education Code 88064). The SCCCD Board of Trustees appoints one member of the Commission and a second member whom the classified employees nominate via the California School Employees Association (CSEA); the two appointed members appoint the third member. As per Board Policy 7230, the Personnel Commission follows the Education Code guidelines for a Merit District, including Education Code sections 88080 and 88081 and other provisions of the Merit System Act found in Education Code 88060-88139 (outlined on the District’s website). The Office of Classified Personnel maintains the eligibility lists, the status of all classified positions, and the recruitment summary reports. The Personnel Commission presents an annual report to the SCCCD Board of Trustees. [Evidence: [IIIA.10](#), [IIIA.21](#), [IIIA.22](#), [IIIA.23](#), [IIIA.24](#), [IIIA.78](#)]

SCCCD and College needs are considered in the decision to hire additional classified positions. For example, for 2016-17 there was enough funding for nine new classified positions, including three additional police officer positions, a buyer position, a District research assistant, and a Human Resources analyst. With three positions left, the Chancellor’s Cabinet decided that one would go to each of the three colleges in the District. [Evidence: [IIIA.139](#)]

The College followed a prioritization process to decide which position to fill when Chancellor’s Cabinet allotted CCC the new position in 2016-17. First, following discussion with members of their division or department, each manager submits classified position requests and rationale to the Vice President of Administrative Services. Second, President’s Council reviewed the

proposals and ranked the requests high/medium/low. Third, the prioritized list was then forwarded by the Vice President of Administrative Services to the President. Based on this input, the President determined which new classified positions to recommend for the following fiscal year. Finally, the President reported this decision to the Vice President of Administrative Services, who reported the decision to College Council. In 2016-17, the College used its new classified position to hire an Admissions and Records Manager. [Evidence: [IIIA.25](#), [IIIA.26](#)]

SCCCD Board Policy and Administrative Regulations BP 7120 and 7230 and AR 7230 and SCCC Personnel Commission Rules document the policies and procedures for hiring classified professionals. The Office of Human Resources works with college administrators to define the duties of the positions, then the Personnel Commission works with the college administrators to define the minimum and required qualifications, the knowledge, skills, and abilities, the working conditions, and the distinguishing characteristics. [Evidence: [IIIA.9](#), [IIIA.10](#), [IIIA.27](#), [IIIA.28](#)]

The Personnel Commission periodically reviews and updates, as necessary, classified job descriptions (classification specifications) to ensure that the positions accurately reflect the duties of the position and the required qualifications, skills and abilities necessary for an employee to be successful in the position. To that point, the District has recently hired a consultant to do a complete classification and compensation study for all CSEA, confidential, and classified management positions. [Evidence: [IIIA.84](#)]

The Personnel Commission creates eligibility lists for open positions. Whenever it is necessary to fill an existing or anticipated vacancy and an eligibility list for a position already exists, the Personnel Commission announces the vacancy for employees who may apply for lateral transfers. Lateral transfer announcements are distributed to all employee work locations via District-wide emails for at least fifteen (15) working days before the application is due. Lateral transfers are posted internally and are only available to employees who meet the requirements to transfer per Personnel Commission Rules. [Evidence: [IIIA.28](#)]

Whenever it is necessary to fill existing or anticipated vacancies and an appropriate eligibility list does not exist (as determined by the Commission), the Personnel Commission announces each examination on a Job Announcement, which is distributed to all employee work locations via District-wide emails for at least fifteen (15) working days before the application is due. The Personnel Commission places advertisements in newspapers, trade and business journals, and other media. The Director of Classified Personnel and the Personnel Commission staff make every effort to notify community agencies and to ensure that recruitment is broad-based and meets the District's equity and diversity goals. [Evidence: [IIIA.28](#)]

The Personnel Director's office receives candidates' application materials; verifies degrees, certificates, and minimum qualifications; conducts tests as specific positions require; and screens and interviews candidates in order to establish an eligibility pool of a maximum of fifteen candidates. The eligibility list remains current for a year or until there are three or fewer candidates on the list. District employees may request lateral transfers across campus and the

District. The Personnel Director forwards the top three candidates from the eligibility pool to the position's supervisor. The program supervisor who interviews the candidates verify experience and references. The Personnel Director extends the formal offer of employment, and, if the offer is accepted, the Board of Trustees approves employment. [Evidence: [IIIA.9](#), [IIIA.10](#), [IIIA.27](#), [IIIA.28](#)]

Administrators Hiring Process

The SCCCD Human Resources Office coordinates the hiring of academic administrators. Board Policies 7250 and 7260 and Administrative Regulation 7220 delineate the philosophy, procedures, and processes used in the recruitment and hiring of administrators, and the SCCCD website clearly and publicly describes the application process. The Chancellor approves all requests for hiring administrators, and the Chancellor or College President, in conjunction with the Office of Human Resources, develop the administrator job descriptions, which the Board of Trustees approves. AR 7220 requires that all academic administrators meet the minimum qualifications stated in "Minimum Qualifications for Faculty and Administrators of California Community Colleges." The job description may also include additional qualifications beyond the minimum qualifications. The Office of Human Resources publicizes the job announcement nationally through various avenues, such as the Chronicle of Higher Education and other appropriate websites. [Evidence: [IIIA.12](#), [IIIA.13](#), [IIIA.18](#), [IIIA.29](#), [IIIA.78](#)]

The District Office of Human Resources advertises job announcements on its website and a variety of other advertising venues, including those that target historically underrepresented groups. Human Resources collects and screens all job applications to ensure that candidates meet the minimum qualifications for the position. The College President and the executive committee of the Academic Senate develop and approve a Screening Committee. The Office of Human Resources reviews the composition of all hiring committees to ensure that they follow District administrative regulations and to ensure the diversity of the committee. The Screening Committee reads applications and invites at least the top five candidates to interview for the position. After the interviews, the Screening Committee recommends three to five candidates to interview with the President. If the committee recommends fewer than three candidates for a final interview, the committee must receive approval from the President in advance. The Chancellor may interview the recommended candidate (although he or she may interview all of the candidates), and with the Chancellor's approval, the President forwards the recommendation to the Board of Trustees for consideration and approval. The District Office of Human Resources verifies candidates' qualifications and may require additional documentation from new hires. [Evidence: [IIIA.29](#)]

According to the 2016 CCC Accreditation Survey, a survey done to gather input from the College community about the effectiveness in meeting the Standards, 97.9 percent of responders agreed or strongly agreed that “CCC assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support the programs and services.”

[Evidence: [IIIA.85](#)]

Analysis and Evaluation

CCC, in coordination with the SCCC Office of Human Resources and the Personnel Commission, has rigorous and thorough hiring processes for all personnel. The College President involves faculty and administrators in the prioritization of personnel needs, the District Office of Human Resources and the Personnel Commission coordinate the hiring process, and the multiple steps of the hiring process (from application to testing to multiple interviews) to ensure the selection of the most highly qualified candidates to develop and administer the College’s programs and services.

IIIA.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degree, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well assessment of learning. (ER 14)

Evidence of Meeting the Standard

CCC follows Administrative Regulation (AR) 7120 when hiring full-time faculty for new or replacement positions and AR 7121 for part-time faculty positions. AR 7120 and AR 7121 both begin with a section on the District’s philosophy for hiring faculty who are qualified experts who are skilled in serving the needs of the District’s student population. The subsequent sections of AR 7120 and AR 7121 outline the recruitment and hiring processes for faculty, including job descriptions, search procedures, screening, selection of candidates for the interview process, notification of candidates, and equivalencies. [Evidence: [IIIA.3](#), [IIIA.4](#)]

Per AR 7120 and 7121, SCCC and CCC require that all faculty meet or exceed the minimum qualifications established by the Board of Governors of the California Community Colleges. The Board of Governors relies primarily on the advice of the Academic Senate for the California Community Colleges in establishing these requirements. The California Community Colleges Chancellor’s Office publishes these educational requirements in the document titled “Minimum Qualifications for Faculty and Administrators in California Community Colleges.” The SCCC Office of Human Resources screens all applicants for faculty positions to ensure that candidates meet or exceed those minimum qualifications and refer to the College any applicants who do not so that they can go through the equivalency process. [Evidence: [IIIA.3](#), [IIIA.4](#), [IIIA.18](#)]

Faculty job descriptions list position duties and responsibilities. All faculty job descriptions include responsibility for curriculum oversight and student learning outcomes assessment. The full description of faculty duties and responsibilities is detailed in Administrative Regulation 7122, which includes the following responsibilities: “In cooperation with other instructors concerned and with notice provided to the area dean, review, modify, and submit curriculum to the College Curriculum Committee for review and approval” and “Make systematic evaluation of student progress consistent with established student learning outcomes” [Evidence: [IIIA.5](#)]

During the hiring process for full-time faculty, a selection committee reviews applications and conducts the interview process. If the applicant pool contains more than twenty applicants, several of the selection committee members, including the dean and at least two faculty members, review the applications and select the top twenty candidates. The entire selection committee reads those twenty applications, selects the candidates to interview, and develops interview questions and any additional interview activities, such as a writing prompt or teaching demonstration. Interviews allow the selection committee to verify that recommended candidates have adequate and appropriate knowledge of their subject matter. One of the evaluation requirements in the interview process is a consideration of the candidates’ “teaching/service and communication skills.” The selection committee refers the most highly qualified candidates to the President. At that point, the dean and the selection committee chair do additional reference checks on those candidates to verify their qualifications. [Evidence: [IIIA.3](#)]

One hundred percent of respondents to the 2016 CCC Accreditation Survey agreed or strongly agreed that “Faculty qualifications include knowledge of subject matter and skills for the service to be provided including appropriate degrees, discipline expertise, teaching skills, scholarly activities, and potential to contribute to CCC’s mission.” [Evidence: [IIIA.85](#)]

Analysis and Evaluation

Faculty qualifications include meeting or exceeding the minimum qualifications as set by the Board of Governor’s “Minimum Qualifications for Faculty and Administrators of California Community Colleges.” A rigorous screening process assesses all candidates’ discipline knowledge, expertise and teaching abilities, as well as their sensitivity to the needs of community college students. Faculty job descriptions include faculty members’ duties and responsibilities, including the responsibility for curriculum and for student learning outcomes assessments.

IIIA.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Clovis Community College (CCC) follows State Center Community College District (SCCCD) Board Policies 7120, 7210, and 7250, and Administrative Regulations 7120, 7121, 7211, and

7220 to ensure that the College only hires qualified administrators and employees. [Evidence: [IIIA.2](#), [IIIA.3](#), [IIIA.4](#), [IIIA.6](#), [IIIA.9](#), [IIIA.12](#), [IIIA.29](#)]

Administrative Regulation 7220 delineates “Administrative Recruitment and Hiring Procedures.” SCCC is committed to “recruit and hire highly qualified district/college administrators who are expert educational leaders, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall district/college effectiveness.” AR 7220 specifies that the Chancellor approves all requests for hiring (whether for new positions or replacement positions). The Chancellor or College President, in conjunction with the Office of Human Resources, develop the job announcement. For academic administrators, the job announcement must include the minimum qualifications set forth in Title 5 Section 53420 and published in “Minimum Qualifications for Faculty and Administrators in California Community Colleges.” [Evidence: [IIIA.18](#), [IIIA.29](#)]

The District Office of Human Resources advertises job announcements on its website and a variety of other advertising venues, including those that target historically underrepresented groups. Human Resources collects and screens all job applications to ensure that candidates meet the minimum qualifications for the position. The College President and the executive committee of the Academic Senate develop and approve a Screening Committee. The Office of Human Resources reviews the composition of all hiring committees to ensure that they follow District administrative regulations and to ensure the diversity of the committee. The Screening Committee reads applications and invites at least the top five candidates to interview for the position. After the interviews, the Screening Committee recommends three to five candidates to interview with the President. If the committee recommends fewer than three candidates for a final interview, the committee must receive approval from the President in advance. The Chancellor may interview the recommended candidate (although he or she may interview all of the candidates), and with the Chancellor’s approval, the President forwards the recommendation to the Board of Trustees for consideration and approval. The District Office of Human Resources verifies candidates’ qualifications and may require additional documentation from new hires. [Evidence: [IIIA.29](#)]

CCC’s most recent accreditation survey Question #22 validates the statement “Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.” The accreditation survey results found that 97.8 percent of those surveyed agreed with the statement above with only two respondents strongly disagreeing with that statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

Administrators and employees responsible for educational programs and services at the College have the qualifications to oversee educational programs and to lead improvements to academic quality and institutional effectiveness. All administrators must meet the minimum qualifications for their positions set in Title 5 and the “Minimum Qualifications for Faculty and Administrators

in California Community Colleges.” The College selects administrators through a rigorous hiring process and verifies their qualifications.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

CCC and SCCCDC follow the guidelines established in the Board of Governors’ “Minimum Qualifications for Faculty and Administrators in California Community Colleges” that states that degrees and credits must be from accredited institutions.

The Office of Human Resources reviews all applicants’ transcripts to ensure that they are from an accredited institution. Human Resources technicians use the Higher Education Directory to review institutions. If a transcript comes from an institution not in the directory, the technician will investigate the institution and its accreditation status. [Evidence: [IIIA.86](#)]

The application for employment asks candidates if they earned their degrees from institutions outside of the United States. If they are, applicants must provide an official transcript evaluation for their non-U.S. degrees that the human resources technicians use to establish minimum qualifications. The Office of Human Resources recommends that candidates use transcript evaluation companies that are listed on the Ed.gov website. If applicants use another service, Human Resources will evaluate that service before accepting the evaluation. CCC’s Academic Senate also has an Equivalency Committee that makes recommendations when equivalency issues arise. [Evidence: [IIIA.31](#), [IIIA.85](#)]

Analysis and Evaluation

The SCCCDC Office of Human Resources verifies applicants’ qualifications and degrees during the application process. All applicants hold degrees from accredited institutions in the United States or provide documentation of equivalency when they hold degrees from foreign institutions.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Chapter 7 of State Center Community College District (SCCCD) board policies and administrative regulations as well as the different collective bargaining agreements between SCCC and its employee bargaining units describe the evaluation protocols for Clovis Community College (CCC) employees. According to Board Policy 7125, “The Board recognizes the importance of regular, constructive and honest evaluations of all employees... Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” [Evidence: [IIIA.32](#)]

Evaluation of Full-Time and Part-Time Faculty

The collective bargaining agreements between the State Center Federation of Teachers (SCFT) and SCCC describe the evaluation processes of full-time, tenure-track and tenured faculty. Tenure-track faculty, identified as “contract faculty” in the SCFT Full-Time Faculty Agreement, have a four-year probationary period for tenure review to “ensure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available” (SCFT Full-Time Faculty Agreement 2014-17, p. 15). Each contract employee’s evaluation committee consists of three members, including two tenured faculty members from the contract employee’s discipline or in a related discipline, and the immediate supervisor or his or her representative. Faculty evaluations include five primary areas: a Duties and Responsibilities Evaluation that the immediate supervisor conducts as outlined in AR 7122; a Records Evaluation including review of appropriate records, such as syllabi, grading criteria, etc.; a Professional Activities Evaluation that the contract employee completes; a Self-Evaluation that the contract employee completes; and any relevant input from outside the formal evaluation process such as signed student complaint forms. In addition, the evaluation process establishes evaluation criteria that must include student evaluation remarks, professional responsibilities, and an observation. The CCC Faculty Evaluation Form outlines the classroom evaluation process and criteria; the Counseling Session Observation Form and Clovis Faculty NI Observation Form are used for the evaluation of non-instructional faculty. The contract faculty member’s immediate supervisor writes a summary report that indicates any areas needing improvement, specific recommendations for improvement, and recognition of outstanding performance. [Evidence: [IIIA.5](#), [IIIA.33](#), [IIIA.35](#), [IIIA.45](#), [IIIA.46](#), [IIIA.47](#), [IIIA.87](#), [IIIA.88](#), [IIIA.89](#)]

Once full-time faculty receive tenure, evaluations take place every three years so that faculty members maintain quality and continuous improvement. The SCFT Full-Time Faculty Agreement outlines the evaluation of tenured faculty, also identified as “regular” faculty in the contract. A peer reviewer and the immediate supervisor make up the tenure evaluation team that evaluates tenured faculty every three years. Tenured faculty meet with the evaluation team to determine an evaluation plan. The plan must include student questionnaires that, for instructional faculty, are administered in two different courses or two different sections of the same course at a minimum. It also includes a written peer review, Records Evaluation, Self-Evaluation, Professional Activities Evaluation, and Duties and Responsibilities Evaluation, as well as suggestions for improvement. The immediate supervisor prepares the written summary

evaluation report. The summary evaluation takes into account the peer reviewer's written report as well as the results of each of the evaluation elements. [Evidence: [IIIA.33](#), [IIIA.35](#)]

The SCFT Part-Time Faculty Agreement with the District for 2014-2017 contains the process and criteria for part-time faculty evaluation. Full-time faculty or an administrator evaluate part-time faculty using the same student questionnaires and observation forms that the College uses in the evaluation of full-time faculty. Part-time faculty evaluations take place during the faculty member's first semester of service, the second or third semester, and then every six semesters thereafter. The College has devised spreadsheets to monitor all evaluations for part-time faculty and therefore verifies that the evaluations are done in a timely manner. [Evidence: [IIIA.34](#), [IIIA.36](#)]

The Vice President of Instruction and Student Services is responsible for ensuring timely evaluation of part-time and full-time faculty. The Office of Human Resources assists in this process. They have modified Datatel to better track and report faculty evaluations and are in the process of entering historical data. Reports will then be run on a periodic basis for College administration to review. The College President's office keeps records of evaluations.

Evaluation of Classified Professionals

The agreement between SCCCD and the California School Employees Association (CSEA) Chapter #379 describes the evaluation process for classified bargaining unit employees. The Human Resources Office initiates the evaluation process for classified bargaining unit employees and distributes, collects, and monitors the Classified Employee Evaluation forms for classified personnel. Effective November 1, 2017, the District will be moving to an electronic evaluation process for all classified staff and administrators utilizing the NeoGov PERFORM system. The system will remind managers when evaluations are due, remind employees when goals from their evaluations are due, and will allow managers to make notes on performance throughout the year that may be shared electronically with the employee and stored to reference when completing the evaluation. At CCC, the Vice President of Administrative Services is responsible for ensuring evaluations take place on a timely basis. [Evidence: [IIIA.37](#), [IIIA.90](#)]

The agreement between SCCCD and the California School Employees Association (CSEA) Chapter #379 describes the evaluation process for classified bargaining unit employees. The Office of Human Resources initiates the evaluation process for classified bargaining unit employees and distributes, collects, and monitors the Classified Employee Evaluation forms for classified personnel. The College's managers rate classified professionals on at least 23 factors relating to employees' performance of the duties and responsibilities described in the board-approved job description. The evaluation also includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation, and goals. CCC managers evaluate probationary classified professionals at the end of their second and fifth months of service. Managers evaluate permanent classified professionals at least once a year. The District's Office of Human Resources maintains records. The District, as indicated in the CSEA contract Article 21.B.2, determines the evaluation form. [Evidence: [IIIA.37](#)]

Classified confidential employees are individuals who assist in developing management's position in the bargaining process and therefore cannot belong to one of the unions. Managers evaluate confidential employees three times during their first year of employment and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years. As with other classified employees, the evaluation of confidential employees rates those employees on factors relating to their performance of the duties and responsibilities described in their board-approved job description. The evaluation includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation, and goals. [Evidence: [IIIA.37](#), [IIIA.39](#)]

The Personnel Commission rule 13-3(b) describes the evaluation process for classified managers. The classified manager's immediate supervisor evaluates him or her on the same 23 factors used for classified non-managers plus additional factors such as direction of personnel, scheduling and coordinating, and leadership. SCCCD's Office of Human Resources maintains these records. The evaluation takes place during the third, eighth, and eleventh months of the first probationary year, and once a year for the following three years. Thereafter, the evaluations take place no less than every two years. [Evidence: [IIIA.28](#)]

Evaluation of Administrators

Administrative Regulation 7125, "Evaluation," describes the evaluation process for academic management, and the College President is responsible for the timely evaluation of administrators. The policy describes the frequency of evaluations which are based on how well the employee is performing the duties and responsibilities contained in the board-approved job description. The evaluation of an academic administrator has three components: Performance Evaluation Survey, Self-Evaluation, and Summary Report (memo). Administrators' supervisors evaluate them annually for the first two years of employment and after that at least once every two years. The full-time faculty and classified staff that academic administrator supervises complete a performance evaluation survey. The Self-Evaluation includes comments on any major accomplishments since the last evaluation or since hired; strengths and challenges in the areas covered in the Performance Evaluation Survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.), and goals for the upcoming year(s). The intent is to highlight accomplishments, strengths, and areas where improvement is possible. The administrator's supervisor writes the Summary Report using the Administrators Evaluation form and includes an analysis of the summarized survey findings and comments, the self-evaluation, and his or her own performance appraisal. The supervisor completes these evaluations every two years. The College President's office keeps all evaluations. [Evidence: [IIIA.91](#)]

The Chancellor evaluates the College President based on Board Policy 7125 and Administrative Regulation 7125, the President’s job description, and performance goals and objectives and in compliance with requirements set forth in the President’s employment contract. [Evidence: [IIIA.32](#), [IIIA.91](#), [IIIA.93](#)]

Question # 23 from the CCC 2016 Accreditation Survey addresses this issue: “CCC assures effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. Evaluations seek to encourage improvement. Actions following evaluations are formal, timely, and documented.” 95.5 percent of responders either agreed or strongly agreed with this statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

Evaluations of all employees are systematic and follow timelines and processes set in faculty members’ and classified professionals’ respective contracts and in board policies. There are written criteria for evaluations based on performance of assigned duties and participation in institutional responsibilities and other activities appropriate to the position and the employee’s area of expertise. Evaluations not only assess effectiveness, but promote individual improvement for employees. The appropriate evaluator and/or supervisor documents the evaluation and any actions taken as a result in a formal and timely manner.

IIIA.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Administrative Regulation 7122, “Duties and Responsibilities of Faculty,” article 13 states that “an instructor of this District shall:” “Make systematic evaluations of student progress consistent with established student learning outcomes.” As part of their regular duties, faculty participate in student learning outcome assessments, discuss the results of those assessments with members of their departments, and use the results and their discussions to improve teaching and learning. [Evidence: [IIIA.5](#)]

The CCC Faculty Evaluation Form includes consideration of how all faculty make improvements to their teaching. Question 4 asks the instructor being evaluated, “Have you re-purposed the course or redesigned a lesson plan to improve student progress? Please explain.” [Evidence: [IIIA.35](#)]

During tenure-track and tenure review, full-time faculty are further evaluated on their use of student learning outcomes. In the “Duties and Responsibilities Evaluation,” the area dean evaluates the faculty member’s adherence to the “Duties and Responsibilities” outlined in AR

7122. The faculty member’s “Self-Evaluation” includes additional questions about his or her adherence to the course outline of record (which includes student learning outcomes) and participation in departmental activities (which include student learning outcome assessments and discussions). [Evidence: [IIIA.35](#)]

The CCC 2016 Accreditation Survey question #24 addresses this issue: “Evaluations of faculty, academic administrators, and personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of assessment to improve teaching and learning.” 96.6 of responders either agreed or strongly agreed with this statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

Faculty are the primary employees responsible for student learning. As such, part of the evaluation of faculty, both part-time and full-time, considers faculty’s assessments used to improve teaching and learning. The evaluation mechanisms ensure that faculty self-assess their use of student learning outcomes, and that evaluators assess faculty’s adherence to the course outline of record and to their use of assessments to improve their teaching.

IIIA.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

CCC employs a sufficient number of qualified faculty, both full-time and part-time, to maintain the quality of its programs and services. Since CCC received Initial Accreditation in 2015, the College has hired 26 new full-time faculty members. As of August 2017, the College employed 85 full-time faculty members and 219 part-time faculty members.

SCCCD and CCC follow processes to prioritize the hiring needs of specific programs and services. Department members assess their need for additional full-time faculty during the comprehensive program review process. In addition, department members have the opportunity to advocate for additional full-time faculty positions during the annual faculty prioritization process, which is based on quantitative and qualitative data. Faculty complete the Certificated Staffing Request Form to justify the need for hiring additional faculty in their program or discipline. Faculty submit the Certificated Staffing Request Form to their department chair, and the Department Chairs Council, which includes all department chairs, the Academic Senate President, deans, the Vice President of Instruction and Student Services, and the Director of Student Success, Equity, and Outreach, discusses, approves, and prioritizes those requests. The Department Chairs Council submits the prioritized list to the College President. The President has further discussion with the Department Chairs Council before finalizing the prioritized list. Per AR 7120, the President submits requests for new or replacement positions to the SCCC

Chancellor’s Cabinet, and the Chancellor’s Cabinet discusses and approves or denies those requests. [Evidence: [IIIA.3](#), [IIIA.14](#), [IIIA.40](#)]

The District allocates faculty positions to the Colleges through the Chancellor’s Cabinet. Chancellor’s Cabinet uses a formula to determine the allocation. The formula is based on full-time equivalent students (50%), fill rates (25%), and full-time to part-time faculty ratios (25%). In 2016-17, CCC was allocated 11 of the 24 available positions. This allocation process is informed by Administrative Regulation 7210, “Academic Employees,” which states, “the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty to be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.” [Evidence: [IIIA.9](#)]

Below is a chart documenting the District’s progress toward these goals and the part-time to full-time faculty ratios at each of the colleges:

College		Full-time Faculty (FTEF)	Part-time Faculty (FTEF)	Other	Total
Fresno City College	Number	309.33	205.24	3.00	517.57
	Percent	59.77%	36.65%	0.58%	1.0
Reedley College	Number	117.00	61.75	1.00	179.75
	Percent	65.09%	34.35%	0.56%	100.00%
Madera and Oakhurst Centers	Number	39.87	40.20	0.00	80.07
	Percent	49.79%	50.21%	0.00%	100.00%
Clovis Community College	Number	75.34	60.27	1.00	136.61
	Percent	55.15%	44.12%	0.73%	100.00%

In the 2016 Faculty and Staff Accreditation Survey Results, as to whether CCC maintains sufficient numbers of faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the mission and purpose, 78.6% of the respondents either agreed or strongly agreed. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

CCC employs sufficient faculty to maintain quality educational programs and services in fulfillment of the College's Mission. The College has hired 26 number of full-time faculty since receiving Initial Accreditation in 2015 to account for its growth. The Certificated Staffing Request enables the College President to prioritize new positions that are most essential to the College's Mission. Only 78.6% of respondents to the Accreditation Survey agreed or strongly agreed that CCC maintains sufficient numbers of faculty, suggesting that this is an area in which the College should monitor in the future and as it grows.

Actionable Improvement Plan

The College will continue to increase staffing to support enrollment growth.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Clovis Community College has standard employment practices that provide for part-time faculty's orientation, oversight, evaluation, and professional development. At the beginning of each semester, the deans of instruction and full-time faculty representatives from each department conduct an orientation for new and returning part-time faculty. The first portion of the orientation is dedicated to new part-time faculty and reviews basic policies and procedures, which are also outlined in the Faculty Handbook. The second portion of the orientation is for all part-time faculty. During that time, the deans of instruction update part-time faculty on the state of the College, and part-time faculty meet with full-time faculty representatives to discuss discipline-specific topics, including student learning outcomes assessments for the semester.

[Evidence: [IIIA.44](#), [IIIA.45](#), [IIIA.95](#)]

CCC produces a Faculty Handbook that contains information related to the policies and procedures of the district. Administration updates and distributes the handbook each fall semester to both full-time and part-time faculty and posts the handbook on the CCC website. The handbook contains information on academic regulations, instructional procedures, student services, general college policies and procedures, as well as information on handling emergency situations. [Evidence: [IIIA.46](#)]

The Faculty Handbook is a useful resource as it outlines appropriate procedures and forms. Administration updates the handbook annually and distributes it in hard copy form to new faculty at the fall semester Opening Day/Duty Day and posts it on the CCC's website. In fall 2017, a work group comprised of faculty and administrators is reorganizing the Faculty

Handbook to make it more user-friendly for all faculty. The new Faculty Handbook will be published in spring 2018. [Evidence: [IIIA.46](#), [IIIA.96](#)]

The Vice President of Instruction and Student Services is responsible for ensuring timely evaluation of part-time faculty. The deans of instruction and the Dean of Student Services are responsible for the oversight of part-time faculty, and discipline-specific peer evaluators conduct part-time faculty evaluations. The collective bargaining contract between SCFT and the District for 2014-17 contains the process and criteria for part-time faculty evaluation. Full-time faculty or the area dean evaluate part-time faculty using the same faculty evaluation forms (which students complete) and classroom observation forms (which the faculty peer and/or administrator completes) that CCC uses in the evaluation of full-time faculty. The Academic Senate, the State Center Federation of Teachers, and the Board of Trustees approve evaluation forms and any modifications to those forms. The College President's office keeps records of evaluations. [Evidence: [IIIA.34](#), [IIIA.87](#), [IIIA.94](#)]

Administrators and full-time faculty evaluate all part-time faculty in accordance with contract language: once during the first semester of employment, during the second or third semester, and then once every six semesters thereafter. The administration has devised spreadsheets to monitor this process, and with the assistance of full-time discipline faculty, evaluates all part-time faculty in a timely manner. [Evidence: [IIIA.34](#), [IIIA.36](#)]

CCC provides all personnel, including part-time faculty, with significant opportunities and avenues for professional development and has allotted funding to pay part-time faculty to attend certain professional development trainings. The College has hosted On Course Workshops on several occasions; 17 part-time faculty have completed the On Course I Workshop, and three have completed the On Course II Workshop. In addition, the College paid for part-time faculty to attend a conference hosted by the English department in spring 2017. In fall 2017, the College is offering Saturday workshops for both full-time and part-time faculty, and part-time faculty are compensated for their attendance. The College has also provided Travel and Conference funding for part-time faculty to attend off-campus conferences; recently, the College sent a part-time counselor to the A2MEND (African American Male Education Network and Development) Conference and four part-time faculty to On Course Workshop I. [Evidence: [IIIA.47](#), [IIIA.49](#), [IIIA.97](#)]

Part-time faculty are engaged in the life of the institution. There are offices for part-time faculty on the Clovis campus and at the Herndon Campus. Administrators and full-time faculty regularly invite part-time faculty to participate in Opening Day/Duty Day events, fall and spring planning retreats, department and division meetings, and professional development activities. The College pays part-time faculty representatives to serve on College Council, and part-time faculty voluntarily serve on the Academic Senate, both of which are key governance groups at the College. In addition, there is a part-time faculty member position on the District-wide EEO Committee. Part-time faculty also may serve as club advisors. For example, a part-time history instructor serves as the advisor for the Interfaith Cultural Club. [Evidence: [IIIA.99](#), [IIIA.100](#)]

In the 2016 Faculty and Staff Accreditation Survey Results, 85.6% of the respondents either agreed or strongly agreed there are policies and practices for part time faculty which provide for orientation, oversight, evaluation, and professional development. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

CCC provides an orientation for part-time faculty, including a session for first-time faculty, at the beginning of every semester. The deans of instruction and the Dean of Students conduct oversight of part-time faculty, and peer evaluators conduct part-time faculty evaluations in accordance with the SCFT Part-Time Faculty Agreement with SCCCD. CCC offers opportunities for part-time faculty professional development and, when possible, compensates them for their time. Part-time faculty serve on College Council, the College's overarching governance group, and on the Academic Senate, and department members invite part-time faculty to discussions of student learning outcomes assessments and Program Review.

IIIA.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

CCC currently employs 55 full-time classified staff, 6 part-time classified staff, one flexible classified staff member, and 7 seasonal classified staff. [Evidence: [IIIA.77](#)]

In addition, program reviews for each functional area identify needed staffing. Annual updates to the program reviews provide a continual means to review staffing needs. [Evidence: [IIIA.101](#), [IIIA.102](#)]

The SCCCD Office of Human Resources developed a staffing plan (SCCCD District Human Resources Staffing Plan 2014-2016), which was employed for the first time in 2016-2017. After the process was complete, Chancellor's Cabinet provided feedback to the District Staffing Advisory Committee on some suggested changes in the process. The committee agreed that the process was not working as it was envisioned and is in the process of creating a separate District Office staffing process that works in conjunction with the colleges' staffing processes. The plan is to complete the process by the end of the fall 2017 semester and then to evaluate its effectiveness in order to make future improvements.

SCCCD is a Merit System District. As per Board Policy 7230, the Personnel Commission follows the Education Code guidelines for a Merit District as per Education Code sections 88080 and 88081 and other provisions of the Merit System Act found in Education Code 88060-88139 that the District's website outlines. [Evidence: [IIIA.78](#)]

The Director of Classified Personnel, who reports to the SCCCDC Personnel Commission, is responsible for maintaining up-to-date job descriptions and eligibility lists from the recruitment and testing process for all classified positions.

Classification Studies are conducted by the Director of Classified Personnel to maintain accurate and appropriate job descriptions. Periodical surveys are done by the Director of Classified Personnel to determine the job duties being performed in each classification, then evaluating what job skills are required so that appropriate testing is done during the recruitment process. The classification studies help ensure that highly qualified candidates are available for interviewing when classified positions throughout the District become available. [Evidence: [IIIA.84](#)]

The College follows a prioritization process to decide which position to fill when Chancellor's Cabinet allocates positions to CCC. First, following discussion with members of their division or department, each manager submits classified position requests and rationale to the Vice President of Administrative Services. Second, President's Council reviews the proposals and ranks the requests high/medium/low. Third, the prioritized list is then forwarded by the Vice President of Administrative Services to the President. Based on this input, the President determines which new classified positions to recommend for the following fiscal year. Finally, the President reports this decision to the Vice President of Administrative Services, who reports the decision to College Council. In 2016-17, the College used its one new classified position to hire an Admissions and Records Manager. [Evidence: [IIIA.25](#), [IIIA.26](#)]

The 2016 CCC Accreditation Survey addressed this issue with Question 27: CCC maintains a sufficient number of staff with appropriate preparation to support the educational, technical, physical, and administrative operation. 88.1 percent of responders either agreed or strongly agreed with that statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

CCC employs sufficient classified staff to effectively support the College's educational, technological, physical, and administrative operations. The Vice President of Administrative Services coordinates the prioritization of classified staffing needs with President's Council and makes recommendations to the President. The College works with the Personnel Commission to ensure that personnel have the appropriate qualifications for their positions.

Actionable Improvement Plan

The College will continue to increase staffing to support enrollment growth.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

CCC currently employs the following administrators: College President; Vice President of Instruction and Student Services; Vice President of Administrative Services; Dean of Instruction, STEM and Technology Services; Dean of Instruction, Humanities and Social Sciences/Athletics; Dean of Instruction, Career Technical Education, Child Development, and Library; Dean of Student Services; Director, Herndon Campus (vacant); Director of Institutional Research; Director of Marketing and Communications; Director, Financial Aid; Athletic Director (part-time); Director of Student Success, Equity, and Outreach; and Custodial Manager. The Vice President of Administrative Services, the Vice President of Instruction and Student Services, the Director of Student Success, Equity, and Outreach, and the Custodial Manager are all long-time employees of the District, which provides continuity in leadership. [Evidence: [IIIA.77](#)]

The College surveys similarly sized colleges to use as a basis for determining the appropriate number and organization of administrators as well as consideration of CCC’s budget and growth. The College also reviews the number and organization of administrators within the other colleges in SCCCDC. However, each college within the District determines which positions it needs to meet that college’s individual needs. [Evidence: [IIIA.103](#)]

The College adheres to the California Community College Chancellors Office Minimum Qualifications for Faculty and Administrators in California Community Colleges publication to determine the appropriate qualifications for administrators. The District’s Administrative Regulation 7220 outlines the Administrative Recruitment and Hiring Procedures. [Evidence: [IIIA.18](#), [IIIA.29](#)]

Clovis Community College Accreditation Survey Results 2016 addresses this issue. Question #28 states: “CCC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective leadership that supports its mission and purpose.” 89.5 percent of responders either strongly agree or agree. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

CCC employs a sufficient number of administrators to provide leadership for its programs and services. Administrators must meet the minimum qualifications for their positions, and the District Office of Human Resources verifies these qualifications during the hiring process. CCC regularly reviews the administrative structure in order to evaluate its effectiveness and to plan for growth. For instance, the College hired two additional deans of instruction in 2015 to accommodate the growth from center to college status and reassigned the dean responsibilities to reflect changes in divisions and individual expertise. In 2016, the College hired a Director of

Institutional Research and a Director of Marketing and Communication; in 2017, the College hired a Director of Financial Aid and an Athletics Director. The College is currently working on plans for hiring a Vice President of Student Services to continue accommodating the growth of administrative responsibilities.

Actionable Improvement Plans

The College will continue to increase staffing to support enrollment growth.

The College will continue adjusting the organizational structure to support staffing and enrollment growth.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The State Center Community College District Board of Trustees has the ultimate responsibility for developing and establishing written personnel policies and procedures that the District's Colleges equitably and consistently administer in order to ensure fairness in all employment processes. As noted in Board Policy 2410, the SCCC District Board of Trustees has the ultimate responsibility for adopting policies that "are authorized by law or determined by the Board to be necessary for the efficient operation of the District." The College provides input in developing policies and administrative regulations through the College President, who serves on the Chancellor's Cabinet, and through the Academic Senate as mandated by AB 1725, and the College maintains and follows SCCC District policies regarding employment procedures. These policies are in accordance with Title 5 of the California Education Code and other applicable laws. Board policies and accompanying administrative regulations, as well as collective bargaining agreements, contain these personnel policies and procedures. [Evidence: [IIIA.51](#), [IIIA.104](#), [IIIA.105](#)]

These documents are available on the District website. The appropriate bargaining agreements for each bargaining unit outline personnel procedures. The District publishes and distributes copies of the faculty and classified contracts to all unit members. The Board Policy Manual and Administrative Regulations are located in the administrative office and the library. Board policies and administrative regulations are also available via the district website. [Evidence: [IIIA.51](#)]

Personnel policies are reviewed during the New Employee Orientation each semester and are in the District's New Employee Handbook as well as the College's Faculty Handbook. The New Employee Handbook is available on the District's website, and the College's Faculty Handbook is available on the CCC website. [Evidence: [IIIA.52](#), [IIIA.53](#), [IIIA.106](#)]

The Vice Chancellor of Human Resources is responsible for consistent interpretation and application of Board approved policies, regulations, and agreements. Each respective administrator, dean, and supervisor is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. All administrators attend training sessions on personnel policies to ensure that they equitably and consistently administer these policies. [Evidence: [IIIA.56](#)]

The District maintains a good relationship with its employee labor groups including open dialogue to ensure that all policies and procedures are equitably and consistently administered. The Board Policies and Administrative Regulations, as well as the collective bargaining agreements, provide avenues for employees and labor representatives to bring forward complaints or grievances of violations of the policies/procedures or bargaining agreements. These additional oversight procedures ensure fair and equitable treatment of personnel. [Evidence: [IIIA.57](#)]

Analysis and Evaluation

SCCCD Board of Trustees establish policies that govern the District, including those for human resources (Chapter 7 of board policies). District administrative regulations implement board policies in practice, and the College publishes relevant policies in the CCC Faculty Handbook. Consistent review of personnel policies and specific training for administrators ensure that they equitably and consistently administer policies. AR 3450, in allowing personnel to file a complaint, provides further oversight for the fair implementation of policies and procedures.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

An understanding and concern for issues of equity and diversity are embedded in the mission of the District and the College as evidenced by the policies and practices that lead to the creation and maintenance of programs and services that support diverse personnel and by the three guiding principles that inform all college planning, which are “community, equity, and innovation.” In order to attract a diverse professoriate, administration, and staff, CCC continuously strives to enhance equity and diversity through Board Policies, Administrative Regulations, and College practices. Board Policy 3410 (Nondiscrimination) states that the District “is committed to equal opportunity in educational programs employment and all access to institution programs and activities.” BP 3420 (Equal Employment Opportunity) indicates the Board of Trustees’ intent is in line with the California Legislature “to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The Board Policy agrees that “diversity in the academic environment fosters cultural awareness,

mutual understanding and respect, and provides suitable role models for all students.” Furthermore, Board Policy 3430 (Prohibition of Harassment) reflects the District’s commitment to its diverse personnel by stating, “All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated.” Administrative Regulations 3410, 3420, and 3430 detail the practices through which the District implements and enforces those Board Policies. [Evidence: [IIIA.41](#) p. 13, [IIIA.58](#), [IIIA.59](#), [IIIA.60](#), [IIIA.61](#), [IIIA.62](#), [IIIA.63](#)]

As the College has hired additional faculty, staff, and administrators, it has increased the diversity of its personnel demographics. The chart below illustrates the demographic breakdown of personnel over the past five years:

Year	EEO Category													
	Asian/ Pacific Islander		American Indian/ Alaskan Native		African American/ Non- Hispanic		Hispanic		White/Non Hispanic		Multi- Racial		Unknow n	
2013	18	8%	1	<1%	4	2%	22	10%	158	71%	9	4%	9	4%
2014	20	8%	1	<1%	5	2%	26	11%	171	71%	7	3%	10	4%
2015	25	9%	2	1%	6	2%	43	15%	188	65%	17	6%	8	3%
2016	32	10%	3	1%	8	3%	45	15%	197	63%	16	5%	10	3%
2017	33	10%	5	1%	8	2%	47	14%	201	61%	20	6%	18	5%

The District uses Diversity and Inclusion Climate Surveys to establish a baseline and to continuously monitor District and College effectiveness toward creating an environment that better promotes understanding of equity and diversity issues. The District’s Equal Opportunity Advisory Committee conducted a benchmark survey in the spring of 2016 and overwhelmingly, employee and student groups indicated that it was important to hire a diverse group of employees, that a diverse environment is positive, that people are curious about other cultures, that the College provides ample opportunities for all members to participate in and celebrate diversity, and that individuals feel respected regardless of their background, traits, or preferences.

Increased access to and participation in diversity training and events are also used to monitor the effectiveness of the District’s equity and diversity policies and practices. Examples of related training topics in the District’s 2016-2017 catalogue include:

- EEO and Diversity Training (hiring committees)
- Legally Complaint Strategies for Diversity Enhancement (managers)
- Prevention of sexual harassment (managers)
- Sexual Violence Awareness and Prevention (new hires)
- Sensitivity and Diversity (all employees)
- Diversity Awareness (all employees)
- Cultural Diversity in the Workplace (all employees)

- Creating a Culture of Respect (managers)
- Hiring the Best While Developing Diversity in the Workforce (hiring committees and managers)
- Social Justice series of speeches (all employees and students)

[Evidence: [IIIA.109](#), [IIIA.110](#), [IIIA.115](#)]

In addition, employee and new hire demographics will continue to be collected and recorded in accordance with the District Equal Employment Opportunity (EEO) Plan and the results utilized to monitor effectiveness of diversity and equity promotion efforts as well as to target the need for increased recruitment efforts of underrepresented groups. [Evidence: [IIIA.111](#)]

Training Needs Analysis Surveys are one of the methods utilized by the District to determine the kinds of support needed by its personnel. In January 2015, a Needs Analysis Survey on Leadership was sent to a cross-section of District employees. The purpose was to gather feedback about past leadership programs, and to assess leadership competencies critical for the successful achievement of the District's vision and goals, specifically student success. In May of 2015, another Training Needs Analysis was conducted to assess overall training needs and 243 staff members responded to this survey. The feedback received from these surveys were utilized in the composition of the annual Staff Development Workshop Catalogue with offers eight (8) strands of development. [Evidence: [IIIA.109](#)]

The District also has a governance group that is comprised of several committees such as the Classified Professionals Steering Committee, the District Staffing Advisory Committee, and the Equal Employment Opportunity Advisory Committee which are all dedicated to addressing the needs of personnel and ensuring that the District goals and objectives are being met. [Evidence: [IIIA.112](#)]

The District's most effective program in supporting its growing diverse population is the Equal Employment Opportunity (EEO) Plan and the establishment of an Equal Employment Opportunity Advisory Committee to assist in developing and implementing the Plan. The District EEO Plan focuses on legal compliance and achievement of equal employment opportunity in recruitment, screening and selection policies and practices pursuant to applicable Title 5 regulations, as well as the importance of fostering an environment that is welcoming and inclusive for individuals from all backgrounds and abilities. The EEO Plan requires that all employees selected to serve on hiring/screening committees complete EEO training prior to service on the committee. The District has hired an EEO/Diversity and Staff Development Manager to oversee the implementation of the EEO plan. [Evidence: [IIIA.13](#), [IIIA.20](#), [IIIA.115](#)]

The District also provides a comprehensive Staff Development Training calendar and various diversity events focused on understanding and promoting diversity and equity issues to support personnel and students. For 2017-18, the EEO Advisory Committee is planning two "diversity day" events District wide. The first event is scheduled for October 11, 2017, and the theme for the event is "Breaking Down Walls, Building Up Understanding." There will be speakers at each of the colleges addressing different aspects of diversity (race, religion, sexual orientation). The

committee is partnering with the student activities and equity offices to include other cultural activities on the campuses to support the speaker topics. The second event will be held in spring 2018. [Evidence: [IIIA.109](#), [IIIA.110](#), [IIIA.116](#), [IIIA.117](#)]

The District and CCC support attendance of diversity events off-campus. In 2017, the College sent a group of faculty, staff, and students to the A2MEND (African American Male Education Network Development) Conference. The District and CCC also sent a group of CCC administrators and faculty to USC's Center for Urban Education (CUE) Diversity in Faculty Hiring conference in Los Angeles on September 28-29, 2017. The District Office of Human Resources is also bringing CUE onsite in February 2018 to do a similar training for all District managers. [Evidence: [IIIA.116](#), [IIIA.118](#)]

CCC also offers diversity events on campus for employees and students. Examples of the events held in the last several years include:

- The Disambiguation of Asian-American History (art exhibition)
- IndiVisable: African-Native American Lives in the Americas (art exhibition)
- African American Heritage Speaker, Jimmy Collier
- Break the Barriers (BTB) Tumbling Event
- Bittersweet Harvest (art exhibition)
- Visit to the Museum of Tolerance
- Umoja General Conference Fieldtrip
- Mexican Independence Day Celebration
- Native American Heritage Day Event
- Cinco de Mayo Celebration
- Opening Day spring 2017 guest speakers Drs. Harris and Wood
- Equal Employment Opportunity and Equity in Faculty Hiring, Kimberly Papillion (twice)

[Evidence: [IIIA.119](#), [IIIA.120](#)]

All of these programs have been very effective in supporting personnel and students which has been reflected in the feedback received from the Diversity and Inclusion Climate Surveys as well as the demographic data collected in accordance with the EEO Plan.

The District tracks and closely analyzes its employment equity records through a) statistical demographics of applicants, new hires, and promotions, b) complaint tracking, c) results from Diversity and Inclusion Climate Surveys, and d) participation in and feedback received from various EEO/Diversity training and promotional events. The District Office of Human Resources collects employee and newly hired employee demographic data and monitors applicants for employment on an ongoing basis. The Vice Chancellor of Human Resources reports employee, newly hired, and applicant demographic data annually to the Board of Trustees and submits it to the State Chancellor's Office. [Evidence: [IIIA.111](#), [IIIA.121](#)]

This information is used to determine what groups might be underrepresented or disadvantaged through the recruitment process and to add insight to recruitment strategies, actions/events to encourage diversity, and training on diversity and Equal Employment Opportunity (EEO). One change the Office of Human Resources has implemented for academic recruitments is that they are now monitoring applicants at each stage of the recruitment process (not just when looking at the qualified applicant pool) to determine if underrepresented groups are not moving through the process at the same rate as other groups. For example, is the District getting a diverse pool of qualified applicants, but Hispanic employees are not making it through the screening process? Or, are they making it through the screening process, and being selected to interview, but not making it past the first level interview? If so, more training is needed for committee members about unconscious biases, etc. The Office of Human Resources started this process this year and will report on it next June.

Analysis and Evaluation

CCC and SCCCDC are committed to diversity in their respective mission statements, and as a result, both provide programs and services to promote inclusivity. Equity is one of the three guiding principles that define the culture of and guide planning at CCC. SCCCDC has an Equal Opportunity Employment policy, plan, and advisory committee to implement equitable hiring practices. CCC and SCCCDC will continue to assess institutional hiring practices and make improvements to ensure that the employee demographics are representative of the demographics of the students and the community served.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Clovis Community College and the State Center Community College District uphold the written codes of professional ethics for all their personnel—faculty, classified professionals, and administrators—and for those working on behalf of the district—the Board of Trustees and the Personnel Commission. Board Policy 2715 contains the Board of Trustees Code of Ethics/Standards of Practice while Board Policy 3150 provides the Code of Ethics for Administrators. The continuous diligence of all of these factions fosters ethical behavior across the entire District. [Evidence: [IIIA.65](#), [IIIA.66](#), [IIIA.122](#)]

The full-time faculty agreement which governs both instructional and non-instructional faculty between SCCCD and the State Center Federation of Teachers (SCFT) for the years 2014-2017 includes under Evaluation Criteria-Professional Responsibilities, (a) Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement and (b) Demonstrates commitment to the profession (code of ethics). [Evidence: [IIIA.33](#), [IIIA.67](#), [IIIA.123](#)]

The part-time faculty agreement between SCCCD and the State Center Federation of Teachers (SCFT) for the years 2014-17 includes under Article XII, Faculty Conditions, Evaluation of Faculty, that a part-time employee evaluation includes Maintenance of Ethical Standards as one of the criteria. [Evidence: [IIIA.34](#)]

The District does not have a written code of professional ethics for classified professionals; however, the CSEA contract Article 35D.2 and Chapter 19 of the Personnel Commission rules outline personal conduct which would be cause for disciplinary action. Also, the Education Code sections 88080, 88081, and 88087, covering classified employees in a merit system, as well as the California School Personnel Commissioners Association (www.meritsystem.org) contain the philosophy and purpose of the merit system which includes ethical practices. [Evidence: [IIIA.37](#)]

Board Policy 3150 and Administrative Regulation 3150 outline the ethical responsibilities of administrators. BP 3150 describes the expectations for ethical behavior: “Administrators of community colleges shall be committed to the principles of honest[y] and equity. They shall not seek to abridge for any purpose the freedoms of faculty, staff and students. At the same time, they shall not willingly permit the right[s] and privileges of any members of the community college to override the best interests of the public served by the college.” AR 3150 details the responsibilities that administrators have to the Board, to the profession, to faculty and staff, to students, and to the community. [Evidence: [IIIA.65](#), [IIIA.66](#)]

Board Policy 7360 and Administrative Regulation 7360 set the policy and consequences for the discipline and dismissals of academic employees. AR 7360 lists the causes for discipline and

provides the procedures for written notice of disciplinary action or dismissal as well as the employee's opportunities for appealing the action. Board Policy 7365 and Administrative Regulation 7365 address the discipline and dismissal policy for classified employees. AR 7365 states, "A permanent member of the classified service shall be subject to disciplinary action, including but not limited to, oral reprimand, written reprimand, reduction in pay, demotion, suspension, or discharge, or any of the grounds set out in the Personnel Commission Rules and the collective bargaining agreement for bargaining unit members. Hearing procedures are set out in Personnel Commission Rule 19." [Evidence: [IIIA.124](#), [IIIA.125](#), [IIIA.126](#), [IIIA.127](#), [IIIA.128](#)]

The 2016 CCC Accreditation Survey Question #29 states: "CCC upholds a written code of professional ethics for all its personnel, including consequences for violation." 95.3 of responders either agreed or strongly agreed with that statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

SCCCD board policy sets ethical standards for the Board of Trustees and administrators, the faculty contracts for both full-time and part-time faculty include adherence to ethical standards, the CSEA contract and the Personnel Commission Rules set standards for personal conduct for classified professionals, and the California Education Code and the California School Personnel Commissioners Association require ethical practices of the Personnel Commission. The District does not condone behaviors by employees that are contrary to the ethical standards set forth in Board Policy, Personnel Commission Rules, or collective bargaining agreements. When employees are found to have violated these standards, the District takes appropriate steps to ensure that corrective action takes place.

IIIA.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides all personnel with significant opportunities and avenues for professional development. The College's commitment to professional development for all employees is evident in the workshops and training events the College hosts on campus and its dedication to travel and conference funding. All employees have access to professional development training specific to their areas. Several groups, including the Professional Development Committee, the Flex Day Committee, the Classified Professionals Development Committee, and the State Center Community College District organize and provide professional development opportunities for CCC personnel. [Evidence: [IIIA.112](#), [IIIA.129](#), [IIIA.130](#)]

CCC offers professional development that is consistent with its Mission. For example, the College hosted an Equity Workshop on Opening Day/Duty Day in spring 2017. In the morning, all faculty and staff attended a presentation on equity, and in the afternoon, personnel divided up into two groups, instructional and non-instructional, for a hands-on workshop. The focus on equity is consistent with the College’s Mission to “embrace diversity” and to “engage in reflective, data-driven cycles of research and innovation.” CCC has also hosted several On Course Workshops for faculty, staff, and administrators. The On Course principles align with the College’s Mission to “foster critical, creative, and engaged thinking” and to base education “on integrity, generosity, and accountability.” [Evidence: [IIIA.120](#), [IIIA.131](#)]

In fall 2017, the College established a Professional Development Committee to make recommendations to College Council and the President about “the direction of college-wide professional development activities that support the college’s strategic goals and the professional development goals of employees” (Governance Handbook, p. 21). The committee held its first meeting on September 14 and reviewed its role as a recommending body for gathering information and make recommendations to the President through College Council about faculty and staff professional development needs. The committee will also promote professional development opportunities and relate those opportunities to the College’s Mission, Vision, and Strategic Plan. [Evidence: [IIIA.68](#), [IIIA.132](#)]

Faculty, classified staff, and managers may apply for travel and conference funding to attend professional development opportunities off campus, such as the Student Success Conference, On Course Workshops, and Guided Pathways Workshops. [Evidence: [IIIA.133](#), [IIIA.134](#), [IIIA.135](#)]

The full-time faculty contract states that one flexible schedule day shall be provided each semester. The first is at the beginning of the fall semester, historically, the Friday prior to fall classes starting. Faculty have several options: select/develop an individual activity, participate in a department scheduled/developed activity, or participate in a campus scheduled activity which may include activities held at one of the other colleges in the District, Reedley College and Fresno City College. The Academic Senate’s Flex Day Committee solicits and coordinates Flex Day activities. [Evidence: [IIIA.33](#), [IIIA.36](#), [IIIA.68](#) p. 12, [IIIA.69](#)]

Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of at least six consecutive years of service in the District. The College’s Sabbatical Committee reviews and ranks sabbatical leave applications and recommends the ranking to the President. The District allocates funds annually for a maximum of twelve eligible staff per year, which it divides between the colleges within the District. The District gives consideration to applicants based on appropriate research, travel, or programs of organized study. [Evidence: [IIIA.33](#) Article XIV-A Section 7, [IIIA.68](#) p. 23, [IIIA.137](#)]

Faculty and staff complete surveys after every Opening Day/Duty Day, and administrators make improvements based on their feedback, including to improve professional development activities. For example, in spring 2016, the District hosted Opening Day/Duty

Day and provided guest speakers. In their evaluations of the activity, faculty noted that the guest speakers provided more general student success strategies with which faculty are already familiar. As a result, the College President worked with the Director of Student Success, Equity, and Outreach to identify and hire guest speakers for the spring 2017 Opening Day/Duty Day that would go into more depth and meet faculty's professional development needs. Drs. Harris and Wood spoke and led workshops in spring 2017 on equity, and attendees responded positively. [Evidence: [IIIA.138](#)]

Faculty also prioritize professional development through their comprehensive Program Reviews, which frequently identify their professional development needs. Finally, the Professional Development Committee will survey faculty about their professional development needs and develop evaluation processes for professional development activities. [Evidence: [IIIA.101](#), [IIIA.102](#), [IIIA.129](#)]

The Classified Professionals Development Committee organizes the Classified Staff Mega Conference each year with funds provided by the District. SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing, grant writing, Adobe Acrobat, workplace communication, spreadsheets, Excel, PowerPoint, and SQL Database basics. Qualified instructors offer training at various levels from novice to advanced. Changes in technology and the need to upgrade skills is a constant. [Evidence: [IIIA.70](#)]

The Classified Staff Mega Conference leaders solicit evaluations from attendees, as well as suggestions for future conferences. Evaluations from attendees of the SCCCD Classified Professionals Technology Training Series identify any areas for improvement as well as subjects for additional training. The workshops for administrative and management staff also solicit evaluations from attendees. [Evidence: [IIIA.71](#), [IIIA.72](#), [IIIA.73](#)]

The District has also provided a series of workshops for all administrative and management staff. These workshops cover personnel topics such as Fair Labor Standards Act; retaliation; the disability interactive dialogue process; disciplinary and harassment investigations; preventing harassment, discrimination and retaliation in the academic setting; embracing diversity; following the Equal Employment Opportunity guidelines when hiring staff; privacy issues; leave laws such as Family and Medical Leave Act; California Family Rights Act; Pregnancy Disability Leave Act; generational diversity; legally compliant strategies for diversity enhancement; creating a culture of respect. Workshop leaders collect evaluations after each workshop as well as suggestions for future training subject. Changes in labor laws and recent court decisions relating to personnel issues are also considered when determining the professional development needs. [Evidence: [IIIA.56](#), [IIIA.74](#), [IIIA.75](#)]

The CCC 2016 Accreditation Survey question 30 addresses this issue: "CCC plans for and provides all personnel with opportunities for continued professional development." 84.8 percent of responders either agreed or strongly agreed with this statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

The College provides professional development opportunities for all employees that are consistent with its Mission. The Professional Development Committee surveys and provides recommendations to the President about college-wide professional development needs. Faculty have access to additional professional development through Flex Day activities, Travel and Conference funding for off-campus conferences and workshops, and sabbatical opportunities. The Classified Professionals Development Committee organizes the Classified Staff Mega Conference, and classified professionals have further opportunities through the SCCCDC Classified Professionals Technology Training series. Finally, the District supports professional development opportunities for administrators/managers applicable to their role.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

SCCCD's Office of Human Resources and CCC ensure the security and confidentiality of personnel records. The College President's office houses the official personnel records of all academic staff. These files contain official evaluations, job performance-related data, directives, and any other personnel communications. The SCCCDC Office of Human Resources houses all official personnel records for full-time and part-time classified professionals, confidential employees, and academic and classified management. The Human Resources files contain the new hire paperwork and personnel transactions, and the College's files contain copies of those records. Both of these offices are secure in that employees other than the appropriate confidential and/or human resource staff may not access them, and files are kept locked.

In accordance with their respective contracts and Administrative Regulation 7145, faculty and classified professionals have the right to examine their individual personnel files at any time mutually convenient to the employee and the District. A union representative may accompany the unit member, if desired, or a union representative may inspect such materials individually with the written consent of the employee. Unit members may request pertinent information or material that bears upon their position be added to their file, if applicable. They may also request copies of any material from their file. [Evidence: [IIIA.33](#), [IIIA.34](#), [IIIA.37](#), [IIIA.76](#)]

Question 31 of the CCC Accreditation Survey 2016 addresses these issues: "CCC makes provision for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law." 98.8% of responders either agreed or strongly agreed with this statement. [Evidence: [IIIA.85](#)]

Analysis and Evaluation

CCC and the SCCCDC Human Resources Office maintain the security and confidentiality of all personnel records. Employees may request access to their personnel files per AR 7145 and their respective contracts.

Evidence List

Evidence #	Title
III.A.1	College Website
III.A.2	BP 7120 Recruitment and Hiring
III.A.3	AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty
III.A.4	AR 7121 Procedures for Recruitment and Employment of First-Time Part-Time Faculty
III.A.5	AR 7122 Duties and Responsibilities of Instructors
III.A.6	AR 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
III.A.7	AR 7126 Applicant Background Checks
III.A.8	AR 7127 Verification of Eligibility for Employment
III.A.9	BP 7210 Academic Employees
III.A.10	BP 7230 Classified Employees
III.A.11	BP 7240 Confidential Employees
III.A.12	BP 7250 Educational Administrators
III.A.13	BP 7260 Classified Administrators, Supervisors and Managers
III.A.14	Certificated Staffing Request Form 2017-2018
III.A.15	Office of Institutional Research Data Sets
III.A.16	Sample Certificated Staffing Request Forms
III.A.17	Allocation Sheet for Number of New Employees
III.A.18	Minimum Qualifications for Faculty and Administrators in California Community Colleges 2017 Handbook
III.A.19	Human Resources Employment Opportunities Webpage
III.A.20	Hiring Committee EEO Packet
III.A.21	California Ed Code 88080
III.A.22	California Ed Code 88081
III.A.23	California Ed Code 88087
III.A.24	Personnel Commission Rules 2-1
III.A.25	Classified Position Rankings
III.A.26	College Council Minutes Discussing Classified Hiring Prioritization Process
III.A.27	AR 7230 Classified Employees
III.A.28	Personnel Commission Rules
III.A.29	AR 7220 Administrative Recruitment and Hiring Procedures
III.A.30	Human Resources Faculty Employment Opportunities Webpage
III.A.31	Equivalency Committee Operating Agreement
III.A.32	BP 7125 Employee Evaluations
III.A.33	SCFT Full-Time Contract 2014-2017
III.A.34	SCFT Part-Time Contract 2014-2017
III.A.35	Tenure Review Packet
III.A.36	Adjunct Faculty Evaluation List 2017-2018
III.A.37	CSEA Contract 2012-2015
III.A.38	CSEA Classified Employee Evaluation Form
III.A.39	Administrative Evaluation Form

Evidence #	Title
IIIA.40	Department Chairs Minutes on Blackboard
IIIA.41	Educational Master Plan
IIIA.42	Willow International Eligibility for Candidacy Application
IIIA.43	Facilities Master Plan
IIIA.44	Opening Day Adjunct Faculty Orientation Invitations
IIIA.45	Opening Day Adjunct Faculty Orientation Agenda FA16
IIIA.46	Faculty Handbook 2016-2017
IIIA.47	Adjunct Faculty Evaluation List 2017-2018
IIIA.48	Active Learning Saturday Series
IIIA.49	Adjunct Faculty Travel Conference Forms
IIIA.50	SCCCD District Human Resources Staffing Plan 2014-2016
IIIA.51	Board Policies and Administrative Regulations on Website
IIIA.52	Human Resources Page on District Website
IIIA.53	New Employee Orientation Page on District Website
IIIA.54	Chart of Subject Matter by Employee Group
IIIA.55	New Employee Handbook August 2017
IIIA.56	Districtwide Management Meetings Agendas
IIIA.57	AR 3450 Complaint Procedure
IIIA.58	BP 3410 Nondiscrimination
IIIA.59	BP 3420 Equal Employment Opportunity
IIIA.60	BP 3430 Prohibition of Harassment
IIIA.61	AR 3410 Nondiscrimination
IIIA.62	AR 3420 Equal Employment Opportunity
IIIA.63	AR 3430 Prohibition of Harassment
IIIA.64	Student Complaint Procedures-Form on Website
IIIA.65	BP 3150 Code of Ethics- Administrators
IIIA.66	AR 3150 Code of Ethics
IIIA.67	AAUP Statement on Professional Ethics
IIIA.68	Participatory Governance Handbook
IIIA.69	Flex Day Forms FA16
IIIA.70	Classified Professionals Technology Training Schedule
IIIA.71	Classified Professionals Mega Conference Evaluations SP16
IIIA.72	Classified Professionals Technology Training Evaluation Form
IIIA.73	Central 14 Training Workshop Evaluation Form
IIIA.74	Central 14 Training Workshops 2014-2016
IIIA.75	Central 14 Training Workshops Sign-in Sheets
IIIA.76	AR 7145 Personnel Files
IIIA.77	Organization Chart
IIIA.78	SCCCD Website
IIIA.79	Integrated Planning Summary for Human Resources
IIIA.80	BLANK
IIIA.81	SCCCD Human Resources Website
IIIA.82	Job Fair Information
IIIA.83	EEO Training Record

Evidence #	Title
III.A.84	District-wide Classification Study Page on SCCCD Website
III.A.85	Accreditation Survey 2016
III.A.86	Foreign Transcripts for Equivalency
III.A.87	Student Evaluation Form
III.A.88	Counseling Session Observation Form
III.A.89	Non-Instructional Faculty Evaluation Forms
III.A.90	NeoGov Website
III.A.91	AR 7125 Evaluation
III.A.92	Administrator Evaluation Form
III.A.93	President's Job Description
III.A.94	Faculty Evaluation Form
III.A.95	Adjunct Orientation Information
III.A.96	Academic Senate Minutes Discussing Faculty Handbook
III.A.97	English Department Conference Flyer
III.A.98	BLANK
III.A.99	Academic Senate Minutes for Adjunct Faculty Elections
III.A.100	College Council Operating Agreement
III.A.101	Comprehensive Program Reviews
III.A.102	Program Review Annual Progress Reports
III.A.103	VPSS Position Justification
III.A.104	BP 2410
III.A.105	Chancellor's Office Page on SCCCD Website
III.A.106	New Employee Orientation
III.A.107	Grievance Processes in Bargaining Agreements
III.A.108	BLANK
III.A.109	Staff Development Catalog 2016-2017
III.A.110	Staff Development Calendar 2016-2017
III.A.111	EEO Plan Data Report to Board Of Trustees 6-6-17
III.A.112	Roles of Constituents in District Decision Making
III.A.113	EEO Plan
III.A.114	SCCCD Organizational Chart
III.A.115	Link to EEO Training Video
III.A.116	Staff Development Calendar 2017-18
III.A.117	Staff Development Catalog 2017-18
III.A.118	Travel Conference Forms for A2MEND and CUE Attendees
III.A.119	Diversity Event Flyers
III.A.120	Opening Day Agenda SP17
III.A.121	Board Minutes Showing EEO Presentation 6-6-17
III.A.122	BP 2715 Code of Ethics-Standards of Practice
III.A.123	Self-Evaluation Form
III.A.124	BP 7360 Discipline and Dismissal, Academic Employees
III.A.125	AR 7360 Discipline and Dismissal, Academic Employees
III.A.126	BP 7365 Discipline and Dismissal, Classified Employees
III.A.127	AR 7365 Discipline and Dismissal, Classified Employees

Evidence #	Title
IIIA.128	Personnel Commission Rule 19
IIIA.129	Professional Development Committee Operating Agreement
IIIA.130	Flex Day Committee Operating Agreement
IIIA.131	On Course Information
IIIA.132	BLANK
IIIA.133	T&C Form
IIIA.134	Travel and Conference Training PowerPoint
IIIA.135	On Course Travel and Conference Forms
IIIA.136	Flex Day Schedules FA15-FA17
IIIA.137	BLANK
IIIA.138	Opening Day Survey SP17



Standard III.B: Physical Resources

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard III.B: Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College designs and constructs buildings with Division of State Architect approval to ensure accessibility and safety. Facilities maintenance and operations comply with the California Occupational Health and Safety Act (Cal/OSHA).

The Environmental Health and Safety and Facilities Committee makes recommendations on college-wide planning related to facilities. This committee includes administrators, faculty, classified staff, students, and non-voting resource personnel from the College and the District. The committee is also responsible for reviewing and making recommendations on issues regarding the health and safety on the main campus and at the Herndon Campus, the College's satellite campus.

Per the Environmental Health and Safety and Facilities Committee operating agreement, the committee participates in the development of and implementation of the District Facilities Master Plan by establishing College priorities based on the Educational Master Plan and Strategic Plan; participates in the development of the District five-year capital construction plan; monitors and documents development of new facilities (included in Measure C); monitors and documents progress on facilities goals included in the College's Strategic Plan; reviews and prioritizes facilities requests identified in Action Plan Funding Requests and Program Review; reviews reports of accident investigations and safety and health inspections and recommends corrections of safety hazards if needed; reviews, plans, and schedules for ongoing maintenance, grounds, and building services and recommends revisions if needed. The committee also reviews facility, safety, and health issues and requests. [Evidence: [IIIB.1](#), [IIIB.2](#)]

District and College staff provide custodial, maintenance, and grounds services in order to ensure that paths, hallways, classrooms, and offices are clean, safe, and accessible. Pedestrian crosswalks are well marked at all intersections. Additional crosswalks are located at convenient locations between CCC and the Clovis North High School campus located across the street from CCC. There are bike racks on campus as well as a bicycle repair station. Handicap accessible parking, curb cuts, and electric entrance doors are provided. CCC has eight evacuation chairs for removing physically disabled individuals from the second floor of buildings to the first in the event of emergencies: six at Clovis Community College and two at Herndon Campus. Custodial staff have been trained to operate the evacuation chairs. [Evidence: [IIIB.3](#)]

The Building Services Department includes a custodial staff that reports to the Custodial Manager. These staff members are responsible for providing a clean, safe environment for students, faculty, staff and visitors. The staff consists of the Custodial Manager, one General Utility Worker, and six custodians at the main campus and one General Utility Worker and one custodian at the Herndon Campus. The building services staff uses a “zone” process for cleaning. The building services team, led by the Custodial Manager, provides absentee coverage, project work, and event management.

District Operations organizes and manages maintenance and grounds staff at CCC. The Director of Maintenance and Operations and the Grounds Manager report directly to the Vice Chancellor, Operations and Information Systems. These managers have authority throughout the District at all sites including CCC and the Herndon Campus. CCC utilizes the SchoolDude Maintenance Direct web-based application for maintenance request and repairs. When a staff member submits a work order, the SchoolDude application generates an email sent back to the requestor indicating that the work order was received. When work is assigned, the requestor gets a second email. Finally, a third email is sent out when the work has been completed. The office of the Vice President of Administrative Services keeps the work order information. [Evidence: [IIIB.4](#)]

CCC develops scheduled maintenance lists in conjunction with District Operations to ensure that CCC monitors and replaces or upgrades heating and cooling systems, fire suppression systems, and similar safety equipment in a timely manner. [Evidence: [IIIB.5](#)]

The CCC Vice President of Administrative Services is the liaison between the District Operations Department and the College. In addition, the Director of Maintenance and Operations, the Grounds Manager, Director of Environmental Health and Safety, the Construction Services Manager and Vice Chancellor, Operations and Information Systems serve on the CCC Environmental Health and Safety and Facilities Committee. This structure works well and ensures that communication and cooperation takes place between the College and the District.

Campus Police Department

The State Center Community College District Police Department has the responsibility for safety and security on the campus to ensure safe learning and working environments and to protect persons and property. The Vice President of Administrative Services is the CCC liaison between the District Police Department and the College.

The District determines campus assignments and schedules police officers. While SCCCD was in the process of hiring additional officers in 2016-17, they contracted with the Fresno Police Department to provide police services for CCC. An officer was on campus from 7:00 a.m. to 11:00 p.m. Monday through Friday. In September 2017, the District assigned an SCCCD officer to CCC. The officer is on campus Tuesday through Friday from 7:30 am to 4:30 pm. He also travels to the Herndon Campus several times during his shift. Contract officers are still at CCC on Mondays and in the evening. Officers are available to escort students and staff to their

vehicles after evening classes and are the first responders in emergency situations. There is also a district-wide, 24-hour emergency police dispatch system that all students, faculty, and staff can use to more effectively connect to needed services from the nearest police department. The District Police Department also monitors the automated door security system. [Evidence: [IIIB.6](#), [IIIB.7](#), [IIIB.8](#), [IIIB.9](#)]

CCC has further safety measures for emergencies. As a part of its Emergency Response Program, CCC participates in an emergency notification system that operates via text messaging. CCC has an automatic lock-down system in place. There are emergency call boxes in the administration suite in the Academic Center 1 (AC1) building, the Admissions and Records Office in the Academic Center 2 (AC2) building, and also in the Child Development Center (CDC). When someone pushes the button on the call box, the system automatically calls the District Police Department, the City of Fresno Police Department, and locks down all the exterior doors in AC1, AC2, and the CDC. CCC also has an interior and exterior audible notification system. Loud speakers are placed strategically throughout the campus and have intelligible voice capabilities. There are also three emergency call boxes throughout the campus to allow for direct access to the District Police Dispatch. In addition, all classroom and office phones have a red “panic button” that immediately connects the caller to Police Dispatch when pressed. The call is muted on one side so that the caller and anyone with them cannot hear dispatch, but dispatch can hear what is being said in the caller’s area. This allows the caller to advise dispatch of a potentially dangerous situation as it occurs without alerting the subject.

CCC has an additional power source that assures that CCC will maintain communication in the event of a campus-wide emergency. In the event of a total system power failure, CCC has a short wave radio battery back-up system that provides approximately six hours of power for the police and facilities staff. The police, college nurse, custodial, maintenance, and grounds staff as well as selective administrative personnel carry these radios.

The District Police Department handles all reports of crimes, emergencies, and coordinates the assistance, if required, of outside agencies at the College. The District Police Department is also responsible for coordinating emergency/crisis management and has established procedures for faculty, staff, and students to follow in the event of an emergency. A poster detailing procedures to follow in various emergencies including active shooter, fire, power outage, etc. is posted in every classroom and offices throughout the campus. [Evidence: [IIIB.10](#)]

Disabled Student Programs and Services

Disabled Student Programs and Services (DSPS) provides specialized services and academic accommodations that assist students with documented physical, mental health, and learning disabilities reach their maximum potential while achieving their educational goals. Services and accommodations may include but are not limited to disability-related counseling, learning disability assessment, test proctoring, note-taking, and alternative media for textbooks and adaptive software. [Evidence: [IIIB.11](#)]

Health and Psychological Services

One full-time College Nurse (MSN, RN, PHN) and a part-time nurse staff Student Health Services. A department secretary supports Student Health Services as well as Psychological Services.

First aid, nursing consultation and referral, as well as other health and wellness services are provided to students in the Health Services Office. Health Services also oversees the Automated External Defibrillator (AED) program for the campus, which includes monthly inspections and upkeep of the devices. There are three AEDs on campus--one in each of the main buildings and one in the Health Office. There is also an AED at Herndon Campus in the reception area. Health Services provides and stocks first aid kits kept at various locations throughout campus. The College Nurse offers CPR and AED certification for staff as well as annual training to designated staff regarding the handling of student, staff, and visitor injuries on campus. The College Nurse receives all student and visitor injury reports, and the College Nurse, the Health Services department secretary, or other trained classified professionals complete the accident report form. The College Nurse handles any paperwork required for student insurance coverage for injuries that occur on campus; procedures are in place and the College Nurse provides training annually to office staff to ensure that injured students receive safe, timely, and appropriate care of injuries whether or not the College Nurse is available on campus. The College Nurse reviews aggregated student and visitor injury reports, and the College Nurse is a standing member of the Environmental Health and Safety and Facilities Committee. [Evidence: [IIIB.2](#), [IIIB.12](#)]

A psychological intern (PsyD) staffs Psychological Services. The psychological intern provides coverage Monday through Friday. The Psychological Services office is located in AC2, room 278B, near the Health Services office. The support provided through Psychological Services includes individual psychotherapy, mental health student outreach, crisis intervention, community resources, and faculty and staff consultation.

Environmental Health and Safety

The District Director of Environmental Health and Safety is responsible for updating the District's health and safety training programs. The training is available via the District's website as well as in person. Training subjects include Injury and Illness Prevention Plan (IIPP), Hazard Communication, Chemical Hygiene, Blood-borne Pathogen, Heat Illness Prevention, Respiratory Protection, Hearing Conservation, Safe Lifting Practices, Utility Cart Safety, Powered Industrial Trucks, Ergonomics, and Emergency Response. The District established these programs with the primary purpose of ensuring the safety and health of students and employees by providing a safe and healthful work and study environment and with the secondary purpose of training employees in safe and healthy work practices. The District bases training frequency on specific regulatory requirements, need, and as new hazards are identified. [Evidence: [IIIB.13](#), [IIIB.14](#)]

The Vice President of Administrative Services and a faculty member co-chair the College's Environmental Health and Safety and Facilities Committee. This committee is charged with promoting health, safety, and emergency preparedness on campus. The committee reviews employee

injuries, student and visitor injuries, routine facility safety inspections, as well as other identified campus health and safety issues. The committee makes recommendations to the administration to provide for continuous improvement of campus safety. Employee Concerns/Observations is a standing item on the agenda each month. The College added a new crosswalk on campus in summer 2017 as a result of an employee concern that was brought to this committee. Safety hazards receive the highest priority in terms of finance allocations and response time. [Evidence: [IIIB.2](#), [IIIB.15](#), [IIIB.16](#)]

The College has an automated fire notification system and testing of the system is performed annually. The automatic sprinkler system is tested once every five years. In addition, all fire extinguishers, science lab eye wash stations and safety showers are inspected on a monthly basis. Records of inspections are maintained in the Vice President of Administrative Services office. In addition, completed scheduled maintenance reports for the eyewash stations, safety showers, emergency lighting, generator testing, and elevator permits are housed in the Central Plant office. Fire drills are performed at the Child Development Center on a monthly basis. Any issues identified during the fire drills are forwarded to the Environmental Health and Safety/Facilities Committee for review and recommendations for improvement as appropriate. [Evidence: [IIIB.17](#), [IIIB.18](#), [IIIB.19](#), [IIIB.20](#)]

Safety Data Sheets (SDS) binders for grounds, maintenance, custodial and labs are kept up-to-date. The binders are specific to the area of use and are housed within these areas. In the labs, the SDS are included in the Chemical Hygiene Plan binder. In addition, the District Director of Environmental Health and Safety conducts periodic inspections of the College to insure the College is storing and handling hazardous waste properly. Hazardous waste products are stored in a locked storage unit located in the plant facility yard. A registered hazardous waste transporter picks up these waste products every six to twelve months depending on the waste quantity and classification. Additionally, the campus operates under a hazardous materials and waste Certified Unified Program Agency (CUPA) permit, administered by the County of Fresno Environmental Health Department. [Evidence: [IIIB.21](#)]

The Alliance of Schools for Cooperative Programs (ASCIP), a joint-powers agency, processes and manages employee injuries and Worker's Compensation claims. This agency also provides safety and risk management programs and reviews ways and means of minimizing District and College liability losses. Employees have access to a 24-hour "Company Nurse" hotline for triage by a nurse and facilitation of referral to healthcare providers for on-the-job injuries. The "Company Nurse" completes all employee accident reports and forwards them to the District Director of Environmental Health and Safety who then reports findings to the Environmental Health and Safety and Facilities Committee for review.

According to the 2016 Accreditation Survey done by the CCC Office of Institutional Research, 95.9 percent strongly agree or agree that "CCC assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services." Seven individuals

who took the survey indicated that they didn't know. They are not included in the percentage. Only those who agreed or disagreed are included.

Analysis and Evaluation

CCC provides a healthful environment by maintaining grounds and ensuring that pathways, halls and classrooms are clean and accessible. The College has emergency lighting and exit signs that maintenance staff regularly maintain. Evacuation chairs are at the top of each stairwell to assist non-ambulatory students and staff in the event of loss of elevator power. The recent addition of police officers on campus between the hours of 7:00 am and 11:00 p.m. has been a needed and welcome addition.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its program and services and achieve its mission.

Evidence of Meeting the Standard

District

State Center Community College District developed a District-wide Facilities Master Plan (FMP) (http://www.scccd.edu/documents/departments/2012_Facilities_Master_Plan.pdf) in 2012 based on the needs identified in the Educational Master Plan of each college. The planning process for the FMP was highly participatory, engaging the many constituents of the District through various facilities committees which included faculty, administrators, students, and classified staff. The initial focus was to gain an understanding as to how the FMP could assist the campus in achieving its Strategic Plan goals and objectives. These meetings provided analysis of existing conditions which included site assessment, demographic analysis, educational program needs, prioritization and funding analysis, and staff and community dialog. The FMP details recommended modifications for each campus in the District, including on-site improvements, modernization projects, and potential new buildings and is used to plan for new state and local bonds. In September 2017, SCCCD began the process of updating the FMP. Three architectural firms made presentations for drafting the plan. All constituent groups were present at the meeting and gave input on the three presentations.

The District Operations Department maintains an ongoing and adaptive Five-Year Scheduled Maintenance Plan (http://www.scccd.edu/_documents/departments/5-Year_Scheduled_Maintenance_Plan_2016-2021.pdf). This Five-Year Plan is a comprehensive list of facilities and/or equipment that is scheduled for replacement or major overhaul within the next five years. Maintenance personnel provide valuable input on the condition of equipment and expected lifespan of facilities and equipment. The District Maintenance Manager or appropriate maintenance personnel determine information regarding the overall condition of campus facilities and equipment during the performance of preventative maintenance, and this

information, along with campus needs and budget considerations, provides for the structure of a five-year plan that the District implements as the budget allows and updates and revises throughout each year with input from the colleges. This list typically includes structural and mechanical repairs, re-roofs, upgrades, and remodels needed to keep facilities safe and sufficient to meet the needs of students and staff.

The District Operations Department is engaged in ongoing strategic planning for use of its resources in order to support the needs of CCC's programs and services. The District Operations Department evaluates each facility according to its use, age, and ability to remain an effective asset in supporting campus needs. The Five-Year Scheduled Maintenance Plan employs a process of evaluating each facility and allocating future funds to be used towards repairs, upgrades, and remodeling in order to ensure that facilities are continually meeting the needs of CCC programs and services. District Operations and CCC work closely on large scale projects to ensure that the College continues to provide a healthy, positive, modern learning and working environment. District and CCC staff takes into consideration the total cost of ownership while planning these projects and allocating funds towards the continual use and upkeep of each facility and its associated equipment.

SCCCD Operations Office maintains a database of facilities/equipment on each campus and their relative condition to determine a replacement timeline. The Operation Department develops the annual Five-Year Equipment Replacement Plan for College's operational needs using ADA compliance, key issuance, ADA transition plans, new technical tools and input from staff.

College

At CCC, the institutional planning and collaborative decision-making processes help to establish priorities among competing needs. Each fall, the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, the Vice President of Administrative Services invites and encourages all members of the College community to submit a request for funding using the Action Plan Funding Request form for specific program needs to the Administrative Services Office. The College uses the Action Plan Funding Request process to identify program and department equipment replacement and maintenance needs as well as emerging space and facility needs. Department Chairs Council, President's Council, and College Council review these requests. Through the collaborative decision-making process, this broad based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. In addition, the CCC Office of Institutional Research administers a technology needs assessment to all staff. Data from the needs assessment helps inform all parts of the College Technology Plan, including distance education. In addition, Clovis Community College's online teaching certification course includes solicitation from participants to assess the kinds of technology they need for teaching distance education. [Evidence: [IIIB.22](#), [IIIB.24](#), [IIIB.25](#)]

CCC has as its next priority the building of a Career Technical Education Facility that will house a variety of new CTE programs such as Occupational Therapy Assistant, Water and Wastewater programs, a Food Safety program, and an Advanced Manufacturing/Robotics program. The facility will include classrooms, labs, and student services. SCCCDC has secured 70 million dollars in funding for the new building in the Measure C Bond Issue that passed in June 2016. The District has also applied for state funding for this building and should know the status of the funding in early 2018.

Analysis and Evaluation

CCC engages in the facilities planning process which includes the CCC Educational Master Plan, Facilities Master Plan and Five-Year Scheduled Maintenance Plan. CCC encourages the inclusion of faculty, staff, and students in facility planning through participatory governance. The Environmental Health and Safety and Facilities Committee and College Council include representatives from all constituencies.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District Operations Department works diligently to assure that campus facilities meet the needs of the students, faculty, and staff. The College uses the SchoolDude system to generate routine work orders for preventative maintenance. This system provides assurance of regular and ongoing maintenance of the CCC facilities and related equipment. The SchoolDude system also allows the District Operations Department to quantify the workload placed on the Operations Department staff by tracking the number of calls for service, man hours spent, and wait times for service. The Operations Department reviews staffing levels regularly and works to maintain a staffing level sufficient to meet the needs of the CCC Campus. In 2016, the College added a second maintenance worker (Building Generalist). He works three days per week at Clovis Community College or the satellite Herndon Campus and the other two days at other sites in the District.

In addition to the Environmental Health and Safety and Facilities Committee, a College committee, SCCCDC also has a Health and Safety and Facilities Planning Committee that includes representatives from all of the colleges. The Districtwide Facilities and Safety Planning Committee meets quarterly. The purpose of this committee is to communicate District-wide facilities plans to District and College representative organizations, report on safety and security and environmental health and safety issues and concerns, participate in facilities planning efforts, and make recommendations for updates to the District-wide Space Utilization Report. [Evidence: [IIIB.26](#), [IIIB.27](#)]

Responsibility for equipment is dependent on the function of the equipment. Equipment used for the physical plant is the responsibility of the District Operations Department. The District Information Systems Department is responsible for Ellucian, MIS, network systems, and the telephone system. The CCC Technology Services Department is responsible for implementation and maintenance of all other technology.

CCC's Dean of Instruction, STEM and Technology Services leads the Technology Services Department. He co-chairs the CCC Technology Committee and is a member of President's Council. The Technology Services Department procures and maintains audiovisual and computer equipment used for student learning, including video conferencing, with assistance from the District's Information Systems Department. The Technology Services Department consists of one network coordinator, two micro computer resource technicians, and three permanent part-time instructional technicians.

SCCCD, including CCC, switched from Blackboard as its primary course management software tool to Canvas in early 2017. Courses in all formats (online, face-to-face, and hybrid) use Canvas to disseminate course material, post grades, communicate with students, and hold live discussions. The software is especially indispensable for courses taught via distance education. Also useful for distance education courses is the Camtasia software tool. This program allows instructors to record live presentations for viewing by their remote students. The College provides many instructors who teach distance education courses with tablet PCs that enable "live" help with homework as well as facilitate the production of recorded lectures. Students taking online courses who do not have their own computer equipment may use computers on the main campus in the open computer lab or at the Herndon Campus computer lab to complete their coursework.

For the past several years, colleges have received Scheduled Maintenance and Instructional Equipment funds from the Chancellor's Office. The College has used those funds to update the Mac Lab and the Physics lab, replace classroom furniture, etc.

While state funding can be uncertain, the lottery funds for the District and College have remained relatively stable and are available for capital expenditure projects. The District and College's decision package process consists of restricting the annual lottery (LTO) revenue to one-time funding, on a "one year delayed basis." The one year delayed basis reserves a full year of lottery funds and positions the College and District to make annual or shorter notice funding decisions for needs not included or funded by the other capital expenditure sources. For example, the College has upgraded equipment (computers, printers, etc.), facilities (signage, high speed buffers, custodial utility carts, etc.), and provided instructional support (autoclave, science models, etc.) as appropriate. [Evidence: [IIB.22](#)]

In building the lottery funds discretionary budget, the Vice President of Administrative Services invites and encourages all members of the College community to submit a request for funding on

an Action Plan Funding Request form. The College uses the Action Plan Funding Request process to identify program and department needs as well as emerging space and facilities needs which are directly tied to integrated planning. Through this collaborative decision-making process, Department Chairs Council evaluates and prioritizes requests, and President's Council then reviews requests for identification of all sources of funding and balances to the tentative allocation. President's Council forwards the Action Plan Funding Requests to College Council for first review and discussion in December and for final review and recommendation for funding to President's Council in January. [Evidence: [IIIB.24](#)]

Ninety-six individuals answered the following question in the 2016 CCC Accreditation Survey, "To assure the feasibility and effectiveness of physical resources, CCC plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account." Of the ninety-six, 22 answered that they did not know. Of the other seventy-four, 98.6% either agreed or strongly agreed with the statement. [Evidence: [IIIB.29](#)]

Analysis and Evaluation

The District and College plan and evaluate facilities and equipment regularly. The College uses the SchoolDude system for preventative maintenance and continually revises and executes the scheduled maintenance plan. The College has used scheduled maintenance and instructional equipment funds to update and replace equipment that students use.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of the new facilities and equipment.

Evidence of Meeting the Standard

The District develops annual and long-range plans for capital expenditures directly linked to the College's needs and are congruent with both short- and long-range planning processes. The District and College's Strategic Plans provide the outline for the development of the five-year Construction Plan. In addition, the CCC College Council and the Environmental Health and Safety and Facilities Committee (comprised of faculty, administrators, classified staff, and students), utilize many sources, including the Educational Master Plan and Program Reviews, in order to identify facilities and the associated cost of ownership necessary to address institutional improvement goals.

The CCC Educational Master Plan and Strategic Plan tie directly to the District Strategic Plan. The CCC Vice President of Administrative Services, two faculty representatives, two classified staff representatives, and one student are members of the District-wide Facilities and Safety Planning Committee. Each committee member is able to provide pertinent information as to the unique needs of each of the colleges and centers during the planning process. The committee functions as an information liaison between the District and the colleges and centers regarding information on the development and planning of new facilities and safety issues. In addition, the Construction Manager gives updates on the progress of

facilities projects. Representation on this committee includes certificated, classified, and management staff from throughout the District. Each member has the responsibility to communicate information back to his or her constituency groups. This committee systematically assesses the effective use of new physical resources and uses the results of the evaluation as the basis for future planning. [Evidence: [IIIB.26](#)]

The District works with the State Chancellor's Office for ongoing planning and development and to identify long range needs utilizing the information provided in the Five-Year Construction, Scheduled Maintenance, and Equipment Plans as well as updates to Space Inventory. The District updates and revises these plans as needs are identified, modified, and re-prioritized for submission to the state on an annual basis. The District uploads all of the information to the State Chancellor's Office through the Fusion website (<http://fusion.deltacollege.edu/default.asp>) and continually updates it.

The Five-Year Construction Plan includes both local and state funded projects. The Board of Trustees approves the plan, which is due every year to the State Chancellor's office by June 30. The District submits potential state funded projects as an Initial Project Proposal (IPP) to the State Chancellor's Office and, once approved, the District submits them as a Final Project Proposal (FPP) to the state to request funding.

As new capital projects are constructed to meet the needs of the College, the District operations staff evaluates the total cost of ownership. The total cost of ownership model includes the cost to design, build, maintain and operate the facility. Routine maintenance, minor repairs, major modernizations, preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology, and life cycle costs are all taken into account.

The College's capital expenditures are closely tied with the District plans. The documents that are used for planning include Five-Year Construction Plan, Scheduled Maintenance Plan, Facilities Master Plan, and lottery revenue Action Plan Funding requests. All of the above tie strategic academic planning, the Educational Master Plan, Program Review, and student success initiatives to capital expenditures.

Ninety-six individuals responded to the following question in the Clovis Community College Accreditation Survey: "Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment." Twenty-six individuals indicated that they did not know. Of the 70 who answered, 98.6 percent agreed or strongly agreed with the statement. [Evidence: [IIIB.5](#), [IIIB.29](#)]

Analysis and Evaluation

Long-range capital planning, relying on the Facilities Master Plan, annual Five-Year Plan updates, and Action Plan Funding Requests allow for informed decision making and results in facilities that meet the institutional goals of the CCC. The College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that supports its commitment to students,

faculty, and staff, and to achieving student learning outcomes. The District files the five-year Construction Plan annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how projected facilities will be used.

Evidence List

Evidence #	Title
IIIB.1	Environmental Health and Safety Committee Operating Agreement
IIIB.2	Environmental Health and Safety Committee Agendas and Minutes
IIIB.3	Evacuation Chair Training Video
IIIB.4	SchoolDude Instructions
IIIB.5	5 Year Scheduled Maintenance Plan 2016-2021
IIIB.6	Email Introducing New Police Officer
IIIB.7	Email About Fresno PD On Campus
IIIB.8	Emails About Emergency Notification System Testing
IIIB.9	Fresno Police Department Contract
IIIB.10	Emergency Procedures Poster
IIIB.11	DSP&S Brochure
IIIB.12	AED Inspection Reports
IIIB.13	AR 6800 Safety
IIIB.14	Environmental Health & Safety Website
IIIB.15	Environmental Health & Safety and Facilities Committee Operating Agreement
IIIB.16	Participatory Governance Handbook
IIIB.17	Fire Extinguisher Inspections
IIIB.18	Eye Wash-Shower Station Inspection Logs
IIIB.19	CDC Fire Drill Logs
IIIB.20	Tri-Annual Hazard Identification Inspections
IIIB.21	Material Safety Data Sheets
IIIB.22	Action Plans
IIIB.23	BLANK
IIIB.24	Action Plan Request Process
IIIB.25	Technology Plan
IIIB.26	Districtwide Facilities Operating Agreement
IIIB.27	Environmental Health & Safety Committee Agendas and Minutes
IIIB.28	BLANK
IIIB.29	Accreditation Survey 2016



Standard IIC: Technology Resources

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IIIC: Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting Standard

The technology needs and systems at the College are continually emerging and evolving. To help meet the demands of technology, the Dean of STEM and Technology Services and the College's Technology Services Department work collaboratively with faculty, administrators, and staff to identify current and developing technology needs and services. The College currently utilizes the 2014-17 Technology Plan to assist the College in ensuring technology services are appropriate and adequate. In fall 2017, the Technology Committee is working to update the Technology Plan for 2017-2021. [Evidence: [IIIC.12](#)]

Clovis Community College (CCC) has plans and processes in place for the identification, allocation, use, and evaluation of technology resources and services to ensure that those resources and services are appropriate and adequate to support the College's programs, services, and operational functions. Plans and processes provide for input from all constituent groups, including administrators, faculty, staff, and students. Finally, CCC makes provision for reliability, disaster recovery, privacy, and security of all technology resources.

Identification of technology needs and evaluation of technology effectiveness

The College's Technology Services Department consists of the following personnel: the Dean of Instruction, STEM and Technology Services, the Network Coordinator, two micro-computer resource technicians, and three part-time instructional technicians (micro computer lab). To ensure appropriate and adequate support, the Technology Services Department meets every other week or as needed to discuss technology-related data, current projects, common troubleshooting issues, and opportunities for professional development. For example, in spring 2017, faculty reported that they the sound was not working on the instructor workstation computers in many of the classrooms in the Academic Center 2 building. Initially, it was difficult for Technology Services staff to identify the problem, so over time, they collected additional feedback from faculty. Technology Services Department staff isolated the problem as an error in the software for the sound on the computer (the driver) and updated it, which solved the problem. [Evidence: [IIIC.1](#)]

CCC Technology Services Department staff employ several electronic tools in support of the identification of technology needs and the evaluation regarding the effectiveness of technology:

- Spiceworks is an online help desk and inventory management system. CCC Technology Services Department staff use Spiceworks to input all technology-related tasks regardless of size.

- Custom Excel files are used to track smaller projects, purchase orders, and software licenses as needed.
- SmartSheet is an online project management software used to manage middle to large projects and implementation. Smartsheet provides real-time updates on task progress, task dependencies, task responsibilities, and timeline estimates.

[Evidence: [IIIC.2](#), [IIIC.3](#), [IIIC.4](#), [IIIC.5](#)]

CCC Technology Services Department staff report out in department meetings feedback from College personnel regarding common troubleshooting issues or requests for improved effectiveness. Instructional Technicians from the open computer lab provide student-level feedback and input. To address personnel and student feedback, Technology Services staff brainstorm, research, and decide on best solutions. Common or persistent issues are added to the agenda for follow up at subsequent department meetings. For example, in fall 2017, faculty and staff have reported issues with the College’s Wi-Fi connection. The Technology Services Department team has made some adjustments to the configuration and are collecting further feedback to address the issues. [Evidence: [IIIC.6](#)]

Other projects completed or in progress as the result of the analysis of technology service request tickets and Technology Services Department discussions include:

- Wireless presentation technology: Based on input from instructors requesting the ability to project wirelessly from laptops, tablets, and other mobile devices, technology staff installed Apple TV and Microsoft Wireless Display technologies in four classrooms. Communications department staff provided feedback regarding the effectiveness of the wireless display capabilities, including improvements in the quality of student classroom presentations.
- Instructor laptop upgrades with solid-state drives (SSDs): Faculty provided feedback to the Dean of Instruction, STEM and Technology Services regarding slow performance of recently purchased laptops. Based on this feedback, technology staff researched and implemented upgrades to solid-state drives, which resulted in significant performance improvements. All computers purchased after January 2017 include only SSDs.

[Evidence: [IIIC.50](#)]

Decision-making processes include input from faculty, staff, administrators, and students

To provide college-wide input into technology services, College Council charges the Technology Committee with its purpose in the Governance Handbook: “The Technology Committee makes recommendations on college-wide planning related to technology infrastructure, training, and support.” This purpose includes the following two activities: “Develop and monitor the College Technology Plan” and “Review and prioritize technology requests identified in action plans and program review.” The Technology Committee is comprised of faculty, staff, administrators, and a student representative, and the Dean of Instruction, STEM and Technology Services co-chairs the committee. Through the Technology Committee, these constituent groups across the campus provide input into decisions regarding technology services. In addition, the Dean of Instruction, STEM and Technology Services attends multiple constituent group committees and advisories

where he gathers more information about the College's technology needs. Through these interactions, the College continually identifies technology needs and evaluates the effectiveness of its technology. [Evidence: [IIC.7](#) p. 26]

The following are three examples of faculty, staff, and student input into identification of technology needs, the evaluation of technology needs, and implementation of solutions.

Student-use Open Computer Lab Computers: In fall 2015, the art department faculty submitted an action plan request for the purchase of Mac-based high-end digital media software in the open computer lab (AC1-120). Art faculty provided support for their request from their Annual Progress Report for program review, as well as from the College's Strategic Plan and Technology Plan goals. Department Chairs Council, President's Council, and College Council reviewed and prioritized the request and recommended that the President fund the request. Implementation was completed in the Fall 2016 term. Student use the iMac computers for assignments in digital media courses increased significantly. During the 2017-18 academic year, Technology Services staff will monitor usage to anticipate if and when they College will need to add more iMacs in the open lab to meet student demand. [Evidence: [IIC.8](#), [IIC.9](#), [IIC.10](#), [IIC.11](#), [IIC.12](#)]

Math Department Technology Refresh: CCC's Technology Plan provides guidance that instructor computers be refreshed every 5 years. Math department instructors had previously used a non-standard laptop from the rest of the College in order to provide effective lectures and in-class activities for students. These laptops included previous generation touchscreen capabilities. The Dean of Instruction, STEM and Technology Services researched current touchscreen options and provided sample equipment to several math faculty. Based on feedback, all full-time math faculty received updated Lenovo Yoga machines that met the updated specifications for faculty laptops. [Evidence: [IIC.13](#), [IIC.51](#)]

Disabled Students Programs and Services High Tech Center Equipment: In fall 2016, Disabled Students Programs and Services (DSPS) submitted an action plan requesting funding for accessible tables for computer work stations, computers for those work stations, flatbed scanners and printers and OCR scanning software, and Intuos, Kurzweil 1000, and a math accessibility program. DSPS faculty aligned the request with the College's Strategic Plan 2013-17 and the student learning outcomes for the Counseling Department/DSPPS sub-unit. The Department Chairs Council prioritized the request, President's Council supported the request, and College Council recommended that the President fund the request. The College purchased the technology and installed it in the open computer lab and in the DSPS Testing facility. These additional technology services provide accessible computers, work stations, and assistive technologies to support DSPS students. [Evidence: [IIC.8](#), [IIC.9](#), [IIC.10](#), [IIC.14](#)]

Provisions for reliability, disaster recovery, privacy and security

CCC addresses issues of technology reliability, disaster recovery, privacy and security in collaboration with the State Center Community College District (SCCCD) Information Technology Department. A District project list contains high-level view of technology initiatives and priorities impacting all three colleges. [Evidence: [IIC.16](#), [IIC.17](#)]

Critical District-wide systems include:

- Colleague, including Webadvisor
- Microsoft Exchange Email
- Microsoft Active Directory
- Wide-Area Network (WAN), including staff, student and guest access on WiFi networks
- Canvas, including synchronized connections with Colleague
- Human Resource systems for recruitment and hiring
- Disaster recovery, reliability, privacy and security of district-wide data
- Firewalls and virtual private networks (VPN)
- File sharing
- Print services
- Security and virus protection

Decisions on use and distribution of technology

The Dean of Instruction, STEM and Technology services references the Technology Plan in making decisions regarding technology services, facilities, hardware, and software. The Technology Plan provides guidelines for technology resources and an industry-recommended refresh timeline. Review and modification to the Technology Plan is done in collaboration with the Technology Committee and the Technology Services Department through Technology Committee meetings, Technology Services Department meetings, and finally directly from faculty, staff, administrator, and student feedback. [Evidence: [IIC.6](#), [IIC.12](#), [IIC.18](#)]

The Dean of Instruction, STEM and Technology Services collaborates closely with faculty, staff, administrators, and students in the distribution of technology and technology services and ensure that this distribution aligns with the Technology Plan. The Dean of Instruction, STEM and Technology Services develops a priority based on several factors, including but not limited to impact on student learning, staff requiring technology to perform job function, and resource replacement according to the Technology Plan. [Evidence: [IIC.11](#), [IIC.12](#), [IIC.18](#)]

Analysis and Evaluation

Clovis Community College provides consistent and multiple layers for identification of technology needs, evaluation of its effectiveness and input into decision making. The College collects data through multiple sources to monitor technology use and effectiveness and to ensure that technology and technology services are adequate to support faculty, staff, administrators, and students. The District Information Technology Department supports critical technology systems at the College, including security, reliability, privacy, and disaster recovery. Processes are in place to provide structured refresh of technology and opportunities for innovation.

Actionable Improvement Plan

The College will complete and implement the updated 2017-2021 Technology Plan.

III.C.2. The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Clovis Community College’s Technology Plan aligns with the College’s Educational Master Plan and the Strategic Plan and sets goals for the College’s technology replacement plan, technology services, efficiency of technology support, and technology-specific professional development. The Technology Plan provides guidelines for the update and replacement of technology to ensure that the technological infrastructure, quality, and capacity support the College’s Mission, operations, programs, and student learning support services. [Evidence: [IIC.12](#)]

Robust, current, sustainable and secure technical infrastructure

The CCC Equipment Inventory—5-Year Replacement Plan details the standards and practices for regular updates, replacements, and purchases of technology. In the draft of the 2017-2021 Technology Plan, the replacement plan and schedule is embedded in the “Refresh Model” section. The Refresh Model supports needs identified through multiple feedback channels, including regular inventory assessment, technology support tickets, and faculty requests. [Evidence: [IIC.8](#), [IIC.12](#), [IIC.20](#), [IIC.21](#)]

In addition to the Refresh Model, the Technology Plan identifies standard hardware configurations for all campus computers, including staff desktop computers, faculty laptop computers, student workstations, and classroom instructor workstations. Each year the Technology Services Department reviews standard configurations and updates according to industry trends and according to standards set at comparable educational institutions. While technology continues to progress, the College bases minimum standards on industry estimates

for providing a functioning and operational device for a minimum of five years. Current minimum standards are as follows:

- 8 GB or more RAM
- 256 GB or more SSD
- i5 or better Intel-based processors
- Windows 10 Pro or Mac OSX 10.12.x

[Evidence: [IHC.12](#)]

In support of providing maximum reliability and utility from computing resources, College Technology Services Department staff keep an inventory of computer components and loaner laptops so personnel are able to perform all job functions in the event their primary computer is in for repair.

All faculty, staff, and administrator logins include a mapping of user documents, email archives, and desktop folders to an online synchronized file server. Utilizing standard Microsoft file server features, user backups and shared directories provide incremental recovery of files. For example, a staff member could find and restore a version of a file from several months prior. [Evidence: [IHC.22](#)]

CCC invested in virtual desktop instances (VDI) to provide common, reliable computing environments for student-use computers throughout the main campus and at the satellite Herndon Campus. The VDI architecture is supported by high-end multi-core Dell servers with large storage arrays. CCC's Network Coordinator provides onsite and remote management of the VDI environment.

Technology decisions based on program evaluation and service needs

The Dean of Instruction, STEM and Technology Services uses multiple sources of data as the basis for adjustments to the technology refresh timelines, hardware standards, and computing facilities. First, the College's Technology Plan supports the refresh cycle for faculty laptops, classroom workstations, student computer labs, lab-based classrooms, and support staff computers. In addition to the technology refresh cycle, departments may use the action plan process to request funds for technology needs or services. As part of the action plan review process, the Technology Services Department staff review action plans to ensure that they align with college infrastructure to ensure compatibility and support for implementation. The Technology Committee vets action plan requests, sends them to the Department Chairs Council and President's Council for review, and finally to College Council for the final recommendation to the President for her approval. [Evidence: [IHC.7](#), [IHC.8](#)]

Analysis and Evaluation

The College provides technology resources through processes of a systematic refresh cycle for core technology tools. Departments use the action plan process to request additional technology

purchases. The action plan process provides input of constituent groups and review of additional technology purchases by Technology Services Department staff.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Clovis Community College’s Technology Services Department ensures that technology resources provided at the main campus and at the College’s satellite Herndon Campus provide for reliable access, safety, and security for its courses, programs, and services at those locations.

Allocation of resources for equipment management, maintenance, and operation

Campus technology staff maintain an inventory of all technology resources, e.g., computers, tablets, phones, to determine future purchasing needs under the guidance of the CCC Technology Plan. In addition, the Spiceworks inventory system includes network scanning technology to monitor all networked devices. Technology staff use Spiceworks to monitor printer toner levels, LCD projector bulb time of service estimates, and local computer hard drive free space. Services cover both of the College’s campuses. Of note, all classrooms at the Herndon Campus have projectors and faculty workstations comparable to those in the classrooms at the main campus. The Herndon Campus also houses a computer lab for student use and computers and printers for instructors in a separate workroom. [Evidence: [IIIC.18](#), [IIIC.23](#)]

The Environmental Health and Safety and Facilities Committee meets quarterly to discuss all aspects of building safety including any technology requirements. Previous meetings have led to all phones now possessing dedicated lines that connect directly to police dispatchers in case of emergency and all classroom doors possessing inside door locks for safety. This committee also verifies that required safety calibration checks have been performed on all electrical laboratory equipment. Technology safety requirements are consistent for both campus locations. [Evidence [IIIC.24](#)]

Classroom computers have physical cable locks to prevent theft. There is a regular presence from our Microcomputer Resource Technician (MCRT) team on both campuses. The technicians are available for urgent/emergency calls from students and personnel to resolve issues either over the phone or in person. [Evidence: [IIIC.25](#)]

The College employs the latest antivirus software on all computers. Since internet-based threats continue to increase worldwide, CCC with support of SCCCD IT staff, update and implement industry-best Sophos security software. IT provides a network drive (known to staff as the “P-drive”) for personnel to copy their data to and that is backed up on a regular basis. The above resources are available at all college locations through the Local Area Network (LAN) and Wide Area Network (WAN) connections. [Evidence: [IIIC.27](#)]

Reliability and emergency backup

CCC Technology Services Department supplies a generator and UPS (uninterrupted power supply) battery backup for the on premise datacenter to allow operation in the event of a power failure. The server operating system is patched at minimum every quarter and physical access to datacenter is restricted to ensure safety and security of hardware, software, and information.

[Evidence: [IIC.28](#)]

Educause, a nationally-recognized higher education membership organization, provides research and guidelines for how colleges should address disaster recovery plans. CISOA (Chief Information Systems Officers Association) offers additional guidance through publications, conferences, and listserv conversations in support of the unique dynamics of California community colleges. [<https://cisoa.net>] The College's Technology Services Department works in collaboration with District IT staff to address on-site and off-site back-up and disaster support of college systems.

To address the requirement for off-site back-up and disaster recovery, the College uses Amazon Web Services (AWS) S3 and Glacier products for warm and cold back-up. Critical campus files for faculty and staff are accessible within 24 hours in the event of a complete loss of on premise servers. [Evidence: [IIC.29](#)]

Analysis and Evaluation

The College implements industry-standard practices for the security, reliability, and backup of technology-based tools. In cooperation with District information technology staff, CCC meets disaster recovery recommendations by higher-education membership organizations, and works in collaboration with District IT to provide on-site and off-site disaster recovery. Security, reliability and back-up services are available at both the main campus and the Herndon campus.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services and institutional operations.

Evidence of Meeting the Standard

Clovis Community College offers a variety of training opportunities to meet the needs of faculty, staff, students, and administrators. Trainings include face-to-face instruction, online instruction, and online resources for using the College's hardware and software and for effective online pedagogy. In addition, everyone has access to CCC Tech Help for questions and assistance.

CCC's Instructional Designer and Distance Education Coordinator regularly provide professional support for faculty for the use of hardware systems in smart classrooms, as well as software systems like the Canvas Learning Management system and Microsoft Office. For new

faculty, initial training opportunities are offered regarding the basics of Canvas, WebAdvisor, and District email. [Evidence: [IIC.31](#), [IIC.32](#)]

In spring 2016, CCC faculty piloted the Canvas learning management system (LMS). At the conclusion of the pilot, CCC and the other colleges in the State Center Community College District voted to adopt Canvas to replace Blackboard, the existing LMS. In fall 2016, faculty could use either Canvas or Blackboard for their courses, and in spring 2017, all faculty switched to Canvas. To facilitate and support the switch to a new LMS, the College offered training opportunities over the summer of 2016 as well as in fall 2016.

CCC's Instructional Designer provides ongoing training in Canvas in several modalities, including online, in the open lab, and on Saturdays. The Instructional Designer has participants fill out a post-training survey evaluation to determine if they found the training effective. The Instructional Designer uses the feedback to adjust future training sessions and develop new trainings. In fall 2017, the College's updated Governance Handbook established a Professional Development Committee, which will develop recommendations about the professional development needs of faculty, staff, and administrators, including those related to technology instruction. The Professional Development Committee provides recommendations to the President through College Council. [Evidence: [IIC.7](#), [IIC.30](#), [IIC.33](#), [IIC.34](#), [IIC.35](#), [IIC.36](#), [IIC.37](#), [IIC.38](#), [IIC.39](#)]

To assist students, the Instructional Designer designed an online module in order to offer students instruction in using Canvas. One module is also dedicated to measuring online-student readiness. For further assistance, students can seek out additional face-to-face training during open lab hours. [Evidence: [IIC.30](#), [IIC.33](#)]

Faculty who teach distance education courses must be certified to teach online (per the Distance Education Handbook). CCC's Distance Education Coordinator offers an online teacher certification course through Canvas that focuses on best practices for teaching online. In fall 2017, the Distance Education Coordinator started offering a training series for further professional development and support for distance education faculty. Additionally, the Distance Education Coordinator and the Instructional Designer have both participated in the peer evaluator training conducted through the Online Education Initiative (OEI) and, using what they've learned, are in the process of developing a course review assessment tool that incorporates the OEI's Course Design Rubric for Online Education. [Evidence: [IIC.40](#)]

In fall 2017, the College held a series of accessibility trainings for faculty, staff, and administrators. Gaier Dietrich of the State Chancellor's Office conducted the training. Five different sessions over a period of three different days were available for faculty and staff to learn more about accessibility requirements, the basic ways to make documents accessible, more advanced accessibility issues, and accessibility of online forms. In addition, Dietrich led a session entitled "Introduction to Updates in Accessibility Law; Implementation Plans," that was specifically for College administrators and faculty leaders. This is just the beginning of the

College's efforts to ensure that students have equitable access to materials and resources. The College has plans for additional, ongoing accessibility training as part of its Quality Focus Essay.

In addition to live training, faculty and staff have access to the Professional Learning Network (PLN) through the California Community College Chancellor's Office. The PLN provides onsite and remote access to several high-quality learning resources: Skillsoft, Lyndy and Grovo.

[Evidence: [IIC.41](#), [IIC.52](#)]

For technology questions and immediate assistance, the CCC Tech Help provides support for faculty, staff, and students. Faculty, staff, and students may receive help by phone or via e-mail. Phone calls go to the Technology Services Department, and the staff create a ticket to track the request and to communicate with the user. When the user e-mails CCC Tech Help, it automatically generates a ticket for the Technology Services Department. The Technology Services Department staff prioritize ticket requests based on the severity of the issue. For example, issues that impact instruction are a high priority whereas other issues, such as the installation of software, are a lower priority. Faculty, staff, administrators, and students can also receive immediate help by visiting the help desk located in the open computer lab (AC1-120). CCC Tech Help provides immediate support in classrooms to ensure that technology is functional. Students who require technology assistance, like password reset, may also call the District Help Desk. [Evidence: [IIC.53](#)]

Analysis and Evaluation

The College provides instruction and support for all groups, including faculty, staff, students, and administrators. The Distance Education Coordinator and Instructional Designer provide significant professional development opportunities for all groups. The CCC Tech Help coordinates individual requests for instruction and support from the Technology Services Department. Finally, faculty, staff, and administrators can access additional online support through the Chancellor's Office's Professional Learning Network.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Evidence of Meeting the Standard

State Center Community College District (SCCCD) Board Policy 3720, "Computer Use," and Administrative Regulation 3720, "Computer and Network Use," provide the employee and student Acceptable Use Policy (AUP) for technology. To ensure that faculty, staff, and administrators are aware of the provisions detailed in the AUP, all personnel must sign off on the AUP as a condition for receiving a user account to district and college systems, including an email account. District-provided new employee orientation includes review of the AUP and provides opportunity for questions and clarification of the policies. CCC's new faculty

orientation includes additional onsite review and discussions of the AUP. [Evidence: [IIIC.42](#), [IIIC.43](#), [IIIC.44](#), [IIIC.45](#)]

The AUP is publicized in multiple locations electronically and in hard copy. Current locations include the District website and Clovis Community College website, The AUP is posted in hard-copy form in AC1, AC2, and Herndon Campus. [Evidence: [IIIC.46](#), [IIIC.47](#), [IIIC.49](#)]

Analysis and Evaluation

CCC follows SCCCD board policies and administrative regulations (3720) regarding the consistent communication and posting of acceptable use policies from State Center Community College District. The College posts the policies in multiple locations and several opportunities for review and clarification are provided for all employees.

Evidence List

Evidence #	Title
IIIC.1	Technology Department Meeting Notes
IIIC.2	Help Desk Dashboard
IIIC.3	Help Desk Reports
IIIC.4	Technology Purchase Order Tracking
IIIC.5	SmartSheet for eLumen Project
IIIC.6	Technology Department Meeting Notes
IIIC.7	Participatory Governance Handbook
IIIC.8	5-Year Replacement Plan, Technology Action Plans
IIIC.9	Department Chairs Minutes Prioritizing Action Plans
IIIC.10	College Council Minutes Prioritizing Action Plans
IIIC.11	Active Inventory
IIIC.12	Technology Plan
IIIC.13	Yoga 460 Specifications
IIIC.14	President’s Council Minutes Prioritizing Action Plan
IIIC.15	BLANK
IIIC.16	District IS Project List
IIIC.17	District IT Director’s Meeting Agendas and Notes
IIIC.18	SpiceWorks Inventory Report
IIIC.19	BLANK
IIIC.20	Active Inventory
IIIC.21	Sample Technology Support Tickets
IIIC.22	Documentation on Restoring Backed Up Files
IIIC.23	SpiceWorks Sample Dashboard Alerts
IIIC.24	Environmental Health and Safety Committee Minutes
IIIC.25	Microcomputer Resource Technician Schedule
IIIC.26	BLANK
IIIC.27	IT Server Backup Schedule
IIIC.28	Server Update Log
IIIC.29	Disaster Recovery Offsite

Evidence #	Title
IIIC.1	Technology Department Meeting Notes
IIIC.2	Help Desk Dashboard
IIIC.3	Help Desk Reports
IIIC.30	Canvas Training
IIIC.31	Technology Training Fliers
IIIC.32	Flex Day Schedules FA15-FA17
IIIC.33	Canvas Training for Students
IIIC.34	Gallery Walk
IIIC.35	Saturday Training Schedule
IIIC.36	Canvas Training Survey
IIIC.37	Canvas Training Survey Results
IIIC.38	Professional Development Committee Minutes 9-14-17
IIIC.39	Clovis 411 Open Tech Lab for Students
IIIC.40	Faculty Email Invitation for CCC Certification
IIIC.41	Professional Learning Network Website
IIIC.42	BP 3720 Computer Use
IIIC.43	AR 3720 Computer and Network Use
IIIC.44	District New Employee Orientation Agenda FA16
IIIC.45	SCCCD Computer Use Policy
IIIC.46	SCCCD Computer Use Policy on District Intranet
IIIC.47	SCCCD Information Systems Webpage
IIIC.48	BLANK
IIIC.49	Student Tech Webpage
IIIC.50	Email Communications Department AppleTV
IIIC.51	PO Lenovo Math Yoga
IIIC.52	Classified PD PLN Presentation
IIIC.53	Technology Assistance Links on Website



Standard IIID: Financial Resources

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IIID: Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institution effectiveness. The distribution of resources supports the development, maintenance, allocation, and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The District receives most of its financial support from the State of California through its apportionment process (SB 361 Funding). SB 361 funding allocates funding to California community college Districts by the number of colleges and centers they support and the number of full-time equivalent students (FTES) we serve. State Center Community College District credit FTES reported for the 2016-17 fiscal year was 26,963. [Evidence: [IIID.1](#)]

Current funding of Clovis Community College (CCC) is sufficient to support its existing financial commitments. The 2017-18 general fund budget of \$29,891,117 is comprised of \$19,136,123 in unrestricted funds and \$10,754,994 in restricted funds. The District Resource Allocation Model determines the unrestricted general fund budget allocation. [Evidence: [IIID.2](#), [IIID.3](#)]

Based on the most current information available, the District combines an estimate of projected state revenues with an estimate of local revenues in order to determine the total revenues available for District-wide allocation to its colleges and District office cost centers.

The District Resource Allocation Model (DRAM) provides for base funding equal to last year's allocation plus additional funds to cover new fixed costs, salary and benefit related increases, new positions, and Districtwide initiatives. The District allocates any remaining funds available to the campuses on an FTES basis. The DRAM addresses the distribution of resources and is not prescriptive in how funds are to be spent at the colleges. [Evidence: [IIID.4](#), [IIID.5](#), [IIID.6](#)]

Cash flow for the District has been sufficient. The level of District reserve is above average. The state recommends five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The District has maintained an average reserve greater than 17% for the past three years. CCC currently has a reserve (June 30, 2017) of \$496,612 which is 2.59% of the CCC unrestricted budget for 2017-18. [Evidence: [IIID.68](#), [IIID.69](#)]

The 2016 CCC Accreditation Survey stated, “Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services.” Ninety-six individuals responded with 28 indicating that they did not know. Of the remaining sixty-eight, 94.1% agreed or strongly agreed with the statement. “CCC plans and manages its financial affairs with integrity and in a manner that ensures financial stability” had 25 individuals indicating that they did not know. Of the remaining seventy, 98.6% agreed or strongly agreed with the statement. [Evidence: [IIID.39](#)]

Analysis and Evaluation

Financial resources are sufficient to support and sustain student learning programs and services. The District and College have adequate reserves and with recent increases in restricted and unrestricted funding, the College’s budget is sufficient.

III.D.2. The institutions mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The CCC Mission Statement (quoted below) clearly defines the College’s broad educational goals. This statement is the result of dialogue and collaborative efforts and reflects a strong commitment to student learning, to educational quality, and to the needs of the local community. The College’s Mission and goals are the foundation of the decision-making process for financial planning.

CCC Mission Statement: Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community.
- We believe education is based on integrity, generosity, and accountability,
- We foster critical, creative, and engaged thinking,
- We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs,
- We cultivate community partnerships to enhance student learning and success,
- We engage in reflective, data-driven cycle of research and innovation focused on learning and student outcomes.

[Evidence: [IIID.34](#)]

Financial planning processes emphasize linking financial planning to funding programs and services that are congruent with achievement of the College's goals and objectives. The College develops goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Technology Plan, Program Review recommendations, and College Council Action Plan Funding Request recommendations, and these goals directly support the College's Mission.

Administrators, faculty, and staff may submit Action Plan Funding Request forms, which generally fall within the organizational areas of technology, staff development, student activities, student services, instructional equipment, and instructional supplies. In September of each year, the Vice President of Administrative Services sends an email to all faculty, staff and administrators inviting them to complete an Action Plan Funding Request form. Faculty, staff, and administrators return completed requests to the Office of the Vice President of Administrative Services in October. The Vice President of Administrative Services sorts the completed request forms and distributes them to the Vice President of Instruction and Student Services, who then places the review of these action plans on the agenda for the November Department Chairs Council meeting. Department Chairs Council evaluates and prioritizes requests and President's Council then reviews requests for identification of all sources of funding and balances to the tentative allocation. President's Council forwards action plan requests to College Council for first review and discussion in December and for final review and recommendation for funding to President's Council in January. [Evidence: [IIID.7](#), [IIID.8](#), [IIID.9](#), [IIID.10](#), [IIID.11](#), [IIID.12](#), [IIID.13](#), [IIID.14](#), [IIID.15](#)]

The College sets the goal of maintaining a balanced budget each fiscal year while continuing to serve students as defined in the mission statement and strategic goals. Tremendous growth has occurred at CCC. The College currently serves approximately 7,500 students per semester, and over 10,000 students annually (approximately 4,500 FTES). The past fiscal allocations have appropriately funded growth and supported the achievement of institutional plans and CCC's Mission and goals. State apportionment primarily funds the necessary operating costs of the Colleges, including the cost of most full-time faculty, staff, and administrators. [Evidence: [IIID.16](#)]

The District's Office of Finance and Administration and the College Administrative Services Office are primarily responsible for ensuring that the District and College manage state funds in compliance with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, the District and the College manage funds received from federal government resources and from private sources according to the respective funding agency's fiscal requirements. Due to the state of California's annual appropriation process, the volatility of state revenues, and other unknown economic factors, the College and District use conservative resource projection models.

Financial planning at the College level is an ongoing process subject to adjustment as funding dictates.

Each fiscal year as part of the budget development process, the District Vice Chancellor of Finance and Administration presents a detailed report to the Board of Trustees outlining anticipated financial projections, state budget details, facilities construction and deferred maintenance plans, salary and benefit impacts, long term obligations (GASB 45/75 and 68) and a variety of other factors that could affect District budget resources. In this manner, the Board gains an overview of the current and anticipated financial impacts facing the District. The District and the College submit the final District budget to the Board of Trustees for approval in September. [Evidence: [IIID.17](#), [IIID.18](#), [IIID.19](#), [IIID.20](#)]

The California Code of Regulations requires the State Center Community College District to schedule for adoption the District's tentative budget on or before July 1 and subsequent adoption of a final budget prior to September 15. In addition, the District must hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. All college budgets are available on the State Center Community College District website: www.scccd.edu. A quarterly financial report is available for trustee and public examination. The Board also archives Board documents for future reference. This open access and public scrutiny encourages realistic assessment of expenditures at the time the District constructs the budget. [Evidence: [IIID.21](#), [IIID.22](#), [IIID.23](#)]

The District provides financial information throughout the institution at the District, college, and center levels. The District e-mails its budget development calendar and end-of-year deadlines to all budget managers each year in order to provide sufficient timing to support institutional financial planning and management. The internal budget development and approval processes of the District and colleges and the general dissemination of financial and budgetary information result in an awareness of financial and budgetary information among direct participants in these processes.

To ensure that Board members have a thorough understanding of the budget process, the State Center Community College District Board of Trustees has identified specific board meetings throughout the year for workshops and discussion of budget-related training and issues. These meetings are open to all members of the community including District administrators, faculty, and staff. The Board holds these meetings minimally twice per fiscal year or as often as needed. The meetings include an overview of the State Center Community College District budget history and development process. [Evidence: [IIID.17](#), [IIID.24](#), [IIID.25](#), [IIID.26](#)]

Each year the District presents the annual budget to the Board of Trustees for discussion and approval prior to a public hearing. The District publishes notice of the hearing in local

newspapers. After the hearing, the board takes action to adopt a final budget by September 15th. A public record of this approvals is available to the College and the greater community on the board's website, where the Board also archives documents for future reference. In addition, all College budgets and quarterly financial reports are available online and trustees as well as the general public can examine them. This open access and public scrutiny encourage realistic assessment of expenditures. [Evidence: [IIID.17](#), [IIID.21](#), [IIID.23](#), [IIID.25](#), [IIID.27](#), [IIID.28](#), [IIID.29](#), [IIID.30](#), [IIID.31](#), [IIID.32](#), [IIID.33](#)]

At CCC, the state of the budget and associated issues are included on the agenda for the mandatory faculty Opening Day at the beginning of every fall semester. CCC's budget is a standing agenda item for College Council and President's Council. The Vice President of Instruction and Student Services holds weekly meetings with deans and directors. The budget is discussed at the first meeting every month. The Vice President of Administrative Services attends this meeting to go over budgets, and ask and answer any questions regarding the budget. In addition, the Vice President of Administrative Services and Business Office staff provided budget training to access budget information to all managers and administrative aides in spring 2016. The Vice President of Administrative Services also discusses the budget at college-wide Town Hall meetings each semester. [Evidence: [IIID.35](#), [IIID.36](#), [IIID.37](#), [IIID.38](#)]

All budget managers have real-time online access to department budgets and year-to-date account balances via WebAdvisor. The budget is also available in hardcopy format upon request. The Vice President of Administrative Services' office reviews the CCC budget on a monthly basis.

In the fall 2016 Accreditation Survey, ninety-six individuals responded to the following statement, "CCC's mission and goals are the foundation for financial planning, and financial planning is integrated with and support all institutional planning. Policies and procedures ensure sound financial practices and stability." Of the 96 responding, 26 indicated that they did not know. Of the other seventy, 98.6% either agreed or strongly agreed with the statement. The survey also included the following statement, "Appropriate financial information is disseminated throughout the institution in a timely manner." Twenty-four of the 96 indicated that they did not know. Of the remaining seventy-two, 83.3% agreed or strongly agreed with the statement. To improve college-wide awareness about the budget and budget process, administration began holding Town Hall Budget meetings each semester. Budget updates are also included in the President's monthly newsletter, which is emailed to all faculty, staff, and administrators. The newsletter is posted on BlackBoard and the website. [Evidence: [IIID.35](#), [IIID.36](#), [IIID.37](#), [IIID.38](#), [IIID.39](#), [IIID.40](#)]

Analysis and Evaluation

There is a direct link between planning and the budget processes with the Action Plan funding process. Input from a wide range of College Council committee members guarantees the opportunity to address needs identified in the Educational Master Plan, Strategic Plan, Technology Plan, Facilities Master Plan and Program Reviews. The College shares budget information in a variety of venues for College faculty, staff, and administrators.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College's Mission Statement and Strategic Plan are the foundation of the decision-making process for financial planning. At the College level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. The College develops these goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Facilities Master Plan, Technology Plan, Program Review recommendations, and College Council Action Plan Funding Request recommendations, and these goals directly support CCC's mission. The College develops these plans through dialogue and collaboration among all constituencies. In addition, the College links the Board of Trustees Approved Budget, Local Bond Funding for Capital Improvement and District and College Lottery Decision Package Funding to short-term and long-range financial plans. [Evidence: [IIID.5](#), [IIID.7](#), [IIID.8](#), [IIID.9](#), [IIID.11](#), [IIID.12](#), [IIID.13](#), [IIID.14](#), [IIID.15](#), [IIID.41](#), [IIID.42](#), [IIID.43](#)]

At CCC, institutional planning processes and the Integrated Planning Model help to establish priorities among competing needs and assist with predicting future funding. Each fall, the College community begins the process for financial planning and budget development with the collaborative efforts of administrators, faculty, and staff. In building the discretionary budget, the Administrative Services Office invites and encourages all members of the College community to submit a request for funding through the Action Plan Funding Request process for specific program needs. Faculty, staff, and administrations return completed requests to the Office of the Vice President of Administrative Services in October where they are sorted and distributed to the Vice President of Instruction and Student Services. The Vice President of Instruction and Student Services places the review of these action plans on the agenda for the November Department Chairs Council meeting. Completed requests are returned to the Office of the Vice President of Administrative Services in October where they are sorted and distributed to the Vice President of Instruction and Student Services who then places the review of these action plans on the agenda for the November Department Chairs meeting. Department Chairs Council evaluates and

prioritizes requests and President’s Council forwards Action Plan Funding Requests to College Council for first review and discussion in December and for final review and recommendation for funding to President’s Council in January. [Evidence: [IIID.11](#), [IIID.51](#)]

College Council minutes, Board of Trustees minutes, lottery Action Plans, and the published Tentative and Final State Center Community College District Budget Book record these processes for financial planning and budget decisions. These documents are available in hard copy in the Vice Chancellor of Finance and Administration’s office and the Vice President of Administrative Services’ office. They are also available on the State Center Community College District website. [Evidence: [IIID.18](#), [IIID.19](#), [IIID.20](#), [IIID.23](#), [IIID.29](#), [IIID.32](#), [IIID.44](#)]

An accreditation survey was conducted in fall 2016. One hundred individuals responded to the following statement, “CCC clearly defines and follows its guidelines and follows its guidelines for financial planning and budget development. Constituent groups have appropriate opportunity to participate in the development of institutional plans and budgets.” Forty-one of the 98 respondents indicated that they did not know. Of the remaining fifty-nine, 90.8% agreed or strongly agreed with the statement. The high percentage of people responding to the survey who “did not know” aligns with the significant increase in new employees in fall 2016. The College hired approximately 83 new full and part-time faculty, staff, and administrators since 2015, with 39 new employees in 2016. As a result, the College is working to develop communication structures that are available and timely to our expanding College community. For example, to improve communication related to the budget, the Vice President of Administrative Services began holding Town Hall Budget meetings to provide updates on the budget process and included an update in the President’s monthly newsletter. [Evidence: [IIID.35](#), [IIID.36](#), [IIID.37](#), [IIID.39](#), [IIID.40](#)]

Analysis and Evaluation

Action Plan funding requests, after review and recommendations from Department Chairs and President’s Council, are taken to College Council twice, first for review and discussion and next for final review and recommendation for funding. The budget is a standing item on College Council agenda.

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Financial planning at the District level starts with the Vice Chancellor of Finance and Administration’s funding projections, which is based on an estimate of state funding and anticipated local revenues. These funding projections provide the basis for budget planning for

the District and the College and reflect a conservative yet realistic assessment of funding. [Evidence: [IIID.45](#), [IIID.46](#)]

The State Center Community College District Grants Office investigates additional financial resource development. In addition, the College President, Vice President of Instruction and Student Services, and deans have written grant proposals with guidance and technical assistance from the District Grants Office staff and consultants. Some examples of grant-funded projects at CCC include a Student Support Services Science, Technology, Engineering and Math (STEM) grant; a Student Support Services (SSS) grant that provides for counseling and advising for high risk transfer students; a Fresno County CalWORKS grant to assist CalWORKS recipients who attend CCC; a Child Development Training Consortium grant to assist students to obtain a new or renewed Child Development Permit; a California Early Childhood Mentor grant to coordinate and offer an adult supervision course; and seminars for mentors and directors to develop mentoring programs, and a Career Advancement Academy (CAA) grant that provides career technical classes with contextualized math instruction. CCC is also a recipient of a Title V Hispanic-serving institution grant from the United States Department of Education. [Evidence: [IIID.47](#)]

CCC is a recipient of funding from the Perkins Act for its career technical education programs, including business, child development and criminology; State of California Lottery funds, and grants or allocations for Basic Skills which helps fund the Tutorial Center and Counseling Department, Student Support Services Program, Student Equity, Disabled Students Programs and Services, Extended Opportunities Programs and Services, BFAP (financial aid), CalWORKS/TANF, and other state, federal and local grants and the State Center Community College Foundation Mini-Grants program. [Evidence: [IIID.47](#), [IIID.48](#), [IIID.49](#)]

Analysis and Evaluation

The District and the College have historically prepared fiscally prudent and conservative budgets based upon a realistic assessment of state funding. CCC has received grants that assist in achieving the College's Mission and goals.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanism and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District's financial management system utilizes the chart of accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges

State Chancellor's Office promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that District budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control department that performs due diligence on every financial transaction
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place and who follow consistent and thorough investigation processes set forth in the California State Audit Manual.

[Evidence: [IIID.57](#), [IIID.58](#), [IIID.60](#), [IIID.61](#)]

The District uses the requisition and purchase order process in order to monitor and evaluate proposed expenditures that its colleges, centers, and District support service departments submit. The District and College can only make purchases if authorized signatures are in place. The Vice President of Administrative Services maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of account codes for each department. The business office can initiate budget transfers based on changing needs throughout the year. [Evidence: [IIID.50](#)]

Some purchases require a contract between the District and the proposed vendor. The SCCCDC Chancellor delegates initial approval of all contracts to the District Vice Chancellor of Finance and Administration. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place.

CCC's Vice President of Administrative Services is responsible for aligning the College's process with District procedures and state regulations. CCC follows the same procedures as the District. Faculty and staff initiated purchase requisitions must pass through an approval process involving managers, deans, Vice President of Instruction and Student Services, and Vice President of Administrative Services. The College President's approval is required for all general fund purchases over \$2,000. The District Purchasing Department processes the purchase orders. CCC's Administrative Services Office analyzes the expenditures monthly to ensure that the

College does not overspend. The Vice President of Administrative Services communicates the results of this analysis to President's Council.

The District ensures that it disseminates financial information in a dependable and timely manner. The District Vice Chancellor of Finance and Administration submits financial reports to the Board of Trustees on a regular basis. In addition, the District is required to submit financial information to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311). [Evidence: [IIID.59](#)]

Each year the evaluation of expenditures for prior and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs.

In addition, the Vice President of Administrative Services is responsible for providing ongoing monitoring and review of CCC's financial transactions including periodic financial reports and accounts, if any, that are in need of special review. Each departmental budget manager is responsible for the financial transactions for his or her assigned area(s). The budget manager and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances.

The District Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the District and College at weekly District-wide finance and administration meetings. The Vice President of Administrative Services is the CCC representative at these meetings where they discuss financial activity, revenue or expenditure trends and take appropriate action, when applicable. [Evidence: [IIID.53](#)]

The Vice President of Administrative Services and the Dean of Instruction for STEM and Technology are the CCC representatives on the District Technology Advisory Committee. This committee is the District's planning body for areas involving technology. Its purpose is to recommend District initiatives to the Chancellor regarding technology that align with the District's Strategic Plan, to recommend guidelines and measurements by which to monitor progress towards the completion of these initiatives; to coordinate technology planning between the District, colleges, and centers; to ensure that the College's Technology Plan align with the District's Technology Plan; and to evaluate, review and advise in planning for the acquisition, maintenance, and use of current and future technology throughout the District. This committee discusses and prioritizes suggestions to improve the financial management system. Currently, SCCCD is moving to online requisitions. Updates for this project and others are given at the meeting. [Evidence: [IIID.54](#)]

As stated above, an independent firm audits the District each year and evaluates internal controls. As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of the District's compliance with various provisions of laws, regulations, contracts, and grants. The audit report discloses results of such tests. This feedback is immediate, and the District implements recommendations within the next audit cycle. The CCC Vice President of Administrative Services communicates results of the audit to President's Cabinet and College Council.

Analysis and Evaluation

Budget managers are able to access accurate information using the Ellucian financial management system. The Vice President of Administrative Services provides and discusses financial status and budget update information at the College Council meetings and President's Cabinet meetings.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The distribution of unrestricted funding to CCC each fiscal year is a District function using the District resource allocation model. The District complies with state and federal law in the distribution of restricted funds to the colleges. The annual Community College Financial Status Report (CCFS-311) documents the District's compliance with direct instructional spending requirements. [Evidence: [IIID.4](#), [IIID.52](#), [IIID.56](#)]

Each year, the District provides tentative and final budget books to the Board of Trustees and are available for the public for review. The District includes narrative information regarding each college and detailed financial information for all district funds in these documents. The tentative and final budget books also includes expenditure information (budget year and two prior fiscal years) for comparative analysis.

As required by California Education Code Title 5 California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the District contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. "Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133." An independent auditor audits CCC as part of the District's annual audit. When audit exceptions occur at the College, the Vice President of

Administrative Services manages them at the College level with oversight and availability of District management's advice.

The District has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year. The District completes its annual audit reports in a timely manner and distributes them to each site. The Vice President of Administrative Services communicates audit findings to President's Council and also to College Council. Clovis Community College has not had any audit findings in the last three years. [Evidence: [IIID.58](#)]

The annual budget, the annual audit report, and financial reports are available on the District website. [Evidence: [IIID.18](#), [IIID.19](#), [IIID.20](#), [IIID.58](#), [IIID.59](#)]

In the fall 2016 Accreditation Survey, ninety-nine individuals responded to the following statement, "Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of resources to support student learning programs and services." Thirty-three responded that they did not know. Of the other sixty-three, 95.2 percent agreed or strongly agreed with the statement.

Analysis and Evaluation

The DBRAAC membership includes faculty, staff, students and administrators. Audit findings have been few and are corrected in the next fiscal year. Clovis Community College has not had audit findings in the last three years.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

An independent auditor audits the colleges as part of the District's overall annual audit. When audit exceptions occur at the college(s), the Director of Finance and the Vice President of Administrative Services coordinate the response and corrective action to be implemented. CCC has not had any audit findings in the past three years.

The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The District has responded appropriately to all audit findings or exceptions in a timely manner by correcting and implementing recommendations for each finding in the subsequent year. The District completes its annual audit reports in a timely manner and distributes it to each site. The Vice President of Administrative Services presents and discusses audit findings in the President's Council and College Council. [Evidence: [IIID.58](#), [IIID.60](#), [IIID.61](#)]

Analysis and Evaluation

CCC's President's Council and College Council review audit findings. When findings occur at the College, the Vice President of Administrative Services and the Director of Finance coordinate the response and corrective action.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Independent auditors audit Clovis Community College as part of the District's annual audit. A separate audit is done for the State Center Community College Foundation. The external auditors evaluate and assess the District's financial and internal control systems annually and the District conducts an internal review on an ongoing basis. The District uses information from external audits to evaluate and improve the District's financial management and internal control systems. There have been no findings regarding internal controls for the last three years.

In June 2016, Valley voters approved Measure C, State Center Community College District's \$485 million capital improvement bond. Clovis Community College has funding through the bond in the amount of \$70 for a career technical education building. There is a Bond Citizens' Oversight Committee that meets quarterly when there are expenditures and bond audits are done yearly when there are expenditures. Our last bond-related audit was June 30, 2013 for Measure E, a bond measure passed in November 2002, and our next bond-related audit is expected to be June 30, 2018. [Evidence: [IIID.62](#), [IIID.63](#), [IIID.64](#), [IIID.65](#)]

In addition, staff in the CCC Business Office assess internal controls regularly and make changes and tighten controls when necessary. CCC has written procedures for Revenue and Receipting, Cash Disbursements, Payroll and Financial Aid Disbursements. These procedures are reviewed annually and changes are made when needed. [Evidence: [IIID.66](#)]

Analysis and Evaluation

Internal controls are reviewed regularly at the District and campus. CCC has appropriate separation of duties and adequate internal controls in place.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Since the state of California began buying down deferrals in 2012-13, the cash flow at the District has been sufficient. The level of District reserve is above average. The state recommends five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The District historically exceeds this minimum reserve and has maintained an average reserve greater than 17 percent for the past three years. The colleges are currently limited to 3 percent of their budget to be held in reserve; however, the goal is for colleges to have the ability to keep 5% in reserve. The first priority is for the District to have a 17 percent reserve. The District reserve at June 30, 2016 was 16.2 percent. In order to meet the 17 percent goal for the District, the colleges contributed to the District reserve in 2017-18 in order for it to reach 17 percent at June 30, 2017. If the District exceeds the 17 percent goal in the next fiscal year, colleges will be able to contribute to their own reserve in 2017-18 with the goal of achieving 5% at each college. [Evidence: [IIID.67](#), [IIID.68](#), [IIID.69](#), [IIID.70](#)]

Analysis and Evaluation

The prudent fiscal management of the District and the College has allowed for a reserve of funds that are available in times of economic uncertainty in order to meet cash flow needs when necessary.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

CCC awarded students financial aid for the first time for the 2016-17 fiscal year. Prior to 2016-17, CCC students received financial aid, but were awarded through Reedley College. Financial Aid staff is responsible for documentation of student eligibility and processing the funding of awards. The staff consists of a Financial Aid Director, a Financial Aid Assistant II, two Financial Aid Assistant I positions, and an Office Assistant III.

The Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all of its processes
- CCC Financial Aid Manager and support staff attends program training to stay current in changing rules and regulations
- Provides a list of disbursement dates and guidelines
- Maintains and makes available financial aid information for students

- Works in cooperation with Admissions and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations.

[Evidence: [IIID.71](#)]

The District's Grants Office provides oversight for grant applications and other externally-funded categorical programs in accordance with the Strategic Plans of the State Center Community College District. The Grants Office provides training and consultation in grant compliance for project directors who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted District, state, and federal audit practices. The CCC Administrative Services Office and accounting support staff monitor and provide ongoing review and budget management of all CCC grants. The Administrative Services Office prepares financial documents such as grant budgets and invoices at CCC, and the State Center Community College District Finance Office accounting staff reviews the documents before forwarding them to the granting agencies.

Independent auditors review internal control systems regularly, and the District has had no findings in the last three years regarding internal controls. CCC has appropriate separation of duties and adequate internal controls in place for cash handling. CCC has written procedures for Revenue and Receiving, Cash Disbursements, Payroll and Financial Aid Disbursements.

The District or CCC develops contracts and agreements and the District legal counsel and the Vice Chancellor of Finance and Administration reviews them. The Board of Trustees reviews all contracts and agreements over \$175,000 for construction and \$88,600 (calendar year 2017) for goods and services and votes on them during scheduled public meetings. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations. [Evidence: [IIID.72](#)]

The independent Citizens' Bond Oversight Committee makes sure that the District spends funds from locally approved Bond Measures (measures E and now C) in accordance with projects and programs outlined in the election ballot. The committee typically meets four times per year to review expenditures and projects. Since we have not had any expenditures for Measure E recently there has been no need to meet. However, with the recent passage of Measure C a new Citizens' Bond Oversight Committee for Measures E and C will begin meeting again on a more regular basis once bond expenditures commence. [Evidence: [IIID.73](#)]

External auditors audit the institution on an annual basis. The District publishes, distributes, and makes available its audits on the District website. The State Center Community College District received a total of 3 audit findings, one for each of the last three fiscal years (2013-14 and 2014-

15, 2015-16). The District corrected each finding in the subsequent year. The District presents the external audit reports to the Board of Trustees upon completion.

Analysis and Evaluation

The District has a history of effective oversight of finances and is proactive in the management of financial functions. The District Finance Office also monitors grant funding for compliance with state and federal regulations.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

When developing the annual budget, State Center Community College District first budgets faculty, management, and staff step increases and other expenses that are not under District control, followed by operational fixed costs considerations. This process enables the District to project several years ahead the impact of these costs on reserve funds. The District maintains or exceeds the five-percent-reserve recommendation from the state.

The College links institutional plans such as District and College Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, as well as Lottery Decision Package Funding, Local Bond Funding for Capital Improvement, the Educational Master Plan, the Facilities Master Plan, and the Board of Trustees approved budget to both short-term and long-range operational financial plans. In addition, the program review process addresses facility needs that arise.

The District has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. The District has set aside funds for retiree health benefits in an irrevocable trust fund. (\$16.0m as of 6/30/17.) Additionally the District has set aside funds to address the increases in employer contributions rates for STRS and PERS (\$11.3m as of 6/30/16). The District reserves for the past three years have averaged more than 17%.

The District is self-insured through membership in two joint powers authorities: Valley Insurance Program Joint Powers Agency (VIPJPA) and Fresno Area Self-Insurance Benefits Organization (FASBO).

The District manages insurance by being members of VIPJPA and FASBO. VIPJPA is a self-insurance pool program for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group. The District is self-insured for workers compensation, theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk exposures. VIPJPA is a joint powers authority (JPA) member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA decided to join the larger risk pool (ASCIP) to further protect the member districts from the volatility of premium increases. ASCIP is a not-for-profit organization of educational partners (K-12 and community colleges) who pool their resources to address property, liability, and worker's compensation insurance related issues.

The second Joint Powers Authority is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool to provide vision, dental, and health care insurance for its members and their families. Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District comprise FASBO. FASBO meets monthly (except December) to manage and control medical, dental and vision costs to keep member premiums and deductibles at a minimum.

SCCCD employees may also choose between two other medical providers: Kaiser Permanente and the Bronze PPO plan. Co-pays, deductibles and other adjustments to the plans are made in an effort to keep the medical premiums affordable. [Evidence: [IIID.74](#)]

Analysis and Evaluation

Governmental Accounting Standards Board Statement 75 requires government employers to measure and report liabilities associated with post-employment benefits. The District has established an irrevocable trust to begin funding the outstanding obligation over the required period.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District exceeds the five percent reserve recommended by the state Chancellor's office. SCCCDC implemented GASB 75 early and is recognizing the District's full net OPEB liability of \$22.9m. The District also sets aside funds in an irrevocable trust fund (\$16.0m as of 6/30/17). The District also set-aside funds annually to address the long-term pension obligations. Recently, both STRS and PERS have increased contribution rates (FY 2013-14 to 2020-21) for employers, employees and the State of California. To meet this future obligation the District has set up a District fund to address these increased costs (\$11.3m as of 6/30/16).

The District began addressing large vacation balances in 2013. The District limits management and confidential employees to a maximum of two years of vacation accruals on the books. [Evidence: [IIID.28](#), [IIID.79](#), [IIID.80](#), [IIID.81](#)]

Analysis and Evaluation

The District has a strong commitment to plan for long and short-term liabilities by maintaining sufficient cash flow and reserves. Managers and confidential staff are compensated at June 30 of each year for vacation accrual over two years. Holding staff to the two-year maximum for vacation will decrease the vacation liability.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

State Center Community College District has no locally-incurred debt instruments.

Analysis and Evaluation

Not applicable.

III.D.14. All financial resources, including short – and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and

grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

An auxiliary organization that seeks financial resources to support the mission and goals of the institution is the State College Community College Foundation, a 501c (3) organization serving all colleges and centers of the District. “The mission of the State Center Community College Foundation is to encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District.” The Foundation’s Mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support the District’s colleges and centers. Five executive committee members and twenty-one board members from throughout the District service area comprise the volunteer Board of Directors. The Foundation Accounting staff manage foundation funds with the assistance of the District’s finance department. An independent audit firm annually audits the Foundation, as a separate not-for-profit organization. The foundation publishes, distributes, and makes available its annual audit on the District website. The Foundation had no audit findings for the 2014-15 or 2015-16 fiscal years. [Evidence: [IIID.83](#), [IIID.84](#), [IIID.85](#), [IIID.86](#), [IIID.87](#)]

The Associated Student Body (ASG) of CCC also conducts fundraising efforts. When ASG complete fundraisers, they turn in tally sheets to the CCC Business Office along with the funds collected. Business Office staff verifies that amounts sold are equal to cash received. CCC continues to apply for and receive grants. Accounting staff has received training on Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. An Accountant/Auditor in the Administrative Services Office looks at each purchase requisition involving grants and verifies that this purchase is in compliance with grant guidelines. Program staff receives training provided for the specific grants with which they are involved. Each year as part of the annual audit, the District’s independent auditors audit grants. Occasionally, funding agencies also audit grants. [Evidence: [IIID.47](#), [IIID.83](#), [IIID.84](#), [IIID.85](#), [IIID.88](#), [IIID.89](#), [IIID.90](#), [IIID.91](#), [IIID.92](#), [IIID.93](#)]

Analysis and Evaluation

The District’s external auditors have had no findings representing reportable conditions, material weaknesses, or instances of non-compliance with auxiliary activities, fundraising efforts, or grants with external entities at CCC over the last three years.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher

Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The CCC Financial Aid Office manages loan default rates by conducting entrance counseling workshops and individual loan counseling sessions as well as web-based entrance counseling using the United States Department of Education entrance counseling website, StudentLoans.gov, and the USA Funds loan counseling website. CCC also uses the web-based Cash Course Financial Literacy program provided by the California Community College Chancellor's Office. Since Clovis Community College was accredited in 2015 and issued loans for the first time in fall 2016, loan default rates have not been calculated for the college yet. If necessary, CCC will, in the future, contract with i3, the default prevention and aversion company used by the other colleges in our District as excellent improvements in default rates Districtwide have been made since the colleges have been using this company.

Analysis and Evaluation

Counseling workshops and individual counseling is available for CCC students who receive federal loans.

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The Vice Chancellor of Finance and Administration and District legal counsel review all contracts and agreements that the District or CCC develops. Board policy authorizes three administrators, the Chancellor, the Vice Chancellor of Finance and Administration, and the Vice Chancellor of Human Resources, to legally bind the District or Colleges in contracts. Contract agreements cover, among others, personal services, lease purchase agreements, instructional programs and services, contract education, and inside/outside facility use. The District finance office maintains various lists of different types of contracts (construction, independent contractor agreements, purchase orders, software). The District finance office reviews all contracts and are cautious with insurance and indemnity clauses, term and termination, evergreen renewal, warranties, expenses, governing law, etc. The institution can terminate contracts for cause. The District Finance Office monitors contracts for compliance with state and federal regulations. The Independent Contractor Agreement used by the District and CCC includes a section referring to federally funded agreements and the requirements of contractors entering into agreements with us when federal funds are being used. External independent audits for the District and college have had no findings representing reportable conditions, weaknesses or instances of noncompliance related to contractual agreements with external entities. [Evidence: [IIID.58](#), [IIID.60](#), [IIID.61](#), [IIID.94](#), [IIID.95](#)]

The District has contracts with outside vendors to provide food services and vending commissions at CCC. [Evidence: [IIID.96](#), [IIID.97](#), [IIID.98](#)]

Analysis and Evaluation

Contractual agreements are consistent with the mission and goals of CCC. The District can terminate contracts for cause. Contract compliance is of utmost importance to CCC administration and, therefore, there have been no contract compliance issues.

Evidence List

Evidence #	Title
IIID.1	FTES Document for 2016-2017
IIID.2	Budget 2017-2018
IIID.3	Grants List 2017-2018
IIID.4	DBRAAC Operating Agreement
IIID.5	Lottery Allocation Sheet
IIID.6	Board Minutes Approving Final Budget 2017-2018

Evidence #	Title
IIID.7	Educational Master Plan
IIID.8	Strategic Plan 2017-2021
IIID.9	Technology Plan
IIID.10	Program Review Handbook
IIID.11	Action Plan Calendar 2017-2018
IIID.12	Action Plan Spreadsheets
IIID.13	Action Plans 2014-2015
IIID.14	Action Plans 2015-2016
IIID.15	Action Plans 2016-2017
IIID.16	Allocation Sheet
IIID.17	Final District Budget PowerPoint September 2017
IIID.18	Final Budget 2017-2018
IIID.19	Final Budget 2016-2017
IIID.20	Final Budget 2015-2016
IIID.21	District Business Office Webpage
IIID.22	Board of Trustees Minutes June 2017
IIID.23	Board of Trustees Minutes September 2017
IIID.24	Board of Trustees Agenda June 2017
IIID.25	Board of Trustees Agenda September 2017
IIID.26	Proposed Budget PowerPoint June 2017
IIID.27	Newspaper Ads for Public Hearing on Budget
IIID.28	Board of Trustees Agenda September 2016
IIID.29	Board of Trustees Minutes September 2016
IIID.30	Budget PowerPoint September 2016
IIID.31	Board of Trustees Agenda September 2015
IIID.32	Board of Trustees Minutes September 2015
IIID.33	Budget PowerPoint September 2015
IIID.34	Mission Statement on Website
IIID.35	Town Hall Invitations, April and October 2017
IIID.36	Town Hall Meeting Presentations
IIID.37	Town Hall Budget Presentations, April and October 2017
IIID.38	Opening Day Budget Presentation
IIID.39	Accreditation Survey 2016
IIID.40	President's Newsletter November 2017
IIID.41	Action Plan Emails
IIID.42	5-Year Construction Plan 2018-2022
IIID.43	5-Year Scheduled Maintenance Plan 2016-2021
IIID.44	Council Minutes Showing Action Plans
IIID.45	Board of Trustees Budget Presentation SP17
IIID.46	Board of Trustees Budget Presentation July 2016
IIID.47	Grants List
IIID.48	Mini-Grants 2015-2016
IIID.49	Mini-Grants 2016-2017
IIID.50	Chart of Accounts

Evidence #	Title
IIID.51	College Council Blackboard Page
IIID.52	CCFS-311
IIID.53	District-Wide Finance and Administration Meeting Agendas
IIID.54	District Technology Advisory Committee Project List
IIID.55	BLANK
IIID.56	District Resource Allocation Model
IIID.57	Basic Purchasing Policies
IIID.58	Audit Report 2015-2016
IIID.59	CCFS-311Q
IIID.60	Audit Report 2014-2015
IIID.61	Audit Report 2013-2014
IIID.62	Bond Audit 6-30-13
IIID.63	Filing for a Bond Election
IIID.64	Bond Oversight Committee Next Steps
IIID.65	Bond Election Results
IIID.66	Business Office Procedures
IIID.67	Chancellor's Office Reserve Page on Website
IIID.68	Carryover Spreadsheet
IIID.69	311Q June 2017
IIID.70	Reserve Carryover Page
IIID.71	Financial Aid Website
IIID.72	CUPCAA Executive Summary
IIID.73	Citizens' Bond Oversight Committee Information
IIID.74	Actuarial Study 2016-2017
IIID.75	BLANK
IIID.76	BLANK
IIID.77	BLANK
IIID.78	Actuarial Evaluation Report
IIID.79	CSEA Contract 2012-2015
IIID.80	BP 7340 Leaves
IIID.81	AR 7340 Leaves
IIID.82	BLANK
IIID.83	Foundation Audit Report 2015-2016
IIID.84	Foundation Audit Report 2014-2015
IIID.85	Foundation Audit Report 2013-2014
IIID.86	Master Agreement Between SCCC and SCCC
IIID.87	SCCC Articles of Incorporation
IIID.88	Fundraiser Form
IIID.89	Revenue Potential Form
IIID.90	Inventory Control Form
IIID.91	Tally Sheet
IIID.92	ASG Constitution and By Laws
IIID.93	Notice of Intent
IIID.94	Guidelines for Employing Independent Contractor Consultants

Evidence #	Title
IIID.95	BP 6340 Bids and Contracts
IIID.96	BLANK
IIID.97	Contract for Clovis North Pool
IIID.98	Independent Contractor Agreement
IIID.99	BLANK
IIID.100	Fresno Police Department Contract
IIID.101	SCCCD Signed Canteen 9-2017



STANDARD IV: LEADERSHIP AND GOVERNANCE

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IV.A: Decision Making Roles and Processes

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional leaders at Clovis Community College demonstrate an ongoing dedication to cultivating an inclusive and innovative decision-making environment by sanctioning meetings, supporting committees, engaging in community outreach, and orchestrating college-wide forums. Each of these meetings, committees, and forums provide accessible, democratic, and collaborative sites that empower all members of Clovis Community College, irrespective of their individual titles, to forward new ideas and initiatives for the betterment of the College. In addition to Clovis Community College's institutionally established culture of openness and shared responsibility, several examples of the inclusive nature of Clovis Community College's formal decision making process include faculty, staff, students, and administration, all collaborating at campus meetings, on campus-wide committees, and at the following District and College-level planning activities.

District-level

- District Strategic Planning Committee workshop (2015)
- District Career Technical Education Charrette Planning Summit (May 2016)
- District-wide Strategic Alliance Forum (September 2016)
- Numerous District-wide committees and workgroups (such as District Strategic Planning Committee, District Budget and Resource Allocation Advisory Committee, and Educational Coordinating Planning Committee)

College-level

- CCC Fall 2016 Planning Retreat
- CCC Spring 2017 Strategic Planning Retreat
- Spring 2017 Opening/Duty Day
- CCC Fall 2017 Planning Retreat
- Review of College Mission, Vision, and Values
- Updating the Integrated Planning Model
- Updating the Collaborative Decision-Making Process
- Developing the Educational Master Plan and Strategic Plan
- Developing College-wide Institution-Set Standards and Institutional Effectiveness Partnership Initiative indicators for student achievement
- Review of the Basic Skills Initiative, Student Equity, and Student Success and Support Plans

At each of these College-sponsored forums, meetings, and committees, Clovis Community College utilizes established, accessible, and well-defined, participative processes which enable the College-wide collaboration of all constituents when presenting new ideas for consideration. At all of the College's meetings, on all committees, and at each of the College's forums, the values guiding these processes are grounded in, and support, the College's Mission and Vision Statements, and align with the District's Mission, Vision, and Values Statements. These participatory processes, and the forums, meetings, and committees at which they take place, are outlined and articulated by the District Participatory Governance Model, the Roles of Constituents in District Decision Making Handbook, the Educational Master Plan, the Strategic Plan, in Clovis Community College's Governance Handbook, in each committee and council's operating agreement, and in the goals of specific program plans. These documents, along with committee, meeting, and forum minutes are readily available on the College's website.

[Evidence: [IVA.1](#), [IVA.2](#), [IVA.3](#), [IVA.4](#), [IVA.5](#), [IVA.6](#), [IVA.7](#), [IVA.62](#), [IVA.63](#)]

The following forums, meetings, councils, and committees, provide institutional examples of how Clovis Community College employs accessible, systematic, and participatory processes to assure effective planning and implementation of college practices and policies at the College.

District-Wide Fall 2016 Strategic Alliance Session: Review, Revision, and Approval of District Mission and District Strategic Plan

With the purpose of updating and improving the District Mission Statement and the 2017-2020 District Strategic Plan, members of all Clovis Community College constituent groups attended the fall 2016 Strategic Alliance session and participated on the District Strategic Planning Committee. Drafts of the District Mission Statement and the District Strategic Plan (both previously created collaboratively in meetings and on committees by District administration, faculty, staff, and students) were reviewed, revised once more, and ultimately approved by the Academic Senate, Classified Senate, Associated Student Government, College Council, and the Presidents Council, prior to the final drafts being recommended to Chancellor's Cabinet. Chancellor's Cabinet recommended these drafts to the Board of Trustees who approved the new District Mission Statement and new District Strategic Plan on February 10, 2017. [Evidence: [IVA.2](#), [IVA.8](#), [IVA.9](#), [IVA.10](#)]

Fall 2016 Clovis Community College Planning Retreat: Creation and Implementation of CCC's Educational Master Plan and Integrated Planning Model

During fall 2016, members from across the College community began updating the 2017-2027 Educational Master Plan and revising the Integrated Planning Model. To facilitate the participatory planning process administrators organized the College's first ever College-wide planning retreat. Nearly 80 faculty, staff, administrators, and students attended. To ensure that the goals of the Educational Master Plan aligned with the principles expressed in the College's Mission and Vision and the newly updated District Mission and District Strategic Plan for 2017-2020, the group spent several hours reviewing these documents, and brainstorming ideas for updating the Educational Master Plan's Integrated Planning Model. To ensure open and accurate input from all members and groups regarding the creation of the Educational Master Plan, administrators contracted members of a private consulting group to independently interview students, administration, Classified Senate, Academic Senate, community members, and representatives from every College discipline, department, and program. This College-wide input was then integrated into the final draft of the Educational Master Plan which informed the six comprehensive Strategic Goals subsequently developed by faculty, staff, students, and administrators to address the needs of the College, its students, and the community it serves for the next decade.

As defined in the College's Governance Handbook, College Council, which includes members of each College constituent group, played a central role in reviewing, revising, and approving the Educational Master Plan. In addition to review and approval by College Council, Academic Senate, Classified Senate, Associated Student Government, and President's Council reviewed and revised the Educational Master Plan prior to final approval by the College Council. After College-level approval, the President presented the final 2017-2027 Educational Master Plan to

the Board of Trustees, who approved it on April 4, 2017. [Evidence: [IVA.5](#), [IVA.11](#), [IVA.12](#), [IVA.13](#)]

Spring 2017 Strategic Planning Retreat

During spring 2017, members of Clovis Community College began developing the 2017-2021 Strategic Plan. This plan includes goals and objectives that support the six overarching goals established in the Educational Master Plan, it supports the Mission and Vision of the College, and it aligns with the District Mission Statement and Strategic Plan. In February 2017, administrators initiated the strategic planning process by holding a second College-wide planning retreat. Approximately 65 faculty, staff, administrators, and students attended the event. The group began by analyzing a variety of internal and external data: reviewing the new District Mission Statement and Strategic Goals and the College Mission and Vision Statements, the Strategic Plan goals, the Educational Master Plan goals, and brainstorming College and program-level activities to support these goals. Following the retreat, members of College Council met several times throughout the semester to continue revising and developing the Strategic Plan. The College also held a Strategic Plan Town Hall, a Community Strategic Plan Town Hall, and administrators conducted a College-wide survey to allow ample opportunity for all members to provide input and feedback on the Strategic Plan. Academic Senate, Classified Senate, Associated Student Government, the Presidents Council, and College Council discussed, revised, and approved the draft of the Strategic Plan before the Board of Trustees approved it on July, 11, 2017. [Evidence: [IVA.5](#), [IVA.6](#), [IVA.12](#), [IVA.13](#), [IVA.15](#)]

Meetings and Workshops: Completing the 2013-2017 Strategic Plan

The above meetings, forums, and committees also contributed to the completion of Clovis Community College's 2013-2017 Strategic Plan. This plan previously set forth nine institutional goals specifically directed at student success and educational excellence: Student Success, Student Access, Teaching and Learning Effectiveness, Economic and Workforce Development, Communication, Organizational Effectiveness, Community and Resource Development, Accreditation, and Fiscal Oversight. Like all of the College's plans, the Strategic Plan's goals and objectives align with, and support, the District Mission Statement, the District Strategic Plan, and correspond with the objectives in the College's Mission and Vision Statements. The Vice President of Instruction and Student Services shared the outcomes of this Strategic Plan at the spring 2017 planning retreat and at College Council. A summary of the outcomes is posted on the college website. [Evidence: [IVA.15](#), [IVA.64](#)]

Spring 2016 Clovis Community College New Faculty Orientation: Roles and Duties of New Faculty in Clovis Community College's Participative Processes

During fall 2016 the number of faculty at Clovis Community College increased by approximately 25 full-time faculty members. To accommodate these new members and introduce them to their new roles and Clovis Community College's participatory processes, administrators

organized a semester-long series of comprehensive bi-weekly orientations. Several senior faculty members volunteered to act as hosts, called “Sherpas,” for each week’s meetings, which covered topics ranging from the College governance structure and committee responsibilities to College culture and acronym awareness. These meetings served to not only familiarize new faculty to the College’s various departments, committees, and processes, but also to introduce new faculty to one another and to senior members of the faculty and administration. The encouraging feedback received both during and after this semester-long series of orientations has led to implementing these sessions for all new full-time faculty on an annual basis. [Evidence: [IVA.16](#), [IVA.17](#)]

Local Examples of Clovis Community College’s Participative Processes: College Committees and Committee Meetings

The Clovis Community College Student Success Committee was responsible for the development and implementation of the 2015-16 Student Equity Plan and Student Success and Support Program Plan. This committee was composed of faculty, administration, students, and classified professionals. Campus constituent groups, including the Academic Senate, Associated Student Government, Classified Senate, President’s Cabinet, and College Council all provided input as the plans were being developed. All constituent groups reviewed and approved both plans, and the Board of Trustees approved the Student Equity Plan on December 8, 2015. [Evidence: [IVA.18](#), [IVA.19](#)]

Continuing Revisions and Improvements: Restructuring College Committees

During the fall of 2016, as CCC began its second year as a fully-accredited college, constituent groups began to notice that the current decision-making process and committee structure were not working as effectively as they had in the past. One major issue was the considerable growth of the College which meant not only a significant increase in new faculty and staff, but also additional divisions and departments. As a result, many committees doubled in size, and many faculty were required to sit on numerous committees. Also, given the significant number of new employees, communication and recommendation processes were becoming unclear. Where previously informal emails and word-of-mouth worked well to share information, the College now saw a need for more formal communication structures in addition to the restructuring of several committees, councils, and workgroups. As a result, administrators supported College Council’s decision to form an *ad hoc* committee comprised of four faculty members, four classified staff members, four administrators, and two students to conduct a thorough review of all committees in conjunction with revising and rewriting the Governance Handbook. This project was included in the College’s 2016-17 IPEI plan and documented in the updated Governance Handbook. This process has since been incorporated into the College’s annual planning and review process. [Evidence: [IVA.21](#)]

Analysis and Evaluation

The planning process at Clovis Community College is transparent, collaborative and continuous. The College's administration empowers all members of the College community to participate by organizing District and College-wide forums in which all members have a valued voice in the ongoing creation of the College's policies, planning, and processes. All members of the College community have designated roles in the planning process and those roles are outlined and articulated in the College's Mission and Vision Statements, the District's Mission, Vision, and values statements, the Roles of Constituents in District Decision Making Handbook, in the newly revised Governance Handbook, in the Educational Master Plan, the Strategic Plan, and in the goals of the specific program plans.

At the heart of the planning process are two guiding documents: the Mission Statement and the Vision Statement. CCC has established a Mission Statement that supports the District's Mission, Vision, and values statements, and fully articulates College-level roles, goals, and values. Planning is based on evidence provided by data and data analysis and is refined through constant evaluation and re-evaluation at meetings, in committees, and at College and District-wide forums. The goal of all planning is the constant, collaborative, review and improvement of the student learning environment and student achievement through revisions of policies, programs, and processes. All data, meeting minutes, and all decisions made in these meetings, on committees, and at forums are publicized and accessible on Clovis Community College's website.

In an inclusive, transparent, and collaborative effort, the College has worked at the District-level to review and update the District Mission Statement and Strategic Plan. At the College level, CCC has developed its first comprehensive ten-year Educational Master Plan, revised the Governance Handbook and Integrated Planning Model, and updated the four-year Strategic Plan. The College has successfully introduced approximately 25 new faculty to their significant roles in the organizational structure and participative processes of the College, and an *ad hoc* group of College Council analyzed, revised, and significantly improved the College committee organizational structure and communication processes to support the needs of the rapidly-growing college. In addition, several members of College committees, from a variety of institutional positions, have successfully developed, forwarded, and instituted innovative ideas through the participative processes established at the College.

Actionable Improvement Plans

The Governance Handbook draft will be updated and adopted.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and special-purpose committees.

Evidence of Meeting the Standard

In keeping with District Administrative Regulation (AR) 2410 and Board Policy (BP) 3250, the Clovis Community College Governance Handbook, Integrated Planning Model, Norms for Participatory Governance, and the Roles of Constituents in District Decision Making all outline and describe the roles, responsibilities, policies and procedures which define how administration, faculty, and staff, are all equally encouraged to become active participants in the decision-making process at the College. [Evidence: [IVA.22](#), [IVA.23](#)]

As emphasized in the College's Mission Statement, Clovis Community College is an intensely student-centered institution. In keeping with this core value, Clovis Community College honors and encourages student voices, positions, and perspectives, and the Associated Student Government appoints students on many committees concerning student affairs and issues. When serving, students have full voice and often vote on the committees of which they are a part. For example, students are active voting members of College Council, Accreditation Steering Committee, Technology Committee, Outcomes and Assessment Committee, Student Success and Equity Committee, and Environmental Health and Safety and Facilities Committee. Students also participate on the following District committees: District Budget and Resource Allocation Advisory Committee, the District Strategic Planning Committee, and AR 5400 authorizes student representative contributions at monthly board meetings. [Evidence: [IVA.3](#), [IVA.7](#), [IVA.24](#), [IVA.25](#)]

In compliance with these formal roles, policies, and procedures, any constituent group or any individual may suggest ideas for changes, improvements, or institutional innovations. Suggestions for change begin by being presented and discussed at the appropriate committee, council, or constituent group. Following discussion, if a group agrees to move a suggestion or recommendation forward, the group refers it to College Council for discussion. Depending on the suggestion, College Council may approve it, referred it to a standing or *ad hoc* committee for further vetting, or forward it to the President for review and approval. For example, members of the Distance Education/Technology Advisory Committee felt that the committee's responsibilities were too diverse to allow time for robust discussion on all required topics.

Therefore, they recommended that the committee be split into two groups. The recommendation was taken to College Council, and considered during the 2017 participatory governance review process. As a result, College Council created the Technology Committee and charged an *ad hoc* group with exploring the structure and role of distance education and recommending next steps. [Evidence: [IVA.3](#), [IVA.7](#), [IVA.20](#)]

Analysis and Evaluation

Clovis Community College employs institutional policies and procedures that define the official roles and responsibilities of administration, students, and groups when making decisions concerning curricular and other educational matters. In keeping with the College's commitment to a collaborative and student-centered environment, Clovis Community College honors and authorizes student voices, perspectives, and positions on committees, and in groups, at all levels of the institution and through the Associated Student Government. The appropriate College groups regularly review, revise, and update these policies and procedures. Several individuals, departments, and students have successfully developed and forwarded ideas for institutional improvement through avenues provided by these collaborative policies and procedures.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The policies, procedures, and operating agreements outlined in Clovis Community College's Governance Handbook, in the Integrated Planning Model, and in the Roles of Constituents in District Decision Making Handbook, describe how the voices of administration and faculty are equally represented at College and District-level meetings when deciding issues concerning institutional governance, institutional policies, college planning, and budget allocations. The Academic Senate's operation agreement also delineate specific rules governing how faculty and administration discuss and approve policy. The Academic Senate represents all faculty members in all issues directly pertaining to academic affairs.

Clovis Community College's Governance Handbook defines the roles and responsibilities of faculty and administration on each committee, the roles of other committee members, the role of the chair and the co-chairs, and the selection and make-up of committee membership. Administrators participate as committee chairs or co-chairs on several committees, such as College Council, Student Success and Equity, Technology, and Environmental Health and Safety and Facilities Committees. Administrators also serve as contributing members on many committees and councils, such as College Council, Commencement. Faculty hold committee co-

chair positions on several committees, including Accreditation Steering, Curriculum, Program Review, and Outcomes and Assessment. Each committee has a variety of faculty members, appointed by the Academic Senate. Many committees also have classified staff and students, appointed by their respective governance bodies, the Classified Senate and the Associated Student Government. All committee members are able to forward suggestions and voice opinions at every committee meeting, depending on their interest and areas of expertise. [Evidence: [IVA.3](#)]

Faculty and Administration Roles

Faculty and Administration collaborated on the following policy matters:

- Updating the Governance Handbook
- Development and review of curriculum
- Reviewing Board Policies and Administrative Regulations

Faculty and Administration collaborated on the following planning issues:

- Developing the Institutional Effectiveness Partnership Initiative proposal
- Developing the Educational Master Plan 2017-2027
- Updating the Strategic Plan 2017-2021
- Updating the Integrated Planning Model
- Creating *ad hoc* group to explore the structure and roles for distance education and dual enrollment

Faculty and Administration collaborated on the following resource allocation processes:

- Developing the Faculty Hiring prioritization list
- Action Plan resource allocation prioritization
- Developing the annual Perkins Fund Plan and budget
- Developing the Strong Workforce Plan
- Determining the facility and equipment needs for the new Mechatronics and Occupational Therapy Assistant programs

The Clovis Community College governance process also includes representation from the Classified Senate and Associated Student Government. Classified staff and associated student representatives are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have a significant effect on them. For example, representatives from faculty, classified staff, student government, and administration all participated in District and College strategic planning retreats. In addition, members of these constituent groups have representatives on College Council, and have participated in the review and approval of the Educational Master Plan, the District and College Mission Statements, and the District and College Strategic Plans. [Evidence: [IVA.8](#), [IVA.11](#), [IVA.14](#), [IVA.15](#), [IVA.26](#)]

Analysis and Evaluation

Roles of faculty and administration are clearly defined through institutional policy and articulated in our Governance Handbook, in the Integrated Planning Model, and in the Roles of Constituents in District Decision Making Handbook. Members of both administration and staff have a substantive voice in issues concerning institutional governance, institutional policies, college planning, and budget allocations. At the College in meetings, on committees, and at District-wide forums, administration, faculty, classified staff, and students consistently work together for the betterment of the College and the community.

Actionable Improvement Plans

The Governance Handbook draft will be updated and adopted.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Through the Clovis Community College Curriculum Committee and the program review process, faculty and academic administrators are responsible for initiating and monitoring instructional programs and student services recommendations. The Curriculum Committee is comprised of faculty, who are voting members, and the Vice President of Instruction and Student Services and a student representative, who are non-voting members. They have the responsibility of approving all non-degree and degree-applicable credit courses and programs forwarded by faculty. SCCC Board Policy 4020 defines the responsibilities of the Curriculum Committee: “The programs and curricula of the District shall be of high quality, relevant to the community and student needs, and be evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricula offerings, including their establishment, modification or discontinuance.” CCC’s Curriculum Handbook, District Board Policy 4020, and Administrative Regulation 4020 outline procedures used for curriculum creation, modification, and implementation. The Program Discontinuance Policy, included in the Curriculum Handbook, provides the Curriculum Committee, in consultation with the Academic Senate and the College Council, the authority to discontinue programs that no longer serve student success. [Evidence: [IVA.27](#), [IVA.28](#), [IVA.29](#), [IVA.30](#), [IVA.31](#)]

The Program Review Committee oversees the College’s program review process in order to facilitate intentional self-evaluation and planning, and to assist programs in completing the program review process according to the timeline. Committee membership includes administrator and faculty co-chairs, three additional administrators, three additional faculty members, two classified staff members, and one student representative.

The Outcomes and Assessment Committee develops, monitors, and evaluates the process and timeline for assessing outcomes for courses, institutional programs and services. The committee also monitors and documents outcome efforts and results, and provides guidance and feedback in writing, assessing, and analyzing outcomes. Committee membership includes administrator and faculty co-chairs, three additional administrators, three additional faculty members, two classified staff members, and one student representative.

Previously, the Program Review and Student Learning Outcomes Committee implemented TracDat to assist in the rigorous and uniform compilation of program review and student learning outcomes data and goals. The Program Review Coordinator conducts training for all faculty, and each discipline is building a current bank of data which is useful for analysis and will become more valuable as faculty build a historical record for reference. As of fall 2017, the College is implementing eLumen, and the (newly separated) Program Review and Outcomes and Assessment Committees are actively involved in this process.

The Student Success and Equity Committee analyzes college-wide student learning and student services data. Comprised of faculty from instruction, student services, administrators, classified employees, and students, the Student Success and Equity Committee is a portmanteau committee where initiatives that contribute directly to student success are integrated into a coordinated program in order to avoid duplication of services and to fill any gaps discovered during analysis. The Student Equity Plan, the Student Success and Support Plan, the Basic Skills Plan, the new Integrated Plan, and all of the research supporting those plans, along with the Institutional Set Standards, are regularly reviewed, revised, and updated with an eye toward improving implementation and supporting student success. [Evidence: [IVA.19](#), [IVA.32](#)]

Analysis and Evaluation

Clovis Community College's Curriculum Committee, Program Review Committee, and Student Success and Equity Committee implement policies and procedures that define the authority of faculty and academic administrators in the creation, development, and implementation of curriculum and student learning programs and services. The Program Review and Outcomes and Assessment Committees annually analyze and review these policies and procedures, along with the curriculum, programs, and services they govern. The Student Success Committee and Equity Committee provides additional analysis and review during its monthly meetings.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

From the decision-making roles and processes of our Board of Trustees, Chancellors Cabinet, and District Committees, to the College-level councils and committees decision-making roles and processes at the College, Clovis Community College encourages all relevant perspectives, aligns decision making with appropriate expertise and responsibility, and takes timely action regarding institutional plans, policies, curricular change, and other key considerations.

Board of Trustees Governance

As outlined in the Roles of Constituents in District Decision Making Handbook, in Education Code 70902, and BPs 2012, 2270, and 2410, the Board of Trustees acts as an independent policy-making body that oversees the College's educational programs and guarantees District integrity and fiduciary health. The Roles of Constituents in District Decision Making Handbook and BP 2012 define the scope of the Board's powers, its purpose, and its duties, and also delineates the process by which recommendations to the Chancellor are forwarded by individual members of the College community. All board meetings adhere to the appropriate provisions required by the Brown Act and Chapter 2 of Board Policies defines the requirements of the Board of Trustee's makeup and membership. [Evidence: [IVA.66](#), [IVA.67](#), [IVA.68](#)]

District Board of Trustee meetings are held each month. All Board decision making occurs as part of these regularly scheduled board meetings, and the Board's General Counsel regularly assesses administrative regulations so that they accurately reflect statements to be used in the process of implementing Board Policy. Additional Board meetings are occasionally added to the schedule to allow the Board of Trustees to spend more time on specific topics, such as bond measures or budget considerations. The Board of Trustees also holds annual Board Retreats to consider additional business and make decisions on planning items. The majority of meetings are held at the District Office, but at least once per year the Board holds its meetings at each of the three college campuses and two centers to ensure that all community members and employees, regardless of their College's location, have equal access to a local board meeting. The District posts copies of all Board meeting minutes, policies, and administrative regulations on the District website. [Evidence: [IVA.33](#)]

The processes of open session board meetings and constituency representation ensure participation of interested stakeholders and consideration of relevant perspectives and information. As outlined in the Roles of Constituents in District Decision Making Handbook,

and as defined in BP 2345 and BP 2350, all faculty, staff, administrators, students, and members of the public, are encouraged to attend and contribute to the Board's decision making process. Additionally, the Roles of Constituents in District Level Decision Making Handbook defines the roles and purview of all interested stakeholders at board meetings and authorizes committee members to forward relevant recommendations from individuals in their constituency to the Board through the process of constituency representation. [Evidence: [IVA.69](#), [IVA.70](#)]

BP 2510 and Title V sections 53200-53204 define the purview of the Academic Senate as faculty representatives at board meetings, Title V, section 51023.5 defines the purview of the Classified Senate as representatives of classified professionals at board meetings, and AR 5400 defines the purview of Associated Student Government as student body representatives at board meetings. The College President, Academic Senate President, Classified Senate President, the Associated Student Government President, the SCFT Union, and the California School Employees Association, all attend and voice the concerns of their constituencies at board meetings. At every board meeting, members of each college constituent group present a report updating the Board on their constituencies' current policy issues and making recommendations for further improvements in their areas of expertise. Each representative then reports back to their respective constituency regarding all relevant issues and information discussed. [Evidence: [IVA.25](#), [IVA.33](#), [IVA.34](#), [IVA.35](#), [IVA.71](#)]

During spring 2016, at the April 5th regular board meeting, the Board of Trustees and the Chancellor held a discussion regarding Board Policies and protocols that relate to the conduct of trustees during board meetings. On April 22-23, 2016, the Board of Trustees held a two-day retreat and reviewed 27 Board Policies. [Evidence: [IVA.33](#), [IVA.36](#), [IVA.37](#)]

The Chancellor and The Chancellor's Cabinet

As outlined in the Roles of Constituents in District Decision Making, the Chancellor is the chief administrative officer of the Board of Trustees and BP 2430 defines the Chancellor's role and authority in this capacity. Chancellor's Cabinet serves as both an advisory group to the Chancellor and as a decision-making body for District-wide operations. Chancellor's Cabinet members include each college's president, all District vice chancellors, and other key District administrators. In accordance with BP 2410, AR 2410, and Educational Code 70902, any college constituency group or member of Chancellor's Cabinet may propose a new or revised regulation and all constituency groups within the District reserve the right to speak directly to the Board regarding the Chancellor's recommendations. Clovis Community College's communicates its expertise and relevant perspectives to the Chancellor by these constituent groups and by the Clovis Community College President at regularly scheduled Chancellor's Cabinet meetings. Each of these meetings adhere to the appropriate provisions required by the Brown Act and member roles and procedures are defined in SCCD's Roles of Constituents in District Decision Making Handbook. [Evidence: [IVA.22](#), [IVA.68](#), [IVA.72](#)]

District Level Committees

As outlined in appendix C of the Roles of Constituents in District Decision Making, SCCC District Committees and Workgroups, and in Clovis Community College's Governance Handbook, District committees participate in District-level decision making as appropriate within their roles to inform District-wide planning and coordination committees. District committees discuss planning, budgeting, staffing, resource allocation, technology needs, and all other relevant District-level concerns. The State Center Community College District Participatory Governance Model outlines the communication flow for District-wide planning and decision making and District-level decision making occurs at regularly scheduled governance committees, such as District Budget Resource Allocation Advisory Committee (DBRAAC), District Staffing Advisory Committee, District Technology Committee, Educational Planning and Coordinating Committee (ECPC), and at Strategic Planning Retreats. Participation of interested stakeholders and area experts, along with consideration of relevant perspectives from District-wide committees, are ensured through the democratically selected District committee compositions set forth in each District committee's operating agreement and defined in both the College's Governance Handbook and the District's Roles for Participants in District-Level Decision Making Handbook. Each District committee member is charged with providing the District team with Clovis Community College's perspectives and expertise and serving as a liaison to his or her constituency group. [Evidence: [IVA.38](#), [IVA.39](#), [IVA.40](#), [IVA.41](#)]

Examples of District-wide decisions that followed this process include the District Mission Statement update, District Strategic Plan update, and the most recent version of the Roles of Constituents in District Decision Making document. An example of District-wide input into decision making is the decision to hire Zogotech to develop a District-wide data warehouse for institutional research. The colleges and District all agreed that improving access to timely data was a critical need. The District and each college applied for IEPI funds and allocated a portion of their funding to develop a data warehouse. After a thorough vetting, which included opportunities for constituents to attend vendor presentations and feedback from these representatives and Chancellor's Cabinet members, the District agreed to hire Zogotech to develop the data warehouse. That project is currently underway. [Evidence: [IVA.2](#), [IVA.9](#), [IVA.38](#), [IVA.42](#)]

Local Governance: College Governance Groups and Committees

Clovis Community College's governance processes and procedures also include several local committees. As described in the Governance Handbook, College committees assist the President in fulfilling the Chancellor's and Board's plans, procedures, policies, and mandates, and the purpose of the College's committees is to ensure broad participation in planning and completing tasks that have College-wide impact. Each committee operating agreement defines the purpose of the committee, committee membership, and the reporting structure. The Norms section of the

Governance Handbook also outlines a variety of details related to member participation and communication responsibilities.

College committees, such as Accreditation, Technology, and Student Success and Equity, make recommendations to the College President via College Council. [Evidence: [IVA.3](#), [IVA.24](#)]

Academic Senate, Classified Senate, and Associated Student Government report directly to the President. [Evidence: [IVA.3](#)]

Academic Senate standing committees, including Academic Standards, Equivalency, Flex, and Curriculum make recommendations to the Academic Senate; the Academic Senate makes recommendations to the President. Equitable participation of faculty, staff, administration, and student stakeholders on college and senate committees is also ensured through the Governance Handbook, which includes each committee's operating agreement, demonstrating values for diverse perspectives and expertise.

For example, the Curriculum Committee meets weekly review new course and program proposals, Course Outline of Record updates, curriculum process revisions and evaluation. The Curriculum Tech Review Sub-Committee meets bimonthly to review the specifics of draft course and program proposals in preparation for presentation to the entire Curriculum Committee. The Curriculum Committee submits curriculum policy revisions to the Academic Senate for approval. [Evidence: [IVA.29](#), [IVA.43](#)]

College Council

College Council is the overarching participatory governance group of Clovis Community College. Its authority as a governance group is derived from the President and Board of Trustees. The purpose of the College Council is to provide a venue for constituency groups to participate in developing recommendations that have College-wide and District-wide impact. In addition, College Council has budget and program review oversight, and is the highest recommending body to the President. College Council may also initiate a College-wide decision-making process by developing a recommendation of its own and then sending it to the various constituent groups for input and recommendations before forwarding the recommendation to the President.

Examples of College Council's Decision Making Process

- Recommending approval of the accreditation follow-up report
- Recommending approval of the Educational Master Plan
- Recommending approval of the Strategic Plan
- Recommending approval of the IEPI proposal
- Recommending the update and pilot implementation of the updated participatory governance structure

[Evidence: [IVA.35](#), [IVA.44](#), [IVA.45](#)]

Department Chairs Council

As outlined in the Clovis Community College Governance Handbook, in the Department Chairs Council, the department chairs meet monthly with the Academic Senate President, deans of instruction, Dean of Student Services, Vice President of Instruction and Student Services, and Director of Student Success, Equity, and Outreach to discuss operational matters such as scheduling, room assignment, student complaint processes, hiring needs, and operations. Department faculty forward items to their department chair and then department chairs bring those items to the Department Chairs Council meeting for consideration. Each member's role is to serve as a liaison for his or her department on these operational items and to provide input on items that relate to the department's purview and expertise. Although operational decisions are ultimately the purview of administration, in this forum the operational decisions are discussed openly and collegially. [Evidence: [IVA.46](#)]

The Action Plan Funding Request process illustrates how Clovis Community College utilizes the multiple perspectives offered by the Department Chairs Council to inform processes and make decisions. Individuals or groups submit Action Plan Funding Requests to the Vice President of Administrative Services to request funding for a variety of educational needs not funded by other budgetary processes. The Vice President of Administrative Services sorts the completed request forms and distributes them to the Vice President of Instruction and Student Services, who then places the review of these Action Plans on the agenda for the Department Chairs Council. Department Chairs Council evaluates and prioritizes the Action Plan Funding Requests. Requests are prioritized based on the level of funding, total number of Action Plan Funding Requests, educational need, and effective use of funding. The Department Chairs Council forwards their recommendation for prioritization of Action Plan Funding Requests to President's Council. President's Council reviews the requests for identification of all sources of funding and balances the tentative allocation. President's Council forwards Action Plan Funding Requests to College Council for discussion, review, and recommendation for funding to President's Council. The President forwards her decision to the Vice President of Administrative Services, who then shares the final decision with College Council. [Evidence: [IVA.47](#), [IVA.48](#), [IVA.49](#), [IVA.50](#), [IVA.51](#), [IVA.52](#), [IVA.53](#), [IVA.54](#), [IVA.61](#)]

Examples of Department Chairs Resource Allocation

- Specialized STEM software
- Art class field trips
- Anatomical models for anthropology classes
- Percussion instruments for music classes

Annual Procedures Ensuring Timely Action

As a new college, Clovis Community College has implemented and institutionalized several annual procedures that ensure timely action on plans, policies, curriculum changes, and other

considerations through a defined planning and review cycle. Although many of these processes have been in place for several years, since the time Clovis Community College was a Center, during 2016-2017 the College community focused on updating its planning processes, documents, and strategic goals to improve the College's effectiveness. As discussed in detail in standard IVA. 1, these new plans have become, or are becoming, a part of the College's regular evaluation processes. The College analyzes decision-making processes as part of its six-year planning cycle, which includes regular evaluation and updates for the Educational Master Plan, Strategic Plan, Mission Statement, and various supporting plans, such as the Student Equity Plan and the Basic Skills Plan. [Evidence: [IVA.55](#)]

In addition, the College is currently updating its Technology Plan, which it anticipates completing by the end of the fall semester, and is finalizing the Integrated Plan 2017-18.

Analysis and Evaluation

The policies, committee operating agreements, and guidelines on governance procedures for the college, district, and Board of Trustees specify appropriate roles for faculty, staff, administration, and students. Clovis Community College has institutionalized processes and procedures for making most local decisions. The District has defined district-wide committees to allow collegial dialogue and input from each college. At both the district and college, each constituency group is involved in the decision making process where appropriate and depending on their area of expertise. College and district committees meet regularly to conduct college and district business in an effective and timely manner while incorporating input from all constituencies. College and district plans are updated on a regular cycle and assessed for effectiveness. With the perspective of each constituency group represented in the College Council, the program knowledge and perspective of the diverse members of the Department Chairs committee, and the fiscal expertise of the Vice President of Administrative Services, this process results in Clovis Community College making the most effective decisions regarding the funding of educational items that best serve the needs of our students. [Evidence: [IVA.6](#), [IVA.44](#), [IVA.51](#), [IVA.56](#), [IVA.57](#), [IVA.58](#)]

Actionable Improvement Plans

The Governance Handbook draft will be updated and adopted.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

From the District-wide decision-making processes of the Chancellor and Board of Trustees, to the College-wide decision-making processes of governing bodies and committees, Clovis

Community College engages in systematic avenues of institutional communication that are transparent, well-documented, regularly revised, and accessible to all members of the College community.

The Board of Trustees, College Council, Academic Senate, Curriculum Committee, and Associated Student Government all adhere to the requirements set forth in The Ralph M. Brown Act: Open Meetings for Local Legislative Bodies. In accordance with chapter IV of The Brown Act, Notice of Agenda Requirements, and Government Code sections #54954.2/4/5/6, Regular Meeting agendas are posted seventy-two hours prior to the meeting, Special Meeting agendas are posted twenty-four hours prior to the meeting, and Emergency Meeting agendas are posted one hour prior to the meeting. To inform the public of any closed session meetings Clovis Community College adheres to chapter IV, Closed Sessions Agendas, sections #54954.2, 54954.5, 54957.1, and 54957.7, and the College follows the model format for closed session agendas that appears in section 54954.5 of The Brown Act. All of Clovis Community College's public meetings are held in non-discriminatory facilities as defined in chapter V, Non-Discriminatory Facilities, sections # 54953.2 and #54961 of The Brown Act. In accordance with chapters IV and V, Public Rights and Public Testimony, #54954.3, Clovis Community College recognizes the right of all members of the public to attend meetings and comment on agenda items before or during consideration by the legislative body, and time is provided at each meeting for public comment on any other matters under the body's jurisdiction.

Academic Senate, College Council, and all other Clovis Community College standing committees, also utilize technological resources such as the Blackboard course management system and the document management system (TracDat) to effectively document and communicate meeting minutes, agendas, resolutions, decisions, decision making processes, and all other relevant documents, to the campus community.

All committees, councils, and workgroups not subject to the Brown Act communicate their discussions and decisions to members of the College community through regular oral or written reports issued by division or department representatives at College Council meetings, Academic Senate meetings, and at their regularly scheduled department and division meetings. This process follows the communication and decision making procedure outlined and defined in the Integrated Planning Model, the Strategic Plan, and in the newly revised Governance Handbook.

How Decisions are Documented and Communicated Campus-wide

Board of Trustees

In addition to regular oral and written reports delivered to College constituents by committee representatives after each board meeting, board meeting agendas, minutes, and the results of all rulings or decisions regarding resource allocation are transcribed by the Secretary of the Board of Trustees, posted on the District website via BoardDocs, and emailed to all Clovis Community College committee members. [Evidence: [IVA.33](#), [IVA.59](#)]

Administration

The administration of Clovis Community College communicates its decisions to the College community through oral and written reports presented by administrative council members at each of their governing bodies regularly scheduled meetings, through College-wide emails and invitations to forums and retreats, through interactive e-surveys, and through regularly emailed newsletters from the College President. Administrators are members of all College committees and attend to communicate ideas, initiatives, and opinions on current issues. For example, during spring 2017, administration vetted and authorized the construction of solar panels in the College's south parking lot. This decision-making process was communicated to the College through administrative council representatives and through College Council. Administrators also hold Town Hall meetings, at least once per semester, to present and explain topics such as budget, accreditation, and planning updates.

Governance Bodies: Academic Senate

As outlined in the Academic Senate's Operating Agreement, included in the Governance Handbook, and as specified in Section 70901 of the California State Education Code, Title V of the California Code of Regulations and State Center Community College District Board Policies, Academic Senate is a central part of the decision-making process at the College and is responsible for approving, documenting, and communicating all processes and decisions regarding academic, professional, personnel, and fiscal matters, to the College community. At each Academic Senate meeting, the Academic Senate Secretary transcribes all conversations, decisions, and decision-making processes and then forwards them by email to all faculty. Department and division representatives on Academic Senate also present reports from their respective constituencies and then communicate the Senate's recommendations back to their constituencies during regularly scheduled department and division meetings.

Academic Senate recently participated, along with Classified Senate and Associated Student Government, in the review and revision to the updated Governance Handbook and the Strategic Plan. In each of these cases, the Academic Senate forwarded member's suggestions and revisions to College Council who incorporated their suggestions into the final drafts.

Analysis and Evaluation

All decisions, decision-making processes, and all recommendations resulting from planning by the Board of Trustees, administration, College governing bodies, and College committees, are communicated to the college community and to all relevant stake holders through the College website, emails, committee reports, letters, announcements, information management systems or other software per the Brown Act, where applicable. The Governance Handbook clearly defines Clovis Community College's decision-making process. This process is well-documented, regularly reviewed, transparent, and communicated to the College community by committee representatives at department and division meetings. Since 2009, College Council has reviewed the Governance Handbook on a regular basis. During summer 2017, Clovis Community College revised and updated the Governance Handbook. Included in this revision is an updated Continuous Cycle of Improvement which requires that the Governance Handbook be reviewed at least every two years to ensure that it reflects the optimal decision-making process for the College and that all constituents are properly represented. The most recent version of the Governance Handbook is posted on the College's website. [Evidence: [IVA.3](#), [IVA.44](#)]

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Clovis Community College's Governance Handbook's "Continuous Cycle of Improvement" section outlines and defines how, as part of the six-year cycle of planning and assessment, College Council will assess the effectiveness of the College participatory governance structure in spring 2018 and every two years thereafter and, based on their findings, will implement any necessary revisions the following fall semester.

How Clovis Community College Regularly Reviews and Evaluates its Processes and Procedures

Each spring College Council reviews the Governance Handbook to ensure its accuracy and effectiveness and to make revisions as needed. Following the spring 2018 review and revision, College Council will evaluate the Governance Handbook every two years in accordance with the Six-Year Planning and Assessment Calendar. As part of the spring 2016 evaluation, College Council decided to implement significant changes to the Governance Handbook and appointed an *ad hoc* committee whose purpose was to improve College-wide communication and committee effectiveness by improving governance and institutional decision-making practices. The newly revised Governance Handbook included revisions to the College's committee structures, updated operating agreements, and added a Norms section to improve process

consistency across committees. The *ad hoc* committee completed the newly revised version of the Governance Handbook in summer 2017. In fall 2017, the Academic Senate President, Classified Senate President, and Associated Student Government President presented the draft to the College on Opening Day/Duty Day, and presented it to College Council at their first meeting. College Council agreed to pilot the draft governance structure for the 2017-2018 academic year, with a review in the spring semester to make any needed changes before sending it for constituent group approval and formal adoption in late spring, and plans to implement the final draft in fall 2018.

College Council also analyzes data and evaluates the strategic planning process annually. As part of the Educational Master Plan development process, College Council reviewed a variety of College, local community, and regional data. College data included a variety of student success measures, student service needs, and student equity data. The College used this detailed analysis to develop six strategic goals and strategic objectives and activities designed to target specific areas of concern and opportunity for improvement.

As part of the process to develop the new Strategic Plan, College Council also conducted a review of the 2013-2017 Strategic Plan outcomes and reviewed the process and timeline used to develop the Educational Master Plan to assure the integrity and effectiveness of this process. The results of this analysis were used to inform the creation of the new 2017-2021 Strategic Plan. College Council will evaluate the annual results of this plan annually and will assess the improvements made or make recommendations to improve institutional effectiveness. [Evidence: [IVA.60](#)]

As described in the Governance Handbook, every College committee sets goals at the beginning of each academic year that align with the purpose of the group, and then conducts an evaluation of their goals and accomplishments at the end of the year. Committees may also assess committee effectiveness throughout the year, and external sources may provide additional data or recommendations. Based on this evaluation process many committees recommend changes. For example, each Academic Senate standing committee, such as Curriculum or Academic Standards, provides a report to the Academic Senate at the end of each year. This committee report includes current and future business of the committee and recommendations for improving the committee and its functionality. These recommendations are in many cases the starting point for ultimate changes to the committee to make them more effective.

Examples of improvements based on evaluation include:

- Academic Senate evaluates its governance and decision-making processes and procedures in an effort to continually improve. As part of this review process, in Spring 2016, the Academic Senate reopened their constitution and by-laws for modest revisions.

- The Program Review Committee evaluates the program review processes, with modifications communicated to the next cycle of programs reviewed through the Program Review Handbook.
- College Council evaluates the decision-making process regularly to assure the integrity and effectiveness of the College's decision-making and communication processes.
- Faculty, staff, and administration discuss any modifications to the participatory governance and decision-making structure and processes at the subsequent fall Opening Day/Duty Day activity in which all CCC full-time faculty participate. Clovis Community College communicates about the improved process through posting on the website and on Blackboard, and insertions into the updated Faculty Handbook and Governance Handbook.
- College Council formed an *ad hoc* group to evaluate the effectiveness of each committee as well as the entire structure and communication process of all committees, councils, and governance groups.
- The Student Success and Equity Committee recommended expanding outreach efforts, increasing tutoring resources, providing textbook vouchers, and inviting a variety of speakers to discuss diversity topics based on their analysis of student needs.
- The Technology Committee offered Canvas training to help mentor faculty on best practices for online teaching and for technical support for the new platform.

Clovis Community College widely communicates the results of these evaluations through several venues:

- Standing committees and representative reports at division and department meetings
- Program plan review meetings
- President's Council
- Opening Day announcements
- Communication from administrators, such as the President's newsletter or emails
- Academic Senate announcements and minutes
- College website, electronic message boards, and social media
- Campus email

Analysis and Evaluation

Clovis Community College has procedures and processes in place to regularly evaluate the leadership roles, College governance, decision-making policies, procedures, and processes. The College uses evaluation results as the basis for continual improvement. The continual, collaborative, decision-making process is epitomized by the revisions documented in the Governance Handbook and is widely communicated across the College community. Clovis

Community College is dedicated to assessment and evaluation to ensure the effectiveness of processes and procedures that lead to continuous institutional improvement.

Actionable Improvement Plans

In keeping with all College assessment and planning, the Six-Year Planning and Assessment process will continue to be evaluated and updated.

Evidence List

Evidence #	Title
IVA.1	Mission and Vision Statements
IVA.2	SCCCD Mission and Vision Statements
IVA.3	Participatory Governance Handbook
IVA.4	Roles of Constituents in District Decision Making
IVA.5	Educational Master Plan
IVA.6	Strategic Plan 2017-2021
IVA.7	CCC Institutional Planning Blackboard Page
IVA.8	Districtwide Strategic Alliance Session FA16 Information
IVA.9	District Strategic Plan 2017-2020
IVA.10	Minutes from Constituency Groups Reviewing District Mission Statement and Strategic Plan
IVA.11	Planning Retreat FA16 Information
IVA.12	Constituency Group Minutes Reviewing Ed Master Plan
IVA.13	Board of Trustees Minutes Approving Ed Master Plan
IVA.14	Strategic Plan 2013-2017 Update
IVA.15	Strategic Planning Retreat SP17 Information
IVA.16	New Faculty Orientation FA16
IVA.17	New Faculty Orientation FA16 Sign-In Sheets
IVA.18	Student Equity Plan
IVA.19	Student Success and Equity Committee Agendas and Minutes
IVA.20	ASG Minutes Discussing Hydration Stations
IVA.21	Participatory Governance Ad Hoc Information
IVA.22	AR 2410 Policy and Administrative Regulations
IVA.23	BP 3250 Institutional Planning
IVA.24	Committees List
IVA.25	AR 5400 Associated Students
IVA.26	CTE Charrette on Website
IVA.27	BP 4020 Program, Curriculum, and Course Development
IVA.28	AR 4020 Program and Curriculum Development
IVA.29	Curriculum Handbook
IVA.30	Intent to Propose a New Program Form
IVA.31	Intent to Propose a New Course Form
IVA.32	Student Success and Equity Committee Operating Agreement
IVA.33	Board of Trustees Meetings Webpage
IVA.34	President's Board Reports

Evidence #	Title
IVA.35	Academic Senate Blackboard Page
IVA.36	Follow-Up Report 10-15-16
IVA.37	Board of Trustees Retreat Minutes April 22-23, 2016
IVA.38	Roles of Constituents in District Decision Making
IVA.39	District Participatory Governance Model
IVA.40	District Committees List
IVA.41	District Committees Operating Agreements
IVA.42	College Council Minutes Discussing Data Warehouse
IVA.43	Academic Senate Minutes Discussing Curriculum Committee Policy Revisions
IVA.44	College Council Blackboard Page
IVA.45	Associated Student Government Minutes
IVA.46	Department Chairs Blackboard Page
IVA.47	Action Plan Calendar
IVA.48	Action Plan Spreadsheets
IVA.49	Action Plans 2014-2015
IVA.50	Action Plans 2015-2016
IVA.51	Action Plans 2016-2017
IVA.52	Emails Regarding Action Plans
IVA.53	Department Chairs Minutes Regarding Action Plans
IVA.54	College Council Minutes Regarding Action Plans
IVA.55	6-Year Planning Document
IVA.56	Accreditation Survey 2016
IVA.57	List of Prioritized Items
IVA.58	Emails Regarding Action Plans
IVA.59	Board of Trustees Meeting Summary Emails
IVA.60	College Council Minutes 2-24-17
IVA.61	President's Council Minutes Regarding Action Plans
IVA.62	Opening Day Agenda SP17
IVA.63	Student Success Committee and College Council Minutes Regarding IEG and ISS
IVA.64	Strategic Plan Town Hall and Community Forum
IVA.65	Strategic Plan Survey Results
IVA.66	BP 2012 Board Duties and Responsibilities
IVA.67	BP 2270 Board Member Authority
IVA.68	BP 2410 Policy and Administrative Regulations
IVA.69	BP 2345 Public Participation at Board Meetings
IVA.70	BP 2350 Speakers
IVA.71	BP 2510 Participation in Local Decision-Making
IVA.72	BP 2430 Delegation of Authority to Chancellor



Standard IV.B: Chief Executive Officer

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IV.B: Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

At Clovis Community College, the President ensures the quality of the College by providing effective leadership and establishing an expectation of excellence. The President's role includes leading the planning process, organizing administrative structures, supporting resource allocation processes, selecting and developing personnel, and evaluating institutional effectiveness. This is accomplished through the collaborative efforts of administration, faculty, and classified staff. [Evidence: [IVB.1](#)]

The President led the College in its planning and processes to become a fully accredited community college. In June 2015, Clovis Community College became the 113th California community college. The College conducted this work under the umbrella of the State Center Community College District Strategic Plan and the Reedley College Educational Master Plan. During July 2016, Clovis Community College transitioned between presidents. The College's first president, Deborah Ikeda, retired. During the same month, Dr. Lori Bennett became the second president of Clovis Community College. [Evidence: [IVB.2](#), [IVB.3](#), [IVB.4](#), [IVB.5](#)]

The President works closely with the vice presidents to ensure that the College efficiently manages resources and that planning, decision-making, and budgeting processes are aligned. To support communication and collaboration among the administrative staff, and to make shorter-term college-wide operational decisions, the President meets weekly with President's Council to give direction and to discuss District and College-level projects and initiatives. For example, President's Council discussed Opening Day/Duty Day events, College-wide Planning Retreats, budget process, Foundation mini-grant applications, and provided input on changes to the Institutional Innovation and Effectiveness Plan. [Evidence: [IVB.6](#), [IVB.7](#)]

The President provides leadership in regular meetings with College staff and constituency leaders. She meets individually, on a regular basis, with the vice presidents; Director of Marketing and Communication; Director of Institutional Research, Planning, and Evaluation; and Dean of Instruction, STEM and Technology Services. The purpose of these meetings is to discuss the College's current needs, plan future projects, and provide direction and feedback in a timely manner. [Evidence: [IVB.8](#)]

The President also meets individually, on a regular basis, with the Academic Senate President, Classified Senate President, and Associated Student Government President. During fall 2016, the President attended an Academic Senate meeting, a Classified Senate meeting, and an Associated Student Government meeting to promote communication and inclusion related to the

accreditation follow-up report. The President also attended an Associated Student Government meeting to discuss the College's planning process and answer student questions. [Evidence: [IVB.9](#), [IVB.10](#)]

To support a strong and inclusive participatory governance process, the President co-chairs College Council, which is the highest-level participatory governance committee on campus. The President, in this leadership role, accepts and places items on the College Council agenda for review at the semimonthly meetings. As outlined in the Governance Handbook, the College Council monitors, reviews, and makes recommendations to the President on college planning and budgeting. It plays a key role in two-way information sharing to close the loop on planning and to make recommendations on resource allocation. For example, the College Council approved the revised Institutional Effectiveness Partnership Initiative Plan, updated District Mission and Values, updated Integrated Planning Model, Educational Master Plan, Strategic Plan, and accreditation follow-up report. The College Council also led the process to review and update the college committee structure to meet the needs of the growing College and to evaluate and update the College Mission Statement. [Evidence: [IVB.11](#), [IVB.12](#), [IVB.13](#), [IVB.14](#), [IVB.15](#), [IVB.16](#)]

In addition, the President serves as the representative to the Chancellor's Cabinet and is responsible for articulating recommendations from the College to the Chancellor in matters that affect campus operations with potential District impact. The President is the principal advocate for the College at the District level for financial requirements, policy, special projects, and the advancement of College goals. [Evidence: [IVB.17](#)]

Planning

The Clovis Community College President provides effective leadership in planning. During fall 2016, the President, along with about 30 Clovis Community College faculty, staff, students, and administrators, participated in the District-wide Strategic Planning Alliance to provide input on the District Mission, Values, and Strategic Plan goals. Following that meeting, the President, the Dean of Student Services, the Classified Senate President, and an Academic Senate representative participated in a District Strategic Planning Workgroup to review and prepare a formal draft for the College to review. Clovis Community College then provided additional input to this District-wide decision-making process through discussions held at several college committees, including Academic Senate, Classified Senate, and Associated Student Government, the Student Success and Equity Committee, President's Council, and College Council. The Board of Trustees approved the new District Mission on March 7, 2017. [Evidence: [IVB.19](#), [IVB.20](#), [IVB.21](#)]

The President leads Clovis Community College in developing and implementing strategic plans and setting student success goals. Prior to receiving Initial Accreditation, while the College was operating as Clovis Community College Center, the President led college planning to develop the four-year Strategic Plan 2013-2017, which included eight goals that supported gaining accreditation status, student success, and expanding access to quality career technical programs. In addition, after becoming a college, the President led college planning to develop Clovis Community College's Strategic Plan 2017-2021. [Evidence: [IVB.22](#), [IVB.23](#)]

Throughout the 2016-17 academic year, the President led the college-level planning process by facilitating the fall Planning Retreat and spring Strategic Planning Retreat, and by overseeing the development of the first Clovis Community College Educational Master Plan and Strategic Plan. The College's Institutional Effectiveness Partnership Initiative (IEPI) Plan supported this planning process; the IPEI Plan was approved in May 2016 and updated in September 2016 to support the College's planning process. These resources will also help Clovis Community College improve its future planning and assessment efforts by supporting a District-wide project to build a new data warehouse and generate a variety of institutional effectiveness reports. [Evidence: [IVB.24](#), [IVB.25](#)]

During fall 2016, more than 75 faculty, staff, students and administrators attended the Planning Retreat, which laid the groundwork for these plans. At the retreat, participants developed a list of core institutional values and worked together to update the Integrated Planning Model to more accurately reflect the needs of the College than the previous model, which was developed when Clovis Community College was still a center. Following the retreat, College Council refined and approved the Integrated Planning Model. The College also developed the first draft of the Educational Master Plan 2017-2027. During spring 2017, all constituent groups reviewed and approved the plan, and the Board of Trustees approved it on April 4, 2017. [Evidence: [IVB.11](#), [IVB.24](#), [IVB.27](#), [IVB.28](#), [IVB.30](#)]

During spring 2017, to ensure alignment with the District's updated Mission and Strategic Plan, approximately 65 faculty, staff, students and administrators attended the Strategic Planning Retreat to review the new District Mission Statement and strategic planning goals and to establish new Clovis Community College Strategic Plan goals and objectives. In follow-up to this retreat, Clovis Community College developed its first stand-alone college Strategic Plan 2017-2021. [Evidence: [IVB.19](#), [IVB.20](#), [IVB.21](#)]

To effectively plan for each year, the president relies on outcomes, assessments, and actions of the program review process, including faculty hiring and resources allocation prioritization lists. For example, the President receives a recommendation from the Department Chairs Council, which includes the Vice President of Instruction and Student Services, Deans of Instruction and Student Services, Department Chairs, and the Academic Senate President, regarding the prioritization of new faculty requests. The President reviews this recommendation and determines the final hiring prioritization list. If the President makes changes to the recommended prioritization list, she reports her rationale to the Department

Chairs Council. [Evidence: [IVB.31](#)]

In addition, as part of the program review process, Department Chairs Council reviews program resource requests and make a recommendation to President's Council. President's Council then reviews the recommendation for resource allocation, reviews the funding source, such as Lottery funds, and makes a recommendation to College Council. After College Council reviews the recommendations, College Council makes a final recommendation to the President. The President accepts the recommendation from College Council and reports back College Council if she makes adjustments. [Evidence: [IVB.32](#), [IVB.33](#), [IVB.34](#)]

Communicating the importance of a culture of evidence and a focus on student learning

On Opening Day/Duty Day, held at the beginning of fall and spring semesters, the President addresses faculty, classified professionals, and administrators with an update on the College's student achievement data and a discussion regarding the annual college priorities. This presentation ensures that the College faculty, staff, and administrators are informed about key planning topics relative to the continuous improvement process. As of spring 2017, all part-time faculty are invited to attend the Opening Day presentations. The President also attends the part-time faculty orientation, which is held in the evening of Opening Day/Duty Day. [Evidence: [IVB.35](#), [IVB.36](#), [IVB.37](#)]

The President frequently reinforces a focus on student learning through a variety of oral communications to the college, including Lunch with Lori sessions (informal, brown bag lunch sessions open to all employees), Snacks with Students sessions (informal sessions open to all students), college-wide flex activities, planning retreats, and the promotion of data-driven decision making. The President continued to communicate the importance of a culture of evidence with the decision to expand the Office of Institutional Research, which is allowing the College to improve and expand data provided for the program review process, support allocating resources based on data analysis, and provide additional assessment and analysis of ongoing student success and student equity efforts. [Evidence: [IVB.38](#), [IVB.39](#)]

To further support college-wide communication, the President provides an annual report and monthly update to the Board of Trustees and publishes a monthly electronic newsletter that provides updates on college activities, events, facilities, and other related items of interest. The President's office and Public Information Officer also send a variety of emails, Crush Alerts, Facebook announcements, and electronic billboard announcements to inform faculty, staff, and students about college events and important information. The President, Academic Senate President, Classified Senate President, and an Associated Student Government representative participate in a monthly District Communication Council meetings, which the SCCCD Chancellor chairs, to report on college-wide issues and events, receive information from the District and other colleges to share with constituent groups, and to discuss District-wide initiatives. The President also presents a variety of information to the Board of Trustees, such as current college statistics, student completion rates, budget information, accreditation updates, Title V updates, the Educational Master Plan, and strategic planning reports. [Evidence:

[IVB.41](#), [IVB.42](#), [IVB.43](#), [IVB.44](#), [IVB.45](#)]

Organizing

The President ensures that the College's organizational structure promotes student learning and success. Clovis Community College has grown about 10% each year for the past four years and now serves more than 10,000 students annually. Current enrollment trends and local community data show that the College will continue this growth over the next decade.

To meet the demands of this growing student population, the College continues to expand the number of full-time administrators, faculty, and staff. Since fall 2015, the College hired 34 additional full-time faculty, 25 full or part-time classified staff, and six academic and classified managers, which included two new deans. The College expanded the number of academic departments as well and added three new department chair positions, resulting in a total of seven departments. [Evidence: [IVB.46](#), [IVB.47](#)]

To support the large increase in staffing and associated workload and to better serve students, the President approved a new organizational plan for the academic year 2015-16 that divided the College into three academic divisions, a student services division, an outreach department, and an institutional research department. The new organizational plan also combined the Technology Services Department with one of the academic divisions and one of the newly-hired deans, the Dean of Instruction, STEM and Technology Services, oversees the combined department. [Evidence: [IVB.47](#)]

During 2015-2016, the President added the Public Information Office, including a Director of Marketing and Communications, Webmaster, and Graphic Designer. The President added custodial manager position to provide the needed leadership for this department. The President expanded the Office of Institutional Research, increasing the Research Coordinator position from part-time to full-time and adding a Director of Institutional Research, Planning and Evaluation, and a Research Assistant, which supports the significant increase in research and data analysis required to support several new initiatives and grants, including the Student Success and Support Program, Student Equity, career technical education, and Title V. Funds allocated through these plans helped fund the new research positions. During spring 2017, the College received official status to provide its own financial aid to students. Until this time, a Financial Aid Manager was responsible for this department. During summer 2017, the College replaced this position with a Director of Financial Aid, which is consistent with the management structure at the other colleges in the District. [Evidence: [IVB.47](#)]

The College has an on-going process to establish staff hiring prioritization. During fall 2016, Clovis Community College established a new process for determining the Classified Professional hiring prioritization list. The process was discussed at both Classified Senate and College Council. Following discussion with members of their division or department, each manager submits a district staffing request form and rationale to the vice president of administrative services. President's Council reviews the proposals and ranks the requests high/medium/low, and Vice President's Council discusses the ranking. The Vice President of

Administrative Services forwards the list to the President. Based on this input, the President makes the final decision, and the Vice President of Administrative Services reports the decision to College Council. All new hiring recommendations are approved by the Chancellor and the Board of Trustees. [Evidence: [IVB.48](#)]

Budgeting

The President provides leadership in budgeting and assures that Clovis Community College operates in a sound financial manner by working closely with the Vice President of Administrative Services to develop and monitor the budget and by following all District and College processes and procedures. The oversight committee for the development of the discretionary budget is the College Council. As co-chairs of College Council, the President and Vice President of Administrative Services annually review with the council the budget development calendar, district budget assumptions, and major categorical and non-categorical budget areas. Through the use of Action Plan Funding Requests, the College allocates funds each year based on planning goals and objectives and Program Review. Department Chairs Council reviews and prioritizes program resource requests; Department Chairs Council includes the deans, department chairs, and the Academic Senate President. President's Council and then College Council review the group's recommendation. College Council then forwards their recommendation to the College President for final review and approval. [Evidence: [IVB.49](#), [IVB.50](#), [IVB.51](#), [IVB.52](#), [IVB.53](#), [IVB.54](#), [IVB.55](#), [IVB.56](#)]

The President has delegated authority for monitoring the operational and categorical budgets to the Vice President of Administrative Services, Vice President of Instruction and Student Services, deans, and directors. She meets with the Vice President of Administrative Services on a regular basis to review the status of each budget. She meets with the Vice President of Instruction and Student Services, deans, and directors at regular administrative council meetings and as needed to provide vision related to college goals and to ensure that the College spends funds in a timely and appropriate manner.

Developing Personnel

The President provides effective leadership in the area of selecting and developing personnel for the College by selecting faculty members who are well-qualified in their fields of study and exemplify the high standards of integrity and inclusiveness that are core values at Clovis Community College. The College follows an inclusive, well-established committee process for hiring faculty and staff. Following this process, the President makes the final hiring recommendation for all full-time faculty and high-level classified and administrative staff. The Board of Trustees reviews and approves all hiring recommendations. The Vice President of Instruction and Student Services also participates in second round interviews for full-time faculty. After these interviews, the President receives feedback from the hiring committee prior to making a final hiring decision. [Evidence: [IVB.57](#), [IVB.58](#), [IVB.59](#), [IVB.60](#), [IVB.61](#), [IVB.62](#), [IVB.63](#), [IVB.64](#), [IVB.65](#), [IVB.66](#), [IVB.67](#), [IVB.68](#), [IVB.69](#), [IVB.70](#)]

The President is actively involved in the hiring of new faculty and has made a significant

commitment to their development through the creation of the New Faculty Orientation (NFO) program in fall 2016. This is a full-semester program, led by the Vice President of Instruction and Student Services and includes several senior faculty mentors. The College pays both new and senior faculty for the time they spent at the NFO sessions. The President considered this professional development program especially important in 2016, given the large number of new full-time faculty hired over the past year. The orientation program is continuing for new full-time faculty hired in 2017. The president also supports Clovis Community College's formal, collegial full-time faculty tenure process. The president reviews and approves all committee recommendations for tenure. [Evidence: [IVB.71](#), [IVB.72](#), [IVB.73](#), [IVB.74](#), [IVB.75](#)]

Clovis Community College supports part-time faculty participation at many of its college-wide events and professional development activities. In fact, the President approved allocating resources to pay part-time faculty to serve on College Council and on the Academic Senate. For example, the new Instructional Designer has held several training sessions for all faculty and the President approved allocating resources to pay adjunct faculty for their time when attending these sessions. Not only does their participation provide representation for part-time faculty and improve communication, it also provides an excellent professional development opportunity for adjunct faculty leaders. Department faculty also invite adjunct faculty to their various department meetings to discuss topics such as program review and student learning outcomes. Administrators also invite adjunct faculty to accreditation meetings, CTE advisory group meetings, and many college events, including college-wide strategic planning retreats and Opening Day sessions. [Evidence: [IVB.24](#), [IVB.25](#), [IVB.36](#), [IVB.37](#), [IVB.76](#), [IVB.77](#)]

Clovis Community College also supports a variety of significant professional development activities for faculty as part of the Flex schedule and throughout the year. The newly-established Professional Development Committee is responsible for making recommendations about professional development opportunities for all faculty and staff. Examples of activities designed to provide enhanced instructional skills and connections with students include District-wide Opening Day/Duty Day events, TracDat training, SLO meetings, On Course training, ongoing technology training, and student success and equity presentations. The College also allocates significant resources for conference attendance related to topics such as student success, basic skills, student equity, career technical education, and accreditation. [Evidence: [IVB.78](#), [IVB.79](#), [IVB.80](#), [IVB.81](#), [IVB.82](#), [IVB.83](#), [IVB.84](#), [IVB.85](#)]

Clovis Community College has increased the number of classified professionals by more than 50% over the last two and a half years – hiring approximately 25 new classified staff and managers. The Classified Senate is very active and has taken a leading role in providing professional development opportunities for classified staff members. The President and all administrators fully support these events, such as the half-day classified professional development program each November, On Course training designed specifically for classified professionals, and participation at the planning retreats. [Evidence: [IVB.86](#), [IVB.87](#)]

Clovis Community College supports and encourages professional development for

administrators. For example, the Vice President of Instruction and Student Services is a member of the executive board for the California Community Colleges Chief Instructional Officers organization, participates on accreditation teams, and attends professional conferences. The Vice President of Administrative Services, deans, directors, and managers attend conferences and workshops related to their areas of responsibility. In addition, the President attended CCLC new CEO training workshops and participated in the Wheelhouse Institute program for new CEOs. [Evidence: [IVB.88](#)]

Assessing Institutional Effectiveness

During 2016, Clovis Community College expanded the Office of Institutional Research by hiring two additional members, partially supported by Student Success, Student Equity, and Title V funds. The new Director of Institutional Research, Planning, and Evaluation reports directly to the President. In addition to the Director, the Office of Institutional Effectiveness includes a Research Coordinator and a Research Assistant. The institutional research team is responsible for producing data reports and analyzing data from a variety of sources. The Office of Institutional Research serves as a resource to administration, faculty, and committees.

The Clovis Community College institutional research team also works closely with the researchers at the District and the other two colleges, to coordinate research efforts, analyze data, develop new data reports, and improve the accuracy of MIS data reported to the state. This is especially critical for Clovis Community College as the researchers work to establish data files and coding separate from Reedley College – both at the state and district level.

[Evidence: [IVB.89](#)]

The President meets with the Director of Institutional Research, Planning, and Evaluation on a weekly basis to discuss research needs and to prioritize college-wide projects. To support college assessment efforts, the President asked the Office of Institutional Research to develop an Institutional Effectiveness Report (IER). The Office of Institutional Research completed the first IER, with five-year data through 2015-16, during spring 2017 and completed the 2016-17 IER during summer 2017. In the future, this document will be updated annually. [Evidence: [IVB.46](#), [IVB.91](#)]

In addition, based on planning discussions, all members of the Office of Institutional Research participated in Tableau software training and began developing Tableau data reports to support program analysis of student success data. Faculty will use this information to enhance program and course level analysis of student equity and student success rates, and to inform future program planning. For example, the Office of Institutional Research provided college and program-level student equity data in Tableau charts for use during the spring 2017 Opening Day/Duty Day session. Department faculty and staff analyzed the data for their programs and developed lists of specific activities they could do to support student success.

The Office of Institutional Research also provides a variety of data for annual program planning and review, analysis of local high school and transfer data, and research and assessment support for faculty and student services groups. In addition, members of the Office of Institutional Research participate on District committees to develop and implement District-wide projects, such as creating a data warehouse and standardizing Career Technical Education data reports. [Evidence: [IVB.89](#), [IVB.103](#)]

The Office of Institutional Research also plays a key role in developing the Clovis Community College Institutional Effectiveness Goals and Institution-Set Standards. During 2015-16, the Research Coordinator provided data to the Student Success Committee to review, and she helped them analyze the data and develop recommendations to present to College Council. During 2016-17, the Research Coordinator again provided data to the Student Success Committee and participated in the analysis to support this process. [Evidence: [IVB.124](#), [IVB.126](#), [IVB.127](#)]

Analysis and Evaluation

The College President has primary responsibility for the quality of the College and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President's commitment to institutional effectiveness and student success is evident in her planning process, organizational structure, direct supervision of the College's research functions, and in her continued focus on student equity and student success efforts across instruction and student services programs. Several examples of the significant interest the President has in supporting professional development for all employees include providing On Course training for faculty, staff, and administrators; promoting significant attendance at the Student Success Conference; supporting the New Faculty Orientation program, the SCCCD Classified Leadership program, and classified staff

professional development activities; and supporting adjunct faculty participation at college planning and professional development activities. The President also supports professional development training for administrators, such as participation on accreditation teams, participating in professional organizations, attending professional conferences, attending District managers training sessions, and representing the college at local community events.

The President acts as a role model and advocate to promote the college culture of collegiality, inclusiveness, and data-driven decision making. The President recognizes the key role that research plays in analyzing all aspects of the College's institutional effectiveness and depends on the Office of Institutional Research to provide accurate, college-level data, assist with data analysis, and ensure institutional integrity. Data analysis plays a critical role in the College's ongoing cycle of planning, program review, and resource allocation.

Actionable Improvement Plan(s)

The College will continue adjusting the organizational structure to support staffing and enrollment growth.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President plans, oversees, and evaluates the administrative structure and staffing to reflect the institution's purpose, size, and complexity. The senior-level administrative structure of Clovis Community College includes a President, a Vice President of Administrative Services, and a Vice President of Instruction and Student Services. Each of these areas has academic and/or classified managers who are responsible for the day-to-day operations of their specific programs. [Evidence: [IVB.47](#)]

In addition to the two vice presidents, the Director of Marketing and Communication and the Director of Institutional Research, Planning, and Evaluation report directly to the President.

The Vice President of Instruction and Student Services is responsible for all instructional and student services. Four deans and two directors manage these areas, and their main responsibilities are divided as follows:

- Dean of Instruction, Humanities, Social Sciences, and Athletics
- Dean of Instruction, Career Technical Education and the Herndon Campus
- Dean of Instruction, STEM and Technology Services
- Dean of Student Services
- Director, Outreach and Student Activities
- Director, Herndon Campus (vacant)

The Vice President of Administrative Services is the College's chief business officer and is responsible for fiscal services, facilities, business services, accounting, payroll, and purchasing. She is assisted by a Custodial Manager who supervises the Building Services Department. The District Maintenance Manager manages the Maintenance and Operations Department.

Since July 2015, the College has added approximately 65 new faculty, staff, and administrators to meet the expanding needs of the College and to provide sufficient student support. As the College continues to grow, the President has strongly promoted hiring practices that expand diversity among the college workforce to better align with the local community and diverse student population. For example, the College provided professional development training related to subconscious hiring bias and expanded marketing efforts to draw larger, more diverse pools of applicants. In addition, faculty and dean hiring committees evaluate their hiring criteria to ensure that it allows for a wide pool of candidates. [Evidence: [IVB.125](#), [IVB.130](#)]

To document the additional positions as the President hires new faculty, staff, and administrators, the President works with the vice presidents to update and adapt the organizational structure on an annual basis. This staffing has been flexible in order to meet the needs of the College, while managing to stay within the budget allocated by the District budget resource allocation model. For example, by adding two new dean positions, the College doubled the number of dean positions to accommodate the increased workload of a College that now serves more than 10,000 students annually (approximately 7,500 students per semester). [Evidence: [IVB.47](#)]

In addition, Clovis Community College has added classified positions to support the growing student population. For example, during 2016-2017, the College urgently needed an additional custodian, an additional science lab technician, and an administrative assistant for the Dean of Instruction, Career Technical Education. Following the newly developed classified hiring process, the President approved hiring a new part-time custodian and a part-time lab assistant. When the position of department secretary to the President came open, the President reallocated this position to fill the need for an administrative assistant for the dean. [Evidence: [IVB.47](#)]

Since July 2015, Clovis Community College has hired 36 new full-time faculty members and

approximately 33 additional part-time faculty members. The College needs to continue hiring full-time faculty members to support its continued growth and to meet the same full- to part-time faculty ratio as Fresno City College and Reedley College. In fall 2017, the College hired two new full-time faculty members from CTE local and regional funding to help develop and support several new Career Technical Education programs described in the 2017-2027 Educational Master Plan. However, the District-wide Measure C Bond funds will only pay for the construction of additional facilities at Clovis Community College to support the increased instruction and student services, but it does not include funding for additional classified staff, student services faculty, or managers to support the new buildings and programs. This is something the College is planning for as the planning and construction of the new facilities begins. [Evidence: [IVB.95](#), [IVB.96](#)]

The President also works with the vice presidents and Dean of Instruction, CTE and the Herndon Campus to determine and support its unique needs. The Herndon Campus is located approximately four miles from the main campus and was the original location of Clovis Community College. The College offers a variety of courses and services at the campus during the day and evening hours. [Evidence: [IVB.97](#)]

Finally, the city of Clovis and Clovis Unified School District both are currently planning for significant growth over the next decade. As the main community college for this area, Clovis Community College expects to continue its growth pattern over the next several years. As the College continues to add class sections, the College will continue to need additional full-time and part-time faculty to support this growth. [Evidence: [IVB.28](#), [IVB.46](#), [IVB.98](#), [IVB.99](#)]

Analysis and Evaluation

The President delegates authority to administrators and others, consistent with their responsibilities, as appropriate. Clovis Community College is a lean organization, and over the last several years, the President expanded the organizational structure to include two additional deans, three new directors, two new managers, several new classified staff positions, and several full-time faculty positions to meet the needs of a growing college.

Due to this growth, and the large number of employees hired over the last two years, the administration is continuously reviewing the roles and responsibilities of each manager and adjusting roles and communication processes to more clearly define each position's responsibilities and to support a well-organized college structure.

Increasing staffing levels for all groups—faculty, staff, and administrators—is an ongoing challenge to keep pace with the growth of the College. As the College develops new CTE programs and constructs its next building, the President will lead planning efforts to ensure that the College maintains sufficient staffing levels to implement its programs and services and fulfill its Mission. The College demonstrates its commitment to appropriate staffing by using part of its additional Strong Workforce allocation to hire two new faculty members to develop two new Career Technical Education programs.

As the city of Clovis and Clovis Unified School District grow, Clovis Community College needs to be prepared to support continued growth over the next several years to meet its local community needs.

Actionable Improvement Plan(s)

The College will continue to increase staffing to support enrollment growth.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities**
- **ensuring the college sets institutional performance standards for student achievement**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The President is collegially leading Clovis Community College in establishing its values, goals, and priorities through her participation in the College's shared governance process as the co-chair of College Council and the chair of President's Council. College Council is the highest level participatory governance committee on campus. As the co-chair, the President accepts and places items on the College Council agenda for review at bimonthly meetings. As detailed in the Governance Handbook, College Council monitors, reviews, and makes recommendations to the President on college planning and budgeting. It plays a key role in two-way information sharing to close the loop on planning and to make recommendations on resource allocation. For example, the President led College Council in reviewing and approving the revised IEPI plan, updating the District Mission and Values, updating the Integrated Planning Model, and creating the new Educational Master Plan and Strategic Plan. College Council also led the process to review and update the college committee structure to meet the needs of the growing college. [Evidence: [IVB.16](#), [IVB.100](#)]

The President participates in the process to develop the College's Institution-Set Standards and Institutional Effectiveness Partnership Initiative indicators, and reviews and approves the

Student Success and Support Plan, Student Equity Plan, Basic Skills Initiative Plan, and the Integrated Plan. The Student Success and Equity Committee reviews the annual results of these efforts, and their discussion helps determine needed changes or increased areas of focus. The President also reports the College's student achievement results to the Board of Trustees. [Evidence: [IVB.100](#), [IVB.101](#), [IVB.102](#), [IVB.126](#), [IVB.127](#), [IVB.128](#), [IVB.129](#)]

The President also meets on a regular basis with the institutional research team to develop high quality research and analysis of both internal and external scans data. To ensure an understanding of the relevant data, the Office of Institutional Research prepared Clovis Community College's first Institutional Effectiveness Report and is providing a variety of enrollment and student equity data. The Institutional Effectiveness Report is focused on accountability and continuous quality improvement and includes the following five chapters: Chapter 1: Condition of Our Environment, Chapter 2: Characteristics of Clovis Community College Students, Chapter 3: Clovis Community College Enrollment Trends, Chapter 4: Student Success and Retention, and Chapter 5: California Community College Chancellor's Office (CCCCO) Scorecard Data. This information will support College leaders in developing goals and decisions that are grounded in data. [Evidence: [IVB.46](#), [IVB.91](#)]

The President oversees the program review process and ensures that data analysis informs planning decisions and resource allocation decisions align with specific goals to improve student learning and student achievement. For example, the President requested that the Office of Institutional Research develop additional program-level student achievement data in the annual fall program review data packets. Faculty and staff review this data within their departments and appropriate committees and use this analysis to develop college and program-level plans. [Evidence: [IVB.103](#), [IVB.104](#)]

The President ensures that the allocation of resources support and improve student learning. During 2016-2017, the College developed its first 10-year Educational Master Plan and four-year Strategic Plan. The College's Mission drives these plans, and the Strategic Plan goals drive all college planning and resource allocation, which include the prioritization of new positions and of action plan funding requests. For example, the College has a strong, data-driven faculty hiring prioritization process that includes reviewing program achievement data. The President reviews the prioritization list and may send it back to the recommending group for further review if she has data-related questions, but typically selects positions to hire based on the input from this process. For instance, in fall 2016, the President approved hiring three full-time positions based on the top-ranked positions. The President also allocates equipment and other resources based on input from the college budget process. To illustrate, during spring 2017, the College received a one-time additional funding allocation, so the Vice President of Administrative Services asked deans and directors to follow the standard resource request process by submitting Action Plan Funding Requests. After receiving the Action Plans, Department Chairs Council and President's Council reviewed all requests and prioritized them based on program and college goals. [Evidence: [IVB.69](#), [IVB.105](#), [IVB.106](#)]

The College has established procedures to evaluate overall institutional planning. Per the Governance Handbook and the College's six-year planning cycle, College Council reviews and evaluates Strategic Plan goals every year. In addition, the President requires every department to submit an annual progress report (APR) for program review and regular reports of outcomes assessments. Faculty submit APRs to the Program Review Coordinator and the SLO and SUO reports to the SLO and SUO Coordinators. Both the Program Review Committee and the Outcomes and Assessment Committee provide annual reports of assessment and evaluation activities to College Council. [Evidence: [IVB.107](#), [IVB.108](#)]

Analysis and Evaluation

The President leads a collegial process that sets values, goals, and priorities. For example, at the President's request, Clovis Community College organized its first college-wide planning retreat. At the fall 2016 retreat, members reviewed the current College Mission and the values embedded in the Mission to ensure that they aligned with the District's revised Mission and Values, while remaining true to the culture and goals of the expanding College. Feedback from the retreat served as the basis for the development of the College's 2017-2027 Educational Master Plan and updated Integrated Planning Model. [Evidence: [IVB.21](#), [IVB.24](#)]

To ensure that evaluation and planning rely on high quality research, the President hired additional research staff, allocated significant funds to develop a data warehouse, and worked closely with the research department to develop a variety of data reports to support college planning and assessment. The Educational Master Plan development process included a thorough analysis of both internal and external data.

The President ensures that the College sets Institution-Set Standards and Institutional Effectiveness Partnership Initiative indicators for student achievement, and regularly reviews data to ensure that the allocation of resources and the organizational structure of the College support those standards. The President also participates in the planning process and ensures that all College plans are aligned with the College's Mission.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President is thoroughly engaged in Clovis Community College's accreditation efforts. The accreditation liaison officer (ALO) is the Vice President of Instruction and Student Services who reports directly to the President. The accreditation status and activities are a topic of frequent discussion between the President and the vice presidents to assure compliance with all Eligibility Requirements, Accreditation Standards, and Commission

Policies at all times. Compliance with board policies, administrative regulations, and state laws is embedded within the processes of the day-to-day operations. Examples include the program review process, submitting annual accreditation and accountability reports, and annual budget audits.

Since 2011, when Clovis Community College applied for Candidacy, faculty, staff, and administrators have continuously worked to ensure institutional improvement and compliance with all accreditation requirements. In 2015, the institution submitted a Self-Evaluation report of Educational Quality and Institutional Effectiveness in support of its application for initial accreditation. In July 2015, ACCJC granted Clovis Community College full accreditation, with a follow-up site visit in March 2016 and a Follow-up Report submitted in October 2016. The President played a significant role, working with the ALO and college constituent groups, in preparing for each of these events. [Evidence: [IVB.109](#), [IVB.110](#), [IVB.111](#), [IVB.112](#)]

Immediately following the July 2015 accreditation announcement, in addition to preparing for the follow-up reports, Clovis Community College held an accreditation workshop, reviewed the updated Accreditation Standards, began a college-wide process of self-reflection, and conducted a gap analysis in preparation for writing this Institutional Self Evaluation Report. These events are part of Clovis Community College's ongoing efforts to ensure that the institution continues to meet and exceed accreditation requirements.

To ensure college-wide inclusion, each Accreditation Standard is co-chaired by an administrator, faculty member, and classified professional. Members of each group include faculty and staff members. Almost every member of the College participated in the development of the Institutional Self Evaluation Report by gathering evidence, writing sections of the report, and/or editing the document. [Evidence: [IVB.113](#)]

The Accreditation Steering Committee co-chairs (the ALO, the ALO's Administrative Assistant, and a faculty member) led monthly meetings with the Standard co-chairs to provide structure, mentor new members, and monitor work on the Institutional Self Evaluation Report. The Accreditation Steering Committee oversees the accreditation process of the College, including providing direction for writing narrative for the report and collecting evidence. [Evidence: [IVB.114](#)]

After extensive analysis and discussion, and with input from students, faculty, staff, administrators, Clovis Community College determined its Quality Focus Essay areas for improvement: strengthening the use of data in decision making and building the structure for the distance education program.

Throughout the self-evaluation process, the Accreditation Committee Co-Chairs, Accreditation Committee members, and accreditation standard team members reviewed each section. The final Institution Self-Evaluation Report was reviewed by the academic senate, associated student government, classified senate, and college administration. [Evidence: [IVB.115](#)]

To inform the College community about the importance of accreditation, the accreditation process, and timeline, the President discusses these topics during the State of the College presentation on Opening Day/Duty Day each semester, and she includes accreditation updates in her monthly board report. In addition, the ALO provides updates about the accreditation process to College Council. [Evidence: [IVB.116](#), [IVB.117](#)]

Analysis and Evaluation

Clovis Community College prides itself on its effort to meet and exceed all accreditation Standards, and on its core values of serving students and ensuring academic excellence. The president is actively engaged in ongoing accreditation discussions and processes. Faculty, staff, and administrators take their responsibilities for assuring compliance with accreditation requirements and continuous improvement efforts seriously. In a show of support for this process, the College allocated funds for release-time for the faculty co-chair of the accreditation committee. The College works collegially and collaboratively, through both formal and informal processes to ensure that accreditation requirements are met.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President is actively involved in the implementation of statutes, regulations, and policies to ensure that practices of Clovis Community College are consistent with its mission and policies. During 2016-17, the President led the college community in updating the Clovis Community College Educational Master Plan and Strategic Plan. The Student Success Committee and College Council also reviewed the College Mission, Vision, and Values to ensure that they still align with the updated District Mission and Strategic Plan. [Evidence: [IVB.15](#), [IVB.23](#), [IVB.28](#)]

The President participates on District committees, including Chancellor's Cabinet, Communication Council, and the Educational Coordinating and Planning Committee (ECPC). The President also co-chairs College Council and leads President's Council meetings. The combination of college-level and district-level participation allows an opportunity to provide input on policies, statutes, and regulations that affect the College and ensures that the College is aware of any changes to board policies, statutes, and regulations. [Evidence: [IVB.6](#), [IVB.16](#), [IVB.118](#)]

The President is responsible for oversight and control of the budget and is accountable for the allocation of fiscal resources that best reflect the mission and goals of the College. The President accomplishes this by delegating authority to the Vice President of Administrative Services, Vice President of Instruction and Student Services, deans, and directors to manage and monitor the operational and categorical budgets to ensure that funds are spent in a timely and appropriate manner. The President meets on a regular basis with the Vice President of Administrative Services and regularly discusses budget matters. The President also meets on a regular basis with the Vice President of Instruction and Student Services and, as needed, with the categorical budget managers to provide input and monitor planning. [Evidence: [IVB.18](#)]

In addition, College Council is the oversight committee for the development of the discretionary budget. As the co-chairs, the President and Vice President of Administrative Services annually present with College Council the budget development calendar, District budget assumptions, and major categorical and non-categorical budget areas. College Council has the opportunity to discuss and review the budget presentation given by the Vice President of Administrative Services. College Council also oversees the Action Plan Funding Requests and allocates funds each year based on planning goals and program review recommendations. [Evidence: [IVB.54](#), [IVB.119](#)]

The budget allocation process is included in the integrated planning process and includes assessment and planning related to College program planning, action plans, and program review. During fall 2017, the College is reviewing and updating its program review process

and will continue the strong relationship between planning and resource allocation. [Evidence: [IVB.105](#), [IVB.120](#)]

Analysis and Evaluation

The Clovis Community College President consistently participates at both the District and College level to assure the proper implementation of statutes, regulations, and governing policies. The President also led the college planning process and facilitated the review of the Educational Master Plan and Strategic Plan, ensuring their alignment with the updated District Mission and Strategic Plan. The Strategic Plan goals provide the direction for College planning, budgeting, and resource allocation. Clovis Community College continues to have effective control of the College budget and expenditures.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President plays an active role in the community and communicates effectively with the communities served by the College, primarily in Fresno County. Community groups include public and private universities, K-12 districts and schools, community service organizations, and business organizations.

The College President is actively involved in the community through a variety of organizations. The first President had ties to the local high schools, serving on the advisory committee for Career Technical Program development and articulation with Clovis Unified School District. She also served on the City of Clovis Economic Development Strategic Planning Committee, Clovis Chamber of Commerce Board of Directors, St. Agnes Medical Center Board, California Health Science University Board, and California State University EAP Advisory Committee. She attended local community events, regional program advisory committee meetings, and Clovis North High School/Clovis Community College consultation committee meetings. She also attended planning meetings and events relative to future economic development efforts through the Regional Jobs Initiative, Economic Development Corporation, City of Clovis, City of Fresno, and County of Fresno. [Evidence: [IVB.47](#)]

The current President has spent a significant amount of time reaching out to community members and becoming involved in local organizations. Examples include serving on the Board of Directors for the Clovis Chamber of Commerce; regular meetings with Clovis community leaders; attending Fresno Business Council, Fresno Compact, and Fresno community leaders meetings; attending Central Valley Higher Education Consortium (CVHEC) and Strategic Alliance meetings; meeting with the Superintendents of Clovis Unified School District, Fresno Unified School District, and Fresno County School District; meeting with local university leaders; participating in the SCCCDCentral Valley Promise with Fresno State University; hosting events such as the Fresno State community conversation event and

Clovis Unified Transitions Student Leadership Conference; and attending Career Technical Education advisory meetings. The President also attends a variety of community events, such as an Interfaith Harvestfest, an event honoring Martin Luther King, Jr., a Clovis Library fundraiser event, Veteran’s Day events, and the annual Habitat for Humanities breakfast. The President also gives presentations to local community groups. [Evidence: [IVB.121](#), [IVB.122](#)]

The President also connects with the community through the Director of Marketing and Communication, who creates the print and digital communications that present the College to the communities it serves. Clovis Community College provides important, timely data via its website, social media, electronic monitors around campus, fact sheets, monthly newsletter, and some advertising. It also provides information via a variety of print publications, such as the monthly newsletter, the catalog, and the class schedule. Faculty work closely with the Director of Marketing and Communication to develop promotional materials to share with the internal and external College community. Examples include promotional materials for the food safety program, entrepreneurship program, art program, and athletics. [Evidence: [IVB.123](#)]

Analysis and Evaluation

The Clovis Community College President consistently participates in the community, attending Chamber of Commerce meetings, Fresno and Clovis City organization meetings, and numerous community events. The College has significant partnerships with CSU Fresno, California Health Sciences University, and Clovis Unified School District. Through social media, monthly newsletters, and the website, the President communicates often and effectively with the communities served by the College.

Evidence List

Evidence #	Title
IVB.1	President’s Job Announcement
IVB.2	Email Announcing Dr. Lori Bennett as President
IVB.3	ACCJC June 2015 Newsletter
IVB.4	District Strategic Plan 2012-2016
IVB.5	Reedley College Educational Master Plan 2009-2010
IVB.6	President’s Council Charge
IVB.7	President’s Council Minutes Discussing District and College Level Projects and Initiatives
IVB.8	President Meets Regularly with College Administrators
IVB.9	President Meets Regularly with Constituency Group Leaders
IVB.10	President Meets with Constituency Groups
IVB.11	Constituency Group Minutes Reviewing Educational Master Plan
IVB.12	President’s Role in Governance
IVB.13	Constituency Group Minutes Reviewing Strategic Plan
IVB.14	Constituency Group Minutes Reviewing IEPI Indicators
IVB.15	Constituency Group Minutes Reviewing Mission Statement
IVB.16	College Council Operating Agreement

Evidence #	Title
IVB.17	President's Council Blackboard Webpage
IVB.18	President's Meetings with Vice Presidents
IVB.19	Districtwide Strategic Alliance Session FA16 Information
IVB.20	Review of District Strategic Plan and Mission
IVB.21	SCCCD Mission and Vision Statements
IVB.22	Strategic Plan 2013-2017
IVB.23	Strategic Plan 2017-2021
IVB.24	Planning Retreat FA16 Information
IVB.25	Strategic Planning Retreat SP17 Information
IVB.26	BLANK
IVB.27	College Council Minutes 12-2-16
IVB.28	Educational Master Plan
IVB.29	BLANK
IVB.30	Board of Trustees Minutes Approving Ed Master Plan 4-4-17
IVB.31	Certificated Prioritization Information
IVB.32	President's Council Minutes 12-1-16
IVB.33	Action Plan Funding Requests Approved 2017-2018
IVB.34	College Council Minutes Approving Action Plans
IVB.35	Opening Day President's State of the College Presentation SP17
IVB.36	Emails Inviting Faculty and Staff to Opening Day SP17
IVB.37	Opening Day Agenda SP17
IVB.38	Lunch with Lori Emails
IVB.39	Snacks with Students Flyer
IVB.40	BLANK
IVB.41	President's Newsletters
IVB.42	Samples of College-Wide Communications
IVB.43	Communications Council Agendas
IVB.44	Board Reports
IVB.45	President's Presentations to the Board
IVB.46	Institutional Effectiveness Report 2016-2017
IVB.47	Old and New Organizational Charts
IVB.48	Annual Hiring Prioritization Process Timeline, Classified Staff
IVB.49	Participatory Governance Handbook
IVB.50	Action Plans 2016-2017
IVB.51	Email Regarding Action Plans
IVB.52	Department Chairs Minutes Regarding Action Plan
IVB.53	President's Council Minutes Regarding Action Plans
IVB.54	College Council Minutes Regarding Action Plans
IVB.55	Mini-Grants 2015-2016
IVB.56	Mini-Grants 2016-2017
IVB.57	BP 7120 Recruitment and Hiring
IVB.58	AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty

Evidence #	Title
IVB.59	AR 7121 Procedures for Recruitment and Employment of First-Time Part-Time Faculty
IVB.60	AR 7122 Duties and Responsibilities of Instructors
IVB.61	AR 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
IVB.62	AR 7126 Applicant Background Checks
IVB.63	AR 7127 Verification of Eligibility for Employment
IVB.64	BP 7210 Academic Employees
IVB.65	BP 7230 Classified Employees
IVB.66	BP 7240 Confidential Employees
IVB.67	BP 7250 Educational Administrators
IVB.68	BP 7260 Classified Administrators, Supervisors and Managers
IVB.69	Certificated Staffing Request Form 2017-2018
IVB.70	Board of Trustees Meetings Webpage
IVB.71	New Faculty Orientation FA16
IVB.72	New Faculty Orientation FA16 Sign-In Sheets
IVB.73	New Faculty Orientation FA16 Completion Ceremony Program
IVB.74	New Faculty Orientation FA17
IVB.75	Tenure Review Packet
IVB.76	Academic Senate Minutes Showing Adjunct Faculty Attendance
IVB.77	Department Meeting Minutes Showing Adjunct Faculty Attendance
IVB.78	On Couse Training December 2017
IVB.79	Flex Day Schedules FA15-FA17
IVB.80	Kimberly Papillion Flex Day Activity
IVB.81	Mission Responsible Flex Day Activity
IVB.82	QPR Suicide Prevention Training
IVB.83	Student Success Conference Attendees
IVB.84	A2mend Conference
IVB.85	CCCCAOE Conference
IVB.86	Classified Staff Development Day
IVB.87	Classified Professionals Technology Training Schedule
IVB.88	Administrators' Professional Development
IVB.89	Institutional Research Integrated Planning Summary
IVB.90	BLANK
IVB.91	Institutional Effectiveness Report 2015-2016
IVB.92	BLANK
IVB.93	BLANK
IVB.94	BLANK
IVB.95	Full-Time Faculty Hired by Year 2011-2017
IVB.96	CCC-FCC-RC Hiring Comparison Ratio
IVB.97	Herndon Campus Schedule of Classes
IVB.98	FTES Trends
IVB.99	High School Trends
IVB.100	College Council Minutes Reviewing Various Plans
IVB.101	Student Success Minutes Reviewing Various Plans

Evidence #	Title
IVB.102	Board of Trustees Minutes Showing Student Achievement September 2017
IVB.103	Instructional Program Review Data Packets
IVB.104	Success, Retention, and Equity Data
IVB.105	Action Plan Funding Request Process
IVB.106	Certificated Staffing Prioritization 2016-2017
IVB.107	Program Review Blackboard Site
IVB.108	Program Review Annual Reports Blackboard Site
IVB.109	CCCC Self Evaluation Report 2015
IVB.110	ACCJC Letter Grating CCCC Initial Accreditation 6-29-2015
IVB.111	CCC Follow-Up Report March 2016
IVB.112	CCC Follow-Up Report October 2016
IVB.113	Accreditation Standards Committees List
IVB.114	Accreditation Minutes on Blackboard Webpage
IVB.115	Constituency Group Minutes Reviewing ISER
IVB.116	Opening Day Presentations on Accreditation
IVB.117	College Council Minutes Discussing Accreditation
IVB.118	ECPC Agendas
IVB.119	College Council Minutes Discussing Budget
IVB.120	Program Review Ad Hoc Minutes FA17
IVB.121	President's Community Involvement
IVB.122	President's Community Events
IVB.123	Marketing Samples
IVB.124	Office of Institutional Research Website
IVB.125	Demographic Breakdown of Personnel
IVB.126	Institutional Effectiveness Goals
IVB.127	Institutional Set Standards
IVB.128	Student Success Committee & College Council Minutes Discussing IEG and ISS
IVB.129	IEPI Standards
IVB.130	Center for Urban Education Equity in Hiring Information

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Standard IV.C: Governing Board

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IV.C: Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The State Center Community College District (SCCCD) operates under the control of an elected Board of Trustees (BOT), each representing a discrete area in the District. Constituents of these areas elect board members to staggered four-year terms. There is also a non-voting student trustee. The Board is the ultimate decision-making body in the District with authority over and responsibility for assuring the academic quality, integrity, and effectiveness of student learning programs and services and financial stability of the institution. The Board establishes policies for the District and its colleges, approves annual and long-range plans and programs, oversees the administration of the District, and approves curriculum. [Evidence: [IVC.1](#), [IVC.2](#), [IVC.3](#), [IVC.4](#), [IVC.5](#)]

Board policies (BP) and administrative regulations (AR) describe and demonstrate the governing board's role. BP 2012 defines board authority and responsibility: “represent the public interest; establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; hire and evaluate the chancellor; delegate power and authority to the Chancellor to effectively lead the District; assure fiscal health and stability; monitor institutional performance and educational quality; and advocate for and protect the District.” [Evidence: [IVC.6](#)]

The Board organizes its policies into seven chapters: Chapter 1 – The District; Chapter 2 – Board of Trustees; Chapter 3 – General Institution; Chapter 4 – Academic Affairs; Chapter 5 – Student Services; Chapter 6 – Business and Fiscal Affairs; and Chapter 7 – Human Resources. The District similarly organizes the corresponding administrative regulations, which specify the implementation of board policies. The District compiles and maintains these policies and administrative regulations electronically and posts them on the Board of Trustees section of the SCCC website to ensure that the public, students, and District employees all have access to these documents. [Evidence: [IVC.7](#)]

BP 2410, “Policy and Administrative Regulations,” delineates the legal authority of the board over policy development, and BP 2510, “Participation in Local Decision Making,” and the District’s participatory governance handbook, *Roles of Constituents in Decision-Making*, provides for the policy and process of constituent groups’ participation in the development and approval of board policies and administrative regulations. [Evidence: [IVC.12](#), [IVC.13](#)]

BP 2405, “Review of Board Policies,” delineates that the Board shall regularly review its policies and that each trustee is responsible for reading, understanding, and following board

policies. AR 2405 describes the procedure and timeline for the regular review. In compliance with BP 2405 and AR 2405, the Chancellor identifies board policies needing review. Additionally, board policy review is a standing agenda item at every annual board retreat. [Evidence: [IVC.8](#), [IVC.9](#), [IVC.29](#), [IVC.30](#), [IVC.31](#), [IVC.32](#)]

When the Board approves changes to board policy and the Chancellor approves corresponding changes to administrative regulations through the established participatory governance process, the District's general counsel's office posts and tracks the updates. [Evidence: [IVC.10](#)]

The Board of Trustees demonstrates its commitment to the effectiveness of student learning programs and services, quality of programs, and integrity of institutional actions not only through the previously discussed board policies and administrative regulations, but also through annual review of the following key documents: District Mission, Vision, and Values; Overarching Goals; and Annual Strategic Objectives and Key Performance Indicators. The Board also approves curriculum four times each year, including new programs, revisions to existing programs, course development and revision, and student learning outcomes, as part of the Board's responsibility for monitoring academic quality. [Evidence: [IVC.11](#), [IVC.22](#), [IVC.23](#), [IVC.24](#), [IVC.25](#), [IVC.26](#), [IVC.27](#), [IVC.28](#)]

The Board takes responsibility for the financial integrity and stability of the District and its colleges as stated in BP 2012. The Vice Chancellor of Finance and Administration presents quarterly financial statements and other financial reports to the Board, and the Board reviews them to ensure institutional financial stability. [Evidence: [IVC.16](#), [IVC.17](#), [IVC.18](#), [IVC.19](#), [IVC.20](#), [IVC.21](#)]

Analysis and Evaluation

The SCCC Board of Trustees holds broad authority and responsibility for all policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District and its colleges, as established in policy and implemented through administrative regulation and practice. Board Policy 2012 clearly establishes and delineates duties and responsibilities of the Board of Trustees.

Evidence of the Board exercising this authority and fulfilling the responsibilities specified in policy is available in board meeting calendars, agendas, minutes, information packets, and reports, which provide specific instances of the Board's review of its policies, the annual review of key documents, review of financial reports and decisions, and approval of curriculum.

The Chancellor includes review of board policies on each Board of Trustee's agenda as needed and appropriate as evidenced by board meeting agendas and minutes. The Board also reviews and updates policies at the annual retreats. The District's general counsel tracks review and updates of board policies. This system of regular review of board policies is effective and timely and is flexible enough to allow for appropriate response as the Board and the District identify the need for changes.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” specifies the importance of and requirement for Trustees to work as a collective unit in conjunction with administration, staff, students, and the communities the Board serves. BP 2715 also states that board members “recognize the fact that the strength and effectiveness of the board is as a total board, not as a group of individuals.” Board meetings provide for full and open discussions of District and College business matters; and, while distinct in their individual perspectives, the Board of Trustees makes every attempt to express a unified and collective voice as required in BP 2715. Board meeting discussion includes presentation of different viewpoints on an issue, public comment, and consideration of information received prior to taking a vote. [Evidence: [IVC.33](#)]

Robust discussion takes place at board meetings on many agenda items. Individual Trustees routinely pull items from the consent agenda, asking for further clarification. After considerable discussion, the Board generally passes these items unanimously. Examples include the June 14, 2016 regular board meeting during which individual Trustees pulled several items from the consent agenda for further discussion. After considerable discussion, the Board passed each item. At this meeting, the Board held extensive discussion regarding the 2016-2017 Tentative Annual Budget, resulting in approval without dissent. Similar examples are evident in board minutes as evidenced by the July 5, 2016 meeting, again validating that individual Board members have the opportunity to discuss and question various agenda items, and, after discussion takes place, the Board passes those items. [Evidence: [IVC.34](#), [IVC.35](#)]

On August 25, 2016, the Board held a special bond implementation session to learn more about the colleges’ processes for implementation and oversight of the bond projects. As a result, the Board demonstrated their understanding of their role as a Board. [Evidence: [IVC.37](#)]

During the 2015 site visit and subsequent follow-up visits to Clovis Community College, the Accrediting Commission of Community and Junior Colleges made two recommendations based on evidence that individual board members were not always adhering to their collective role as distinguished from the role of the Chancellor. As a result of these recommendations, the Board has dedicated significant effort to professional development, leading to a better understanding of the role of the Board and the role of the Chancellor and emphasis on collective action and speaking with one voice.

The Board’s professional development efforts have included discussions of topics that included exploring the board’s role and authority, defining and respecting the Chancellor’s role, defining “micromanaging,” speaking as one voice when representing the Board, abiding by Accreditation Standards, and defining and following board meeting procedures. The Chancellor and the Board

hired a consultant to facilitate these discussions and the Board’s interactions. The consultant continues to work with the Board as part of their on-going professional development activities. The Trustees demonstrate their commitment to this professional development by holding several special board meetings to allow more time to review policies and to learn about their roles related to their goal of becoming a high-performing board. [Evidence: [IVC.36](#), [IVC.38](#), [IVC.39](#)]

Analysis and Evaluation

Board policy provides a framework for collective action that effectively guides board discussion, voting, and actions. Board members hold robust discussions and present their varying perspectives but still generally come to collective decisions and support those decisions. Minutes from recent board actions substantiate this behavior.

The Board has devoted significant professional development to the understanding of its role, to review of board policies, and to appropriate implementation of those policies. Trustees work with the Chancellor and with a consultant to improve the Board’s functioning and its focus on policy governance. These efforts have helped to clarify and utilize the roles and responsibilities of the Board President, resulting in Board meetings that are more effective, efficient, and collegial. This focus has led to an enhanced structure of the Board that helps them stay focused on policy-oriented agenda topics and have more organized discussion processes.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the District/system.

Evidence of Meeting the Standard

Selection

The State Center Community College District (SCCCD) has a clearly defined process for selecting the District Chancellor and the college presidents. Board Policy (BP) 2431, “Chancellor Selection,” specifies that the Board of Trustees shall establish a search process for a vacancy of the Chancellor. The District has employed search firms for both chancellor and president positions in order to seek out qualified candidates and to facilitate the screening processes. [Evidence: [IVC.40](#)]

A search firm, which works closely with the District Human Resources Department, recruits college presidents. This process parallels BP 7250, “Educational Administrators,” and AR 7220, “Administrative Recruitment and Hiring Procedures.” AR 7220, “Administrative Recruitment and Hiring Procedures,” provides guidelines for the recruitment, selection committee composition, screening process, recruitment period, interviews, reference checks, final interviews, offer of employment, and Board approval. The College forms a screening committee with all constituent groups having representation, including students and the public. The Office of Human Resources collects application materials, confirms the application materials are complete, and certifies the pool of applicants. The screening committee reviews the applications, selects applicants to be interviewed, conducts initial interviews, and recommends finalists to the

Chancellor. The Chancellor makes the final selection, with discussion of the selection with the Board of Trustees. The District followed these established procedures most recently in the search for the presidents of Clovis Community College and for Fresno City College in 2016. [Evidence: [IVC.41](#), [IVC.42](#), [IVC.43](#), [IVC.44](#), [IVC.45](#), [IVC.46](#), [IVC.47](#), [IVC.48](#), [IVC.49](#)]

The District also uses search firms to recruit applicants for the chancellor position and uses a screening committee similar to the process used to select the college presidents. The Board of Trustees conducts final interviews for the chancellor position. The Chancellor is the only employee the Board selects directly, even though the Chancellor involves the Board in the selection of college presidents as described above. The District and the Board most recently followed the established procedures in the search for the District Chancellor in 2016. [Evidence: [IVC.50](#), [IVC.51](#), [IVC.52](#)]

Evaluation

BP 2435, “Evaluation of the Chancellor,” specifies that the Chancellor’s evaluation “shall occur annually,” in compliance with “requirements set forth in the contract of employment with the Chancellor.” BP 2435 further states, “The Board shall evaluate the chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor,” and “The criteria for evaluation shall be based on board policy, the Chancellor job description, and performance goals and objectives developed in accordance with BP 2430.” Similar procedures are in place for selection and evaluation of the college presidents. [Evidence: [IVC.53](#), [IVC.54](#)]

The Chancellor develops and jointly agrees to the evaluation of the college presidents based on BP 7125, “Employee Evaluations,” and AR 7125, “Evaluation.” BP 7125 states: “The Board recognizes the importance of regular, constructive and honest evaluations of all employees. The Board expects that each employee will function at peak efficiency and will fulfill all duties outlined in his or her job description or classification specification. Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” AR 7125 sets forth the process for all academic administrators. [Evidence: [IVC.55](#), [IVC.56](#)]

The criteria for evaluation of college presidents is based on board policy, the president job description, and performance goals and objectives and in compliance with requirements set forth in the president’s employment contract. [Evidence: [IVC.57](#)]

Analysis and Evaluation

The SCCC Board of Trustees is responsible for selecting and evaluating the Chancellor, following board policy and the established selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating the college presidents, following board policy and administrative regulations. The Chancellor, the Board, and the District followed these established processes during the 2015-2016 Chancellor search and the two president searches conducted in 2015-2016. The Board sets the policy for and conducts the Chancellor’s evaluation, and the Chancellor regularly conducts evaluations of the District’s college presidents.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As described in Board Policy (BP) 2010, seven Trustees comprise the State Center Community College District (SCCCD) Board of Trustees, and the constituents of seven designated trustee areas elect the Trustees. Trustees serve staggered four-year terms to ensure continuity in governance. The student body elects a student trustee each year for a one-year term as described in BPs 2015 and 2105. The Board seats the student trustee and recognizes him or her as a full member of the Board at meetings. The student trustee participates in discussion of issues and receives all materials presented to members of the Board except for closed session items, but does not vote. [Evidence: [IVC.1](#), [IVC.3](#), [IVC.5](#)]

The members of the Board are an independent group of elected officials that represent the public interest of their respective areas and of the colleges and centers of the State Center Community College District as a whole. Broad representation, independence, reflection of the public interest, and protection of the institutions from undue influence or political pressure are ensured by BPs 2010 and 2012. As stated in BP 2012, two of the Board’s responsibilities are to “represent the public interest” and to “advocate for and protect the District.” Board policy and administrative regulation also clearly addresses conflict of interest, political activities, code of ethics, standards of practice, and personal use of public/District resources. BPs 2220 and 2260 address participation on committees, District employment, and membership on other boards; AR 2710 describes prohibitions regarding incompatible activities, financial interest, employment, and gifts. The Board of Trustees and the Chancellor reviewed board policies and administrative regulations that address board operation, action, policy-making, advocacy, and protection from undue influence and political pressure in 2017. [Evidence: [IVC.1](#), [IVC.6](#), [IVC.58](#), [IVC.59](#), [IVC.60](#), [IVC.61](#), [IVC.62](#), [IVC.63](#), [IVC.64](#), [IVC.65](#), [IVC.66](#), [IVC.67](#), [IVC.69](#)]

Public interest is also assured through communication with the public at all Board of Trustee meetings. BP 2345, “Public Participation at Board Meetings,” demonstrates the Board’s commitment to providing the public opportunity for comment and input. Each board agenda includes two opportunities for public comment. As shown in Board meeting minutes, members of the public and college communities frequently use this time to provide comment and input to the Board of Trustees on relevant issues. [Evidence: [IVC.68](#)]

Analysis and Evaluation

Board policies and administrative regulations clearly establish the Board as an independent, policy-making body that reflects the public interest and advocates for and defends the College from undue influence or political pressure. The seven elected trustees represent their respective areas but also work as a collective body to appropriately represent the District. Board members

follow established board policies and administrative regulations, actively advocate for the District and its colleges and centers, and serve as District representatives in their professional service and community organizations. The Board consistently affirms its role as an independent, policy-making body in review, development, and approval of new and revised policies.

The Board provides for and welcomes the public interest in educational quality through two opportunities for public comment at each Board of Trustee meeting. The Board of Trustees consistently adheres to open meeting laws, and meeting minutes document consistent public input and comment.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board policies are consistent with the District’s Mission Statement, Vision Statement, values, and overarching goals to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The State Center Community College District updated its Mission and Vision statements when it adopted a new Strategic Plan in February 2017. The new Mission and Vision statements read as follows:

Mission: SCCCD is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supporting learning environments leading to student success and global competitiveness which will transform our region.

Vision: Empowering through Educational Excellence.

In addition to the District values of *stewardship, collaboration, integrity, innovation, and inclusivity*, the District adopted three overarching goals: (1) *Excellence in Education*; (2) *Institutional Effectiveness*; (3) *Leadership in Higher Education and Community Collaboration*.

Board Policies (BP) 2012, “Board Duties and Responsibilities,” and 2410, “Policy and Administrative Regulations,” empower the Board with the responsibility for considering and adopting the policies that govern the District and its colleges. BP 2012 states that the Board “establish[es] policies that define the institutional mission and set prudent, ethical and legal standards for college operations.” BP 2510, “Participation in Local Decision-Making,” reiterates the Board’s responsibilities: “The Board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations.” Furthermore, in accordance with the Board’s policies and administrative regulations, the Board has the ultimate responsibility for educational

quality, legal matters, and financial integrity and stability. [Evidence: [IVC.6](#), [IVC.11](#), [IVC.70](#), [IVC.83](#)]

Educational Quality

BP 2012 states that one of the Board’s responsibilities is to “monitor institutional performance and educational quality.” The Board fulfills this responsibility through by setting board policies, acting on the curricular offerings of the College, and considering reports and approving plans.

Board policies articulate the Board’s commitment to educational quality and integrity, including providing superior student support services, as captured most specifically in the following chapters of board policies: Chapter 4, Academic Affairs, and Chapter 5, Student Services. Several board policies that exemplify the commitment to high educational quality are BP 4020, “Program and Curriculum Development;” BP 4025, “Philosophy and Criteria for Associate Degree and General Education;” and BP 4030, “Academic Freedom”:

- BP 4020, “Program and Curriculum Development,” states, “the programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance.” [Evidence: [IVC.70](#), [IVC.71](#)]
- BP 4025, “Philosophy and Criteria for Associate Degree and General Education,” explains, “the awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand mode of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.” [Evidence: [IVC.72](#)]
- BP 4030, “Academic Freedom,” claims, “Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth.” [Evidence: [IVC.73](#)]

The 5000 series of board policies address the quality, integrity and improvement of student services functions, including admission, enrollment, student records, matriculation, counseling, transfer center, financial aid, Disabled Students Programs and Services, Extended Opportunity Programs and Services, student health services, student standards of conduct, associated student organizations, and student athletics. Specific examples include:

- BP 5120, “Transfer Center,” assures that “The district incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The district further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility.” [Evidence: [IVC.74](#)]
- BP 5150, “Extended Opportunity Programs and Services,” provides that “Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the district.” [Evidence: [IVC.75](#)]
- BP 5300, “Student Equity,” states the Board’s commitment “to assuring student equity in educational programs and college services.” [Evidence: [IVC.76](#)]

The Board is also responsible for acting on the curricular offerings of the College. In fulfillment of BP 4020, administrative regulation 4020 requires that the Curriculum Committees of the Colleges forward all proposed curriculum changes to the Vice Chancellor of Educational Services and Institutional Effectiveness for consideration by the District’s Educational Coordinating and Planning Committee (ECPC). The ECPC will either recommend approval or disapproval of proposed curriculum changes. Based upon the recommendation of this body, the Board of Trustees will review these items and, if adopted, submit the courses to the Chancellor’s Office for California Community Colleges. [Evidence: [IVC.84](#)]

The Board also monitors academic quality through the review of reports, such as the Student Success Scorecard data, and through the approval of College plans, such as the Student Equity Plan (now the Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program). Furthermore, the Board reviews and approves the College’s Educational Master Plan and Strategic Plan. [Evidence: [IVC.120](#), [IVC.122](#), [IVC.123](#), [IVC.124](#), [IVC.125](#), [IVC.126](#)]

Legal Matters

The Board considers legal matters in open and closed sessions, with the District’s full-time general counsel present to provide the Board with advice when appropriate. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings. Board policy 2315, “Closed Sessions,” states, “Closed sessions of the board shall only be held as permitted by applicable legal provisions including, but not limited to, California Government Code and California Education Code.” After any closed session, the Board reconvenes in open session before adjourning and announces any actions taken in closed session and the vote of every member present, save those matters requiring confidentiality. Such matters are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law. [Evidence: [IVC.85](#)]

Financial Integrity and Stability

As prescribed in Title 3, Division 7, Part 50 of the California Education Code, and locally operationalized in Board Policy 2012, the Board of Trustees is responsible for oversight of the fiscal resources of the District. Through a combination of statutory regulations, local board policies and administrative regulations, and best practices for fiscal planning, the State Center Community College District Board of Trustees provides guidance and oversight of the development of the budget and ensures the District provides the resources necessary to support student learning programs and services through the District resource allocation process, which the District Budget and Resource Allocation Committee establishes and monitors. [Evidence: [IVC.78](#), [IVC.79](#)]

Board Policy 2012 states that one of the Board’s responsibilities is to “assure [the] fiscal health and stability” of the District. The Board enacts this responsibility through the adoption of the budget and through the establishment and revision of Chapter 6, “Business and Fiscal Affairs,” of board policies. In particular, board policies 6200, 6250, and 6300 define the board’s legal obligation in complying with the Education Code of the State of California (Board Policy 6200 Budget Preparation; Board Policy 6250 Budget Management; Board Policy 6300 Fiscal Management.) [Evidence: [IVC.6](#), [IVC.80](#), [IVC.81](#), [IVC.82](#), [IVC.86](#), [IVC.87](#), [IVC.88](#), [IVC.89](#), [IVC.90](#)]

The Vice Chancellor, Finance and Administration presents the annual budget to the Board in a schedule that complies with state law and provides adequate time for Board study. The Board is responsible for budget management and establishment of a reserve for contingencies. In compliance with BP 6200, SCCCD’s “unrestricted general reserves for economic uncertainty shall be no less than 6% of the District’s annual budget exclusive of funds designated by the Board for special activities.” [Evidence: [IVC.86](#), [IVC.87](#), [IVC.88](#), [IVC.89](#), [IVC.90](#)]

The Board’s responsibility for fiscal management extends to including adequate internal controls; assuring that the Vice Chancellor, Finance and Administration communicates fiscal objectives, procedures, and constraints; and approves adjustments to the budget in a timely manner. The Board also approves the certified public accountancy firm that conducts an annual audit of SCCCD’s fiscal records. In addition, the Board delegates to the Chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until the Board ratifies them. [Evidence: [IVC.91](#), [IVC.92](#)]

The Budget Transfer and Adjustment Report provides the Board an opportunity to review changes in revenues and expenditures during the year. The Board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. The Vice Chancellor of Finance and Administration also provides updates as conditions develop and/or change at the state level that may fiscally impact District operations. [Evidence: [IVC.20](#), [IVC.21](#), [IVC.93](#), [IVC.94](#), [IVC.95](#), [IVC.96](#), [IVC.97](#)]

The Board receives updates and trainings on fiscal matters at its annual retreat. For example, the Vice Chancellor, Finance and Administration, provided presentations on GASB-43/45 (Other

Post-Employment Benefits) and budget updates. [Evidence: [IVC.30](#), [IVC.31](#), [IVC.98](#), [IVC.99](#), [IVC.100](#), [IVC.101](#), [IVC.103](#)]

Analysis and Evaluation

The Board of Trustees is responsible for ensuring the educational quality, legal integrity, and financial stability of the District. In addition to setting District policies, the Board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter approved bond measure project funding, and formal budget adoption. The Board recommends suggestions for improvement, which are carried out by the respective District or College administrator. After review by the District Educational Coordinating and Planning Committee, the Board scrutinizes the curriculum brought before them prior to approval.

The District's legal counsel guides the Board on all legal matters in order to protect the legal integrity of the District.

The Board maintains a fiscally conservative approach to budgetary items in order to ensure appropriate resources to support student learning programs and services and fiscal integrity and stability. The Board of Trustees initiated the practice of convening biannual special budget workshops, which are open to the public and consist of presentations on budgetary matters from the District's Office of Finance and Administration. The District maintains a healthy reserve in order to ensure it can meet its financial responsibilities in the event that state funds are not available in a timely fashion. Additionally, the Board receives updates and trainings on fiscal matters each year at the annual retreat. Finally, the Board receives a District financial status report on a quarterly basis summarizing its fiscal condition. The Vice Chancellor of Finance and Administrative provides updates as conditions develop and/or change at the state level that may have a fiscal impact on District operations.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter 2 of the Board Policies (BP) includes policies that specify the board's size, duties, responsibilities, structure, and operating procedures. BP 2010, "Board Membership," specifies the size and structure of the Board. In addition, BP 2015 explains that students elect a non-voting student member to the Board. BP 2100, "Board Elections," and BP 2105, "Election of Student Members," govern the elections of Board members and include the requirement that trustee terms be staggered. BP 2012 outlines "Board Duties and Responsibilities," including that the Board "governs on behalf of the citizens of the State Center Community College District" and that the Board "represents the public interest." The remaining Board Policies in Chapter 2 set the Board's operating procedures, such as the election of Board officers (BP 2210), the Board's regular meetings (BP 2310), and Board evaluations (BP 2745). Furthermore, several Board

policies in Chapter 2 explicitly state the relationships among the Board, employees, and the public. [Evidence: [IVC.7](#)]

The District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Service that provides templates for policies and procedures that may be legally required or recommended and regular updates to keep policies current with requirements. The revision of board policies and administrative regulations is an ongoing process that takes into consideration League recommendations and advice and consultation with the SCCCDC Chancellor’s Cabinet and representatives of the classified and academic senates.

In accordance with BP 2405, “Review of Board Policies,” the Board regularly reviews these policies for validation and/or updating. Board policies and administrative regulations are all publicly available through the District website. [Evidence: [IVC.6](#), [IVC.7](#), [IVC.8](#), [IVC.59](#), [IVC.69](#), [IVC.104](#), [IVC.105](#), [IVC.106](#), [IVC.107](#)]

Analysis and Evaluation

Chapter 2 of the SCCCDC board policies clearly delineates the Board’s policies for its size, duties, responsibilities, structure, and operating procedures. Through the SCCCDC website, the Board publishes all of its policies and makes them readily accessible for District employees and the public. The District reviews policies and regulations to ensure appropriateness and compliance with changing requirements.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. The agendas, minutes, and resolutions from the Board of Trustee meetings indicate that the Board acts in a manner consistent with its established policies and administrative regulations. All agendas and minutes are available online through the District website. [Evidence: [IVC.108](#)]

Board policies (BPs) undergo a regular cycle of review and revision, per BP 2405, “Review of Board Policies” and BP 2410, “Policy and Administrative Regulations.” The Board and the Chancellor look to the District counsel as a resource and clearinghouse when establishing and reviewing policy and administrative regulations, and they subscribe to the Community College League of California’s Board Policy and Administrative Procedure Service to ensure that policies meet legal requirements. The Board may adopt, revise, add to, or amend board policies at any regular Board meeting by a majority vote. The Board sees all new, revised, and updated policy material for a first and second reading during regular public meetings. In addition, the

Board includes review of Board policies at its annual retreat. [Evidence: [IVC.109](#), [IVC.30](#), [IVC.31](#)]

The policy review at the 2015 retreat included the following policies:

- BP 2012 Role of the Board
- BP 2210 Officers
- BP2220 Committees of the Board
- BP 2270 Board Member Authority
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2320 Special and Emergency Meetings
- BP 2340 Agendas
- BP 2405 Review of Board Policies
- BP 2430 Delegation of Authority to Chancellor
- BP 2720 Communications Among Board Members

The Board of Trustees reviewed 27 policies at their 2016 annual retreat:

- Review of Board Policies Regarding Meetings, Agenda, Brown Act, Roles of Trustees and Chancellor (BP 1100, 1200, 2340, 2405, 2345, 2012, 2270, 2330, 2430, 6100)
- Review of Accreditation Standards, Board, Chancellor, and Presidents (BP 3200, 2430)
- Board Room Location and Facilities (BP 2363, 6600)
- Human Resource Hiring Policies (BP 3410, 3420, 7100, 7110, 7120, 7250)
- Bond Status Report (BP 6600)
- Budgeting Policies (BP 6200, 6330)
- Accreditation, Strategic Planning, Grants, and 2016 Student Success Scorecard (BP 3200, 3250, 3280)

[Evidence: [IVC.30](#), [IVC.31](#), [IVC.32](#)]

BP 2410 prescribes that the Chancellor issues administrative regulations to provide the method for implementing board policies. BP 2410 further requires that the Chancellor shall, biennially, provide each member of the Board with copies of the administrative regulations or any revisions since the last time they were provided. When the Board approves changes to its policies and the Chancellor approves corresponding changes in administrative regulations through the established participatory governance process, the District General Counsel's Office posts and tracks the updates. [Evidence: [IVC.10](#), [IVC.70](#)]

Analysis and Evaluation

Board agendas, minutes, and resolutions clearly demonstrate that the Board acts in a manner consistent with its policies and bylaws. The Board refers to and uses well-established, detailed, and current policies to govern its actions and decision-making.

The Board uses an established method to review, revise, and update its policies, and the District refers to its General Counsel and the Community College League of California's Board Policy and Administrative Procedure Service to ensure that policies meet legal requirements. Review of specific board policies on each meeting agenda and review of policy on each annual board retreat agenda demonstrate the board's commitment to regular review and revision of policy. The District's general counsel's office maintains the updated repository of policies and administrative regulations, including a record of revision dates of each policy and administrative regulation.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board regularly reviews key indicators of student learning and achievement along with District and College plans for improving academic quality. At set intervals throughout the year, the Board reviews, discusses, and accepts reports which address the quality of student learning and achievement.

On an annual basis, the Board specifically reviews key indicators, such as the College's Student Success Scorecard data. In 2017, the Board reviewed and analyzed the Student Success Scorecard report at its June meeting. The Board also reviews and approves the College's Student Equity Plan and the Integrated Plan, which includes Basic Skills Initiative, Student Equity, and Student Success and Support Program (SSSP). The Integrated Plan is scheduled for a first read in November 2017. [Evidence: [IVC.122](#), [IVC.123](#), [IVC.124](#), [IVC.125](#), [IVC.126](#)]

In addition, the Board reviews and approves the District's and the College's Strategic Plans and the College's Educational Master Plan. The District developed its 2017-2020 Strategic Plan using a new, bold process with the ultimate result of a plan that is truly strategic, rather than merely operational, and the Board formally adopted the Strategic Plan at its February 2017 meeting. The District Strategic Plan is a living document that allows the District to develop annual strategic objectives based on strategic themes, to identify key indicators, and to integrate data used to assess those key indicators. The Board receives annual progress reports, although the District Strategic Planning Committee monitors and assesses the data and key indicators on a regular basis throughout the year. The Board also reviews and approves the College's Strategic Plan and Educational Master Plan, which provides further venue for discussion and questions. The Board approved the College's 2017-2027 Educational Master Plan at its April 2017 meeting and the College's 2017-2021 Strategic Plan at its July 2017 meeting. [Evidence: [IVC.11](#), [IVC.111](#), [IVC.112](#), [IVC.113](#), [IVC.114](#), [IVC.115](#), [IVC.116](#), [IVC.117](#), [IVC.118](#), [IVC.119](#), [IVC.120](#), [IVC.121](#)]

The Board supports the District and the College's efforts to improve academic quality and institutional effectiveness through their participation in the Institutional Effectiveness Partnership Initiative (IEPI) and through the founding and growth of the District Office of Research and Institutional Effectiveness. The District's area of focus for the IEPI were (1) integrated planning, (2) district-wide research agenda, (3) district-wide qualitative and quantitative metrics, (3) data warehouse, and (4) professional development. These areas of focus were significant contributors to the development of the 2017-2020 District Strategic Plan, the development and implementation of a District data warehouse, and the establishment of a dashboard data tracking system. [Evidence: [IVC.127](#)]

In addition, the Chancellor and the Board demonstrated their commitment to accessing, tracking, and reviewing data and key indicators of student learning and achievement by expanding the support for District-level research. The Chancellor formally established the Office of Research and Institutional Effectiveness in 2016 and hired an executive director hired along with a research assistant. This more robust office, committed to institutional effectiveness, reports directly to the Vice Chancellor of Educational Services and Institutional Effectiveness and works directly with the Colleges' research departments and the District Information Technology Department. [Evidence: [IVC.110](#)]

Analysis and Evaluation

The College and the District regularly inform the Board of key indicators of student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality. The Board embraced and supported the new District strategic plan development, recognizing that it results in improved monitoring and use of data and key indicators leading to a more strategic approaches to improving student learning and achievement. By supporting the expansion of the District Research and Institutional Effectiveness Office, the Board demonstrated its commitment to this effort and understanding of the value of data and research leading to improvement of student success.

The Board's level of engagement, along with knowledge about student learning and achievement, continues to grow. Board members ask insightful questions and expect thoughtful and through responses from the colleges. The Board sets clear expectations for improvement during these discussions.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Several sections of board policy speak to board development, including a specific policy requiring a new trustee orientation. The Board of Trustees receives input and education from the Community College League of California, the academic and classified senates from all District colleges, from various District standing and temporary committees, and from various other types of informational meetings. The Board participates in an annual board retreat as well as in workshops on the budget, bond measures, and selection and design of campus sites. [Evidence: [IVC.102](#), [IVC.128](#), [IVC.129](#)]

Orientation

Board Policy 2740, “Board Education,” explicitly states, “The Board is “committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” New members of the Board attend an orientation that the Community College League of California (CCLC) presents, and they receive a copy of the CCLC’s Trustee Handbook. At the local level, the Chancellor and experienced Board members orient new members. In addition, the Chancellor orients the student trustee. Board member orientation includes an overview of the functions and responsibilities of divisions of the District Office and of each college. The orientation also includes presentations on accreditation, ethics policy, and California public meeting requirements (Brown Act). An agenda for new board member orientation of new trustees in 2012-2013 shows a comprehensive orientation including two phases. Phase One included a District overview, board policies, and board procedures in addition to the Community College League of California board orientation. Phase Two included College orientations (Fresno City College and Reedley College including the Madera and Oakhurst Community College Centers, the Willow International College Center, which is now Clovis Community College). [Evidence: [IVC.130](#), [IVC.131](#), [IVC.132](#), [IVC.133](#), [IVC.134](#), [IVC.135](#), [IVC.136](#)]

In 2014, prior to elections, the Chancellor conducted a trustee candidate orientation to provide candidates with an overview of SCCC, and following the election, a more interactive trustee orientation took place at each of the College sites. This approach allowed the new trustees to interact with the college presidents, students, and staff members while touring the sites. [Evidence: [IVC.137](#)]

The 2016 election resulted in all incumbent trustees being re-elected except for one new trustee who had been a long-time employee of SCCC, including having served as a college president until her retirement a few months prior to the election. The Chancellor held a modified orientation, focusing on District functions with specific attention to current human resources

issues and other District-level, trustee appropriate topics that would be new to this knowledgeable trustee. [Evidence: [IVC.138](#)]

Board Retreats

The SCCCD annual board retreat provides an opportunity for in-depth discussion of specific topics. The Board's annual self-evaluation process is an additional opportunity for board members to assess their growth and development. One component of this self-evaluation process is a comprehensive, extensive instrument completed by each board member. This instrument includes many items related to development of both individual members and of the Board as a whole, and the Board uses the results to gauge development and needs for further development. [Evidence: [IVC.139](#), [IVC.140](#), [IVC.141](#), [IVC.142](#)]

At the 2015 Board Retreat, the topics included (1) Board Policy and Accreditation Standards Review and Training, (2) Brown Act Mechanics, (3) Board Policy Training, (4) Role of Board Members and Board Chair, and (5) Discussion of Future Agenda Items Section on Board Agendas. All seven trustees attended this retreat. District general counsel conducted the training and facilitated the discussion on the Brown Act Mechanics. [Evidence: [IVC.143](#)]

Topics at the 2016 Board Retreat included review of 24 Board Policies. Reviewing the policies provided an important professional development training opportunity for the Board. The Board reviewed the following topics and board policies: (1) Review of Board Policies Regarding Meetings, Agenda, Brown Act, Roles of Trustees and the Chancellor (BP 1100, 1200, 2340, 2405, 2345, 2012, 2270, 2330, 2430, 6100); (2) Review of Accreditation, Board, Chancellor, and Presidents Standards (BP 3200, 2430); (3) Board Room Location and Facilities (BP 2365, 6600); (4) Human Resource Hiring Policies (BP 3410, 3420, 7100, 7110, 7120, 7210, 7250); (5) Bond Status Report (BP 6600); (6) Budgeting Policies (BP 6200, 6330); (7) Accreditation, Strategic Planning, Grants, and 2016 Scorecard (BP 3200, 3250, 3280). [Evidence: [IVC.144](#)]

Board Development Workshop

An external consultant facilitated a special board development workshop in August 2015. The agenda items focused on best practices for Board conduct and decision-making processes, trust between trustees and the Chancellor, board policy training, and Board self-evaluation. The consultant provided the Board with many documents for review and for discussion. The Board reviewed its self-evaluation process and completed the self-evaluation as a result of the extensive discussion between the Board and the consultant, the Board and the Interim Chancellor, and among the board members. As a result of the workshop and the self-evaluation, the trustees discussed their role in governance and reaffirmed the benefit of regular development activities. [Evidence: [IVC.38](#), [IVC.145](#), [IVC.146](#)]

Conferences and Other Workshops

A key component of trustees' professional development is attendance and participation in conferences. Trustees participate in Community College League of California (CCLC) statewide meetings and regularly attend Association of Community College Trustees (ACCT) conferences

and workshops. Individual trustees have presented at these conferences and have been elected to national office. Several trustees have enrolled the Community College League's Excellence in Trusteeship Program (ETP). Two trustees have completed the program, and three other trustees are currently enrolled in the program. [Evidence: [IVC.147](#), [IVC.148](#)]

Continuity of Board Membership

To ensure that there are always experienced Board members serving and thus maintaining stability, BP 2100 establishes provisions for staggered terms of office. Board policies establish other electoral safeguards, such as a process for filling any vacancies to the Board in BP 2110. [Evidence: [IVC.149](#)]

Analysis and Evaluation

The Board of Trustees regularly participates in a variety of professional development trainings, collectively reviews relevant board policies, and participates in related discussions, including exploring the Board's role and authority, defining and respecting the Chancellor's role, defining "micromanaging," speaking as one voice when representing the Board, abiding by Accreditation Standards, and defining and following board meeting procedures. The Board is committed to the development of the board through new member orientations, conference participation, annual planning retreats, special study sessions and workshops, and association and activity with the CCLC, ACCJC, and ACCT. The staggered terms specified in board policy ensure continuity in Board membership and operations.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy (BP) 2745 addresses Board self-evaluation. The purpose of the self-evaluation is to review the function, strengths, and weaknesses of the Board and to identify specific functions working well and those needing improvement. BP 2745 includes three processes: (1) "A committee of the Board shall be appointed in June to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field;" (2) "The process for evaluation shall be recommended to the approved by the Board;" (3) "If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Executive Secretary to the Chancellor."

The policy also stipulates that “a summary of the evaluations will be presented and discussed at a board session scheduled for that purpose,” and the “results will be used to identify accomplishments in the past year and goals for the following year.” The Board completed the formal self-evaluation in September 2016. [Evidence: [IVC.62](#), [IVC.139](#), [IVC.140](#), [IVC.141](#)]

The Board recently evaluated the self-evaluation process. On June 29, 2016, the Board held a special, all-day session, including the Chancellor, District administrators, and college presidents on the topic of self-evaluation. Consultant Dr. Mitch Rosenberg facilitated the session, which built a working foundation for constructive discussions related to the Board’s self-evaluation. Following this session, Dr. Rosenberg worked with the Board to develop a comprehensive self-evaluation instrument which each trustee completed. The instrument included the consideration of the following: overall board performance, board and CEO effectiveness, and individual board member effectiveness in five dimensions, including the strategic dimension, analytical dimension, educational dimension, practical dimension, and personal/interpersonal dimension. [Evidence: [IVC.150](#), [IVC.151](#)]

The trustees met again with Dr. Rosenberg on September 23, 2016 to complete the self-evaluation. After review of the self-evaluation results, the Board presented the results at the February 2017 Board of Trustees meeting, formally accepted the results, and adopted board goals. The Board had further discussion of the goals at the April 2017 Board Retreat, including further facilitation by Dr. Rosenberg. [Evidence: [IVC.39](#), [IVC.139](#), [IVC.152](#), [IVC.153](#)]

Analysis and Evaluation

Board policy clearly establishes a process for Board self-evaluation. The extensive and comprehensive self-assessment instrument and the on-going work with Dr. Rosenberg demonstrates the Board’s and the Chancellor’s commitment to continually improve the process. The new instrument focuses on performance of the Board as a whole as well as on individual performance, and each section addresses academic quality and institutional effectiveness. All Board members completed the self-assessment instrument and participated in the development activities with Dr. Rosenberg. The Board presented the results of the self-evaluation at the February 7, 2017 BOT meeting and its goals based on the self-evaluation results. These results included strengths and positive performance, areas for development, and 2017 Board Development Goals.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

SCCCD Board Policy 2715 articulates the Board of Trustees' code of ethics. As stipulated in this policy, the board members “recognize that as elected public servants, their actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions made as a Board must reflect our dedication to promote higher education along with opportunities for professional, vocational and technical growth and enhancement. As officials of public education, Board members must be a positive reflection of those for whom we speak.” The policy lists nine standards of practice to which board members must adhere and states that “violations of this policy may subject the member violating it to censure by the Board.”

BP 2715 also includes a censure policy that specifies a statement of purpose, a censure procedure, and the process the Chancellor uses if it is determined that a resolution of censure is the appropriate action. The Board will first consider if a complaint warrants investigation or consideration, and if so, refers the complaint to the Board President. An ad hoc committee composed of three trustees not subject to the complaint will review the complaint and initiate a complete a fact-finding process within a reasonable period to time. This process may include an external investigator as appropriate. [Evidence: [IVC.33](#)]

AR 2710, “Conflict of Interest,” further addresses incompatible activities, financial interest, no employment allowed, and financial interest in decisions. [Evidence: [IVC.66](#)]

Board members complete a conflict of interest form (California Form 700, Statement of Economic Interests) each year which further ensures that there are no conflicts of interest on the board. The District's general counsel takes primary responsibility for advising the trustees regarding these requirements. Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict. [Evidence: [IVC.154](#)]

Analysis and Evaluation

Board Policy 2715 and Administrative Regulation 2710 clearly contain language on the code of ethics for the Board and define the policy for dealing with behavior that violates its code. Board members are required to file conflict of interest forms. Board members have no employment, family ownership, or other personal financial interest in the District or in the College.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy 2430, “Delegation of Authority to Chancellor,” states that “the Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board

and executing all decisions of the Board requiring administrative action.” The policy allows the Chancellor to “delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.” Furthermore, the policy requires that “The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.” BP 2430 empowers the Chancellor to reasonably interpret board policy. Finally, the policy specifies that “The Chancellor shall act as the professional advisor to the Board in policy formation.” [Evidence: [IVC.54](#)]

The Board defines its role in Board Policy 2012, “Board Duties and Responsibilities.” As stated in BP 2012, the board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the chancellor
- Delegate power and authority to the chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate for and protect the District.

[Evidence: [IVC.6](#)]

In the 2015 Clovis Community College initial accreditation visit and subsequent report and again in the CCC follow up report in 2015, the ACCJC recommended that the Board improve its performance through continuing its efforts to allow the Chancellor to fully exercise the authority of his or her position to improve the effectiveness of the District. The Board and Chancellor commenced a series of trainings and workshops to address this recommendation. The Interim Chancellor hired consultant Dr. Mitch Rosenberg to develop and facilitate these sessions, and the new Chancellor hired in 2016 has made this work a priority. The Board has positively received the activities and training sessions, and Board meeting minutes reflect the Board’s improvement in this area. The ACCJC report of action taken in January 2017 confirms the Board’s improvement; the Commission’s letter to the College President states that CCC has demonstrated that it continues to meet the Standards. [Evidence: [IVC.69](#), [IVC.150](#), [IVC.151](#), [IVC.158](#), [IVC.159](#), [IVC.160](#), [IVC.161](#)]

The Chancellor and the Board have worked together to understand their roles and to allow the Chancellor to fully exercise the authority of his position. An example of this occurred at the June 2016 Board meeting. After significant discussion, the Board approved the 5-year construction plan and a transfer of funds to qualify for a state bond. Also, after a serious discussion, the Board approved the proposed 2016-2017 Annual Budget without dissent. The Board approved these crucial District recommendations with a focus on board policies that followed a collegial exchange of perspectives among board members and a respect for the

authority the Board delegates to the Chancellor in accordance with Accreditation Standards.
[Evidence: [IVC.155](#)]

The Board self-evaluation process and instrument addresses the role of the Chancellor and the role of the Board. The Board's consultant, Dr. Rosenberg, continues to work with the Board to further define and refine the difference between policy and operation and has been received positively by the Board. Board member inquiries are generally referred to the Chancellor and his designees for response which avoids even the perception of interference.

The Board holds the Chancellor accountable for District operations through his or her job description, performance goals, and annual evaluation. The Board works with the Chancellor to set annual performance goals guided by his or her job description and the District Strategic Plan.
[Evidence: [IVC.156](#), [IVC.157](#)]

Analysis and Evaluation

The Board delegates responsibility and authority to the Chancellor to implement and administer board policies without Board interference as specified in BP 2430 and fulfills its role as specified in BP 2012. The Board has worked with a consultant, Dr. Mitch Rosenberg, to improve its functioning in this area and evidence from Board meetings, including decisions, discussions, and meeting minutes verify that the Board understands and embraces its duties and responsibilities and delegates appropriate authority to the Chancellor. The Board's self-evaluation process and instrument address the roles of the Board and of the Chancellor, and the Board holds the Chancellor accountable through an annual evaluation.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees’ policy on accreditation and development activities demonstrate that the Board receives information about the accreditation Eligibility Requirements, the Accreditation Standards and processes, Commission policies, and the accreditation status of the Colleges. Board Policy 3200, “Accreditation,” reads, “The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations. The Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required. The Chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.” [Evidence: [IVC.173](#)]

Board retreats typically include a formal agenda item on accreditation. In 2015, former Clovis Community College President (now a trustee) Ikeda gave a presentation prepared by ACCJC President Barbara Beno to the Board. In April 2017, the Board reviewed a presentation titled “Accreditation for Governing Boards” and included information on the four Accreditation Standards, ACCJC expectations for governing boards in the accreditation process, and effective leadership and governance based on the ACCJC publication *Guide to Accreditation for Governing Boards*. As reflected on the retreat agenda, the Board engaged in discussion with the consultant regarding accreditation. [Evidence: [IVC.162](#), [IVC.163](#), [IVC.164](#)]

At Board of Trustees meetings, the college presidents routinely include an update during the Presidents Report on accreditation as it pertains to their respective colleges. [Evidence: [IVC.165](#), [IVC.166](#), [IVC.167](#), [IVC.168](#), [IVC.169](#), [IVC.170](#)]

Board members also attend workshops specific to accreditation during various conferences including the Community College League’s Effective Trustees Workshop, the Excellence in Trusteeship Program, and ACCT. [Evidence: [IVC.148](#), [IVC.171](#), [IVC.172](#)]

Analysis and Evaluation

Per BP 3200, the Board of Trustees receives information about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status through a variety of sources including reports during regular board meetings, at workshops presented by professional development organizations, and during annual board retreats. The Board remains informed about accreditation on a regular basis throughout each year which results in consistent and continual support of the colleges’ efforts. Board policies appropriately reflect the board’s commitment to supporting the colleges’ efforts to improve and

excel. The board participates in evaluation of governing board roles and functions in the accreditation process as evidenced by the presentations made at meetings and at board retreats and the subsequent discussions.

Evidence List

Evidence #	Title
IVC.1	BP 2010 Board Membership
IVC.2	Board Minutes BP 2015 and 2105
IVC.3	BP 2015 Student Members
IVC.4	BP 2100 Board Elections
IVC.5	BP 2105 Election of Student Members
IVC.6	BP 2012 Role of the Board
IVC.7	BP and AR Website
IVC.8	BP 2405 Board Minutes 10.02.12
IVC.9	BP AR 2405 Review of Board Policies
IVC.10	BP Review Tracking Spreadsheet 02.21.17
IVC.11	District Strategic Plan Approved 02.13.17
IVC.12	BP AR 2410 Policy and Administrative Regulations
IVC.13	Roles of Constituents in District Decision-Making
IVC.14	Board Calendar Agenda Approved 12.08.15
IVC.15	Board Calendar Minutes Approved 12.08.15
IVC.16	Quarterly Financial Status Report Board Agenda 02.02.16
IVC.17	Quarterly Financial Status Report Board Minutes 02.02.16
IVC.18	Quarterly Financial Status Report Board Agenda 05.03.16
IVC.19	Quarterly Financial Status Report Board Minutes 05.03.16
IVC.20	Quarterly Financial Status Report Board Agenda 09.06.16
IVC.21	Quarterly Financial Status Report Board Minutes 09.06.16
IVC.22	Curriculum Proposals Board Agenda 06.14.16
IVC.23	Curriculum Proposals Board Minutes 06.14.16
IVC.24	Curriculum Proposals Board Agenda 10.04.16
IVC.25	Curriculum Proposals Board Minutes 10.04.16
IVC.26	Curriculum Proposals Board Agenda 12.13.16
IVC.27	Curriculum Proposals Board Minutes 12.13.16
IVC.28	Curriculum Proposals Board Agenda Minutes 4-4-17
IVC.29	Board Retreat Agenda April 2015
IVC.30	Board Retreat Agenda April 2016
IVC.31	Board Retreat Minutes April 2016
IVC.32	Board Accreditation Update April 2016
IVC.33	BP 2715 Code of Ethics/Standards of Practice

Evidence #	Title
IVC.34	Board Minutes 06.14.16
IVC.35	Board Minutes 07.05.16
IVC.36	Board Minutes 06.29.16
IVC.37	Board Minutes 08.25.16
IVC.38	Board Development Workshop Aug. 2015
IVC.39	Board Self Evaluation Agenda 09.23.16
IVC.40	BP 2431 Chancellor Selection
IVC.41	BP 7250 Educational Administrators
IVC.42	AR 7220 Administrative Recruitment and Hiring Procedures
IVC.43	FCC President Position Announcement 03.28.16
IVC.44	FCC President Timeline Final 02.02.16
IVC.45	FCC President Timeline Final 03.29.16
IVC.46	Board Minutes FCC President Approval 07.05.16
IVC.47	CCC President Position Announcement 02.05.16
IVC.48	CCC President Timeline to Board 02.04.16
IVC.49	Board Minutes CCC President Approval 06.14.16
IVC.50	SCCCD Chancellor Position Announcement 06.09.15
IVC.51	SCCCD Chancellor Search Timeline
IVC.52	Board Minutes SCCCDC Chancellor 01.12.16
IVC.53	BP 2435 Evaluation of Chancellor
IVC.54	BP 2430 Delegation of Authority to Chancellor
IVC.55	BP 7125 Employee Evaluations
IVC.56	AR 7125 Evaluation
IVC.57	Evaluation Instrument Cabinet Members
IVC.58	BP 2710 Conflict of Interest
IVC.59	BP 2715 Code of Ethics Standards of Practice
IVC.60	BP 2716 Political Activity
IVC.61	BP 2717 Personal Use of Public Resources
IVC.62	BP 2745 Board Self-Evaluation
IVC.63	BP 2720 Communications Among Board Members
IVC.64	BP 2220 Committees of the Board
IVC.65	BP 2260 Board Representatives
IVC.66	AR 2710 Conflict of Interest
IVC.67	AR 2712 Conflict of Interest Code
IVC.68	BP 2345 Public Participation at Board Meetings
IVC.69	BP 2430 Delegation of Authority to Chancellor
IVC.70	BP 2410 Policy and Administrative Regulations
IVC.71	BP 4020 Program, Curriculum, and Course Development

Evidence #	Title
IVC.72	BP 4025 Philosophy and Criteria for Associate Degree and General Education
IVC.73	BP 4030 Academic Freedom
IVC.74	BP 5120 Transfer Center
IVC.75	BP 5150 Extended Opportunity Programs and Services
IVC.76	BP 5300 Student Equity
IVC.77	BLANK
IVC.78	DBRAAC Operating Agreement
IVC.79	Board Agenda RAM January 2014
IVC.80	BP 6200 Budget Preparation
IVC.81	BP 6250 Budget Management
IVC.82	BP 6300 Fiscal Management
IVC.83	BP 2510 Participation in Local Decision-making
IVC.84	ECPC Members 2016-2017
IVC.85	BP 2315 Closed Sessions
IVC.86	BP 2012 and 6200
IVC.87	2016-17 SCCCDC Tentative Budget
IVC.88	Board Minutes Tentative Budget 06.14.16
IVC.89	2016-17 SCCCDC Final Budget
IVC.90	Board Minutes Final Budget 09.06.16
IVC.91	Board Agenda 2015-2016 Audit Report 01.10.17
IVC.92	2015-16 Financial Audit Report
IVC.93	Board Agenda 2016-17 Budget Update 01.10.17
IVC.94	Board Agenda Budget Transfer and Adjustment Report 02.07.17
IVC.95	Board Agenda Budget Update 06.14.16
IVC.96	Board Agenda Update on State Adopted Budget 08.02.16
IVC.97	Board Agenda Budget Study Session 07.27.16
IVC.98	Board Agenda January Budget Proposal 02.02.16
IVC.99	Board Minutes Approved 02.02.16
IVC.100	Board Agenda GASB Presentation January 2014
IVC.101	Board Agenda PARS September 2016
IVC.102	Board Agenda Facilities Bond Presentation 08.25.16
IVC.103	Board Agenda Budget Study Session 04.05.16
IVC.104	BP 2405 Review of Board Policies
IVC.105	BP 1200 District, Mission, Vision, and Values
IVC.106	BP 2270 Board Members Authority
IVC.107	Board Agenda BP Review 01.10.17
IVC.108	Board of Trustees Website
IVC.109	BP 2405 and BP 2410

Evidence #	Title
IVC.110	SCCCD District Office Org Chart - Ed Services
IVC.111	Board SCCC CD Strategic Plan Presentation January 2017
IVC.112	Strategic Plan Status April 2016
IVC.113	DSPC Agenda-Minutes 01.03.17
IVC.114	DSPC Agenda-Minutes 02.10.17
IVC.115	DSPC Agenda-Minutes 11.18.16
IVC.116	DSPC Agenda-Minutes 10.28.16
IVC.117	DSPC Workshop Agenda 10.14.16
IVC.118	DSPC Agenda 05.13.16
IVC.119	DSPC Agenda 04.08.16
IVC.120	Board Approved Colleges Strategic Plans 07.02.13
IVC.121	Letter to College on Letterhead for Review 01.30.17
IVC.122	Board Agenda Student Success Scorecard 02.03.15
IVC.123	Board Agenda Student Success Scorecard 07.05.16
IVC.124	Board Agenda Student Equity Plans 11.03.15
IVC.125	Board Agenda Student Equity Plans 12.08.15
IVC.126	Board Agenda Student Success Scorecard 06.06.17
IVC.127	District IEPI Report
IVC.128	Board Agenda Budget Study Session 07.27.16
IVC.129	Board Minutes Facilities Workshop 09.22.15
IVC.130	BP 2740 Board Education
IVC.131	2012-2013 Board Orientation
IVC.132	Trustee Candidate Orientation Presentation 09.23.14
IVC.133	Trustee Orientation Agenda 2014
IVC.134	Board Accreditation Workshop 03.03.15
IVC.135	Board Minutes Accreditation Workshop 03.03.15
IVC.136	CCLC Board-CEO Partnership
IVC.137	2014 Trustee Orientation
IVC.138	Trustee Ikeda Orientation
IVC.139	Boards Self-Evaluation Summary and Goals for 2017 Presentation 02.07.17
IVC.140	SCCCD Board Member Survey Instructions 2016
IVC.141	SCCCD Survey Self-Evaluation Survey Instrument
IVC.142	Board Minutes of 02.07.17
IVC.143	Board Retreat Agenda April 2015
IVC.144	Board Retreat Agenda April 2016
IVC.145	Board Member Conferences and Workshops Attended
IVC.146	Trustee Conferences Attended Sample
IVC.147	2017 CCLC Legislative Conference

Evidence #	Title
IVC.148	Excellence in Trustee Program
IVC.149	BP 2100 and BP 2110
IVC.150	Board Agenda Board Self-Evaluation Presentation 06.29.16
IVC.151	Board Minutes Board Self-Evaluation Presentation Approved 06.29.16
IVC.152	Board Retreat Agenda April 2017
IVC.153	Board Retreat Minutes April 2017
IVC.154	California Conflict of Interests Form 700
IVC.155	Board Minutes 06.14.16
IVC.156	Board Agenda Chancellor Evaluation 06.29.16
IVC.157	Board Agenda Chancellor Evaluation 08.04.15
IVC.158	ACCJC Initial Accreditation Letter CCCC 06.29.15
IVC.159	CCC Accreditation Press Release
IVC.160	CCC Follow-Up Report Corrected Letter
IVC.161	CCC Follow-Up Report 10.15.16
IVC.162	Accreditation for Governing Boards 04.22.17
IVC.163	Guide to Accreditation for Governing Boards January 2017
IVC.164	ACCJC What Trustees Should Know About Accreditation
IVC.165	FCC Accreditation Report to Board March 2017
IVC.166	FCC Accreditation Report to Board May 2017
IVC.167	Reedley Accreditation Report to Board April 2017
IVC.168	Reedley Accreditation Report to Board May 2017
IVC.169	CCC Accreditation Report to Board April 2017
IVC.170	CCC Accreditation Report to Board May 2017
IVC.171	CCLC Effective Trustee Workshop 01.28.17
IVC.172	ACCT Governance Leadership Institute Draft Agenda
IVC.173	BP 3200, Accreditation



Standard IV.D: Multi-College Districts or Systems

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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Standard IV.D: Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

State Center Community College District Board Policies 2012 and 2430 define Board Duties and Responsibilities and Delegation of Authority respectively. The Board of Trustees and the District Chancellor assume the responsibility of providing District-wide leadership in setting and communicating expectations of educational excellence and integrity. Educational excellence is central to the District mission, vision, values and goals, and is defined in Board Policy and Administrative Regulations 1100 and 1200. The College's Mission, Vision, values and goals align with the District's Mission and strategic goals, and focus on educational excellence and integrity. In 2016, AR 2510 Participation in Local Decision-Making was updated, along with the Roles of Constituents in Decision-Making handbook and Functional Map, which more clearly defines district, college, and constituent group responsibilities and authority. [Evidence: [IVD.1](#), [IVD.2](#), [IVD.3](#), [IVD.4](#), [IVD.6](#), [IVD.23](#), [IVD.24](#), [IVD.25](#), [IVD.26](#), [IVD.29](#), [IVD.32](#), [IVD.76](#)]

The District supports the colleges' pursuit of educational excellence and works to continuously improve District services to the colleges and centers. The Chancellor engages constituents from all District colleges and centers to work collaboratively, and clearly defined roles, authority and responsibility between the colleges and the District are established through communication and effective leadership. Chancellor's Cabinet meets weekly to discuss items of interest, challenges, and opportunities in which the District can support the colleges and centers. Chancellor's Cabinet and Board of Trustee meeting agenda items are solicited from senior District administrators and college presidents. Chancellor's Cabinet provides an opportunity for the Chancellor to communicate expectations, review and discuss roles, authority, and responsibility between the colleges and the District, as well as ensure support for the effective operation of the colleges. Finally, Cabinet meetings address operational effectiveness and alignment between the District and the colleges. [Evidence: [IVD.5](#), [IVD.7](#), [IVD.8](#), [IVD.77](#)]

In addition to monthly Board of Trustee meetings, the Chancellor and the Board hold an annual two-day leadership retreat that includes the Chancellor's Cabinet members. Cabinet membership includes the college presidents, vice chancellors, associate vice chancellors, Executive Director of the State Center College Foundation, Executive Director of Public and Legislative Relations, and District general counsel. [Evidence: [IVD.27](#), [IVD.28](#)]

The Public and Legislative Relations Office also publishes two newsletters, SCCCD Measure C & E which reports monthly bond measure information and State Center Express. These publications provide an additional opportunity for the Chancellor to set and communicate expectations of educational excellence and integrity. [Evidence: [IVD.9](#), [IVD.10](#), [IVD.11](#), [IVD.12](#), [IVD.13](#)]

Analysis and Evaluation

The Chancellor communicates his expectations for educational excellence, integrity, and support for effective college operations through regular meetings, electronic communications, college activities, and faculty events across the District. He also promotes civic engagement throughout the region to further District, college, and center goals.

In 2016, the district functional map was updated to reflect current alignment and constituent roles in District-wide participatory governance were clarified and updated in AR 2510 and the Participation in Decision Making Handbook.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Board Policy identifies the District lines of responsibility. The role of SCCCD administrators is to provide an environment that will afford students the greatest likelihood of receiving a quality education. The primary role of faculty is to teach students in accordance with District philosophy, objectives, policies, approved curriculum, Education Code, and the rules and regulations of the Board of Governors of the California Community Colleges. The role of classified personnel is defined by the particular job function. [Evidence: [IVD.29](#), [IVD.30](#), [IVD.31](#), [IVD.40](#)]

In 2016-2017, the Chancellor conducted a review of the District Office organizational structure, following a similar review in 2010. The 2010 review was intended to increase effectiveness of District services to the colleges and centers including payroll, human resources, facility maintenance, grounds, purchasing, admission and records, information systems, bookstore services, business services, food services which are shared between the colleges and district, police, and transportation. The 2016-2017 review resulted in a revised structure in the District's Educational Services and Institutional Effectiveness division and the Enrollment Management, Admission and Records, and Information System division. [Evidence: [IVD.36](#)]

The District Office of the Vice Chancellor of Educational Services and Institutional Effectiveness provides guidance, leadership, and support to the colleges and centers related to planning, career technical partnerships, technology, technology preparation, international education, apprenticeship programs, contract training, grants, research, enrollment management, district-level admissions and records, adult education, and other areas of responsibility. The District Director of Grants and External Funding seeks opportunities for external funding and assists college personnel as they develop responses and applications are complete and fully compliant with requirements. [Evidence: [IVD.43](#)]

The District Office of Institutional Research works collaboratively with college researchers to provide and analyze data facilitating institutional improvement. In 2017, the District Office of Institutional Research was expanded with the addition of a District Executive Director of Research and Institutional Effectiveness and a Research Assistant. Research staff report to the Vice Chancellor of Educational Services and Institutional Effectiveness. In 2017, a District Workforce and Adult Education Dean was also hired. These new positions increase the District's ability and demonstrate District commitment to providing effective and sufficient District services to support the colleges in achieving their missions.

The effectiveness of District services and operations is assessed by District-level committees such as Chancellor's Cabinet, Communications Council, District Budget and Resource Allocation Advisory Committee, the District Strategic Planning Committee, and the Educational Coordination and Planning Committee. Annual evaluation also occurs within the Integrated Planning Summaries. These assessments contribute to the overall review of District and college level goals. [Evidence: [IVD.26](#)]

The District-wide Budget and Resource Allocation Advisory Committee (DBRAAC) is a participatory governance body that guides District resource allocation. DBRAAC committee members include the Vice Chancellor of Finance and Administration, the Vice Chancellor of Human Resources, the Vice Chancellor of Educational Services and Institutional Effectiveness, the Director of Finance, three CSEA representatives, one SCFT representative, and College representatives of the Academic Senate, Classified Senate, and Associated Student Government.

These individuals report back to their constituent groups. The colleges' vice presidents of administrative services are also on DBRAAC. They report on DBRAAC activities to the budget committees of their respective colleges on a regular basis throughout the year: College Council at Clovis Community College, the Budget Advisory Committee at Fresno City College, and the Budget Committee at Reedley College. These college participatory governance committees include representatives from all college constituency groups who report back to their representative groups. [Evidence: [IVD.41](#)]

Analysis and Evaluation

Centralized support services increase operational efficiency by allowing each college and center to facilitate daily operation. These centralized support services include areas such as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records with a common database (Datatel).

In accordance with Board Policy, the district functional map clearly delineates the functions and responsibilities of the District and colleges, as well as those that are shared. The 2010 and 2017 evaluations of District and centralized functions and services resulted in structural changes in two key divisions. These changes clarified and enhanced service and support to the colleges in research, workforce development, strategic planning, and enrollment management.

Through DBRAAC, the District uses a participatory governance model to evaluate resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet the Standards related to financial resources and stability.

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District implements well-established and regularly evaluated resource allocation policies that support the effective operations and sustainability of the colleges and District. Under the leadership of the Chancellor, college leadership including presidents, administrators, faculty, and staff work together to ensure effective control of expenditures and financial sustainability of the colleges and District.

In order to provide the budgetary and personnel resources to support the mission and functions of the college, the District implements an established and annually reviewed allocation methodology. As described above, SCCCDC established a District Budget and Resource Allocation Advisory Committee (DBRAAC) to guide the resource allocation process, with representatives from all constituent groups. DBRAAC conducts an annual evaluation of the Resource Allocation

Model, and presents recommendations to the chancellor as appropriate. To supplement the model, as well as provide funding for new programs and services, DBRAAC also reviews current needs and makes resource allocation recommendations to Chancellor's Cabinet as appropriate.

[Evidence: [IVD.37](#), [IVD.38](#), [IVD.41](#), [IVD.42](#), [IVD.44](#), [IVD.45](#)]

The District meets or exceeds its minimum annual reserve requirements. Budgets are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. New positions and related funding are approved by the Board of Trustees. Thus, procedures are in place to ensure that budgets are balanced, budget requirements are met, and there is effective control of expenditures.

[Evidence: [IVD.46](#)]

The District is audited annually by an independent certified public accountant (CPA) as required by law. The District has always received an unmodified opinion on its financial statements, indicating that there are no identified material weaknesses in the District's records and that there have been no restrictions on the scope of the auditor's work. Additionally, the CPA reviews the internal controls of the financial system and issues compliance reports of federal and state monies. [Evidence: [IVD.47](#)]

Analysis and Evaluation

State Center Community College District has a long history of financial solvency. Through effective control of expenditures, the District has consistently ended the fiscal year with a positive balance and reserves well above the State's recommended six percent.

The District Budget and Resource Allocation Advisory Committee provides oversight of the resource allocation process, as well as resource allocation recommendations made to the chancellor. The DBRAAC's annual evaluation and survey indicates that the process is effective.

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegate district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

Board Policy 2430, Delegation of Authority to the Chancellor, states that the Chancellor may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers. In line with this provision, the Chancellor delegates full authority and responsibility to the college presidents to implement and administer district and system policies without interference, and holds the presidents accountable for college operation in accordance with Board Policy 2430 and consistent with state law. [Evidence: [IVD.29](#)]

College presidents serve as CEOs and educational leaders of their respective colleges. The presidents are held accountable by the chancellor as formally assessed through the annual evaluation process and through achievement of mutually agreed upon annual goals and strategic planning goals. [Evidence: [IVD.48](#)]

Analysis and Evaluation

Per Board Policy 2430, the Chancellor delegates power and duties to the college presidents. The presidents are members of the Chancellor's Cabinet and are evaluated annually based on their performance and professional and personal goals, as well as on performance relative to the District's strategic goals. The District functional map indicates that the division of responsibilities appropriately addresses this Standard.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District wide strategic planning is well coordinated with college-level planning. College planning cycles align with District planning cycles in order to ensure district wide integration. The colleges develop their plans in the year following development of the District plan. There are multiple district-wide planning areas that align with the objectives of the 2012-2016 State Center Community College District Strategic Plan. These functional areas include the overarching District Strategic Plan, as well as Communications, Technology, Student Learning, Facilities, Human Resources, Institutional Research, Resource Development, and Student Access. A District-level goal leader was identified for each area, and as part of their function developed a State Center Community College District Integrated Planning Summary. These summaries highlight the district-wide coordinated planning efforts that have occurred in coordination with the 2012-2016 Strategic Plan. Each summary identifies the committees and their responsibilities, as well as the outcomes and evidence of their work to influence student learning and institutional effectiveness. In order to define the relationship to campus-level planning, campus committees are identified in the planning summaries as the bodies that coordinate with District-level planning, as well as report back to their respective campus-level constituent groups. The integrated planning summaries will continue to be updated annually to support the outcomes of the 2017-2020 State Center Community College District Strategic Plan. [Evidence: [IVD.2](#), [IVD.3](#), [IVD.4](#), [IVD.14](#), [IVD.15](#), [IVD.16](#), [IVD.17](#), [IVD.18](#), [IVD.19](#), [IVD.20](#), [IVD.21](#), [IVD.22](#), [IVD.33](#), [IVD.34](#), [IVD.35](#), [IVD.39](#), [IVD.49](#), [IVD.50](#), [IVD.51](#), [IVD.52](#), [IVD.53](#), [IVD.54](#), [IVD.55](#), [IVD.56](#), [IVD.57](#), [IVD.58](#), [IVD.59](#), [IVD.60](#), [IVD.61](#), [IVD.62](#)]

The District Strategic Planning Committee (DSPC) meets twice a month and includes representation from all groups. The DSPC was critical in development of the Strategic Plan, and

also serves as the oversight committee to monitor progress on achievement of Strategic Objectives within the SMART Assessment form. In addition to the SMART Assessments, the State Center Community College District Integrated Planning Summaries will be updated annually in order to provide district wide access to the outcomes and evidence of district wide planning efforts. The District Strategic Planning Committee also partnered with the district wide Research Workgroup. The institutional researchers were charged with developing Key Performance indicators that will allow the DSPC to monitor student success across the District. [Evidence: [IVD.63](#), [IVD.64](#), [IVD.65](#), [IVD.66](#), [IVD.67](#), [IVD.68](#)]

Analysis and Evaluation

District wide planning is fully integrated with college-level planning and is systematically assessed. Goal achievement is monitored and analyzed to determine initiatives for institutional improvement. Planning processes are evaluated for effectiveness and provide direction for future planning efforts.

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District provides several avenues for the colleges to provide input into planning and implementation of all policies supporting the institutions' educational programs. The 2016 *Roles of Constituents in District Decision Making* handbook includes 14 district-wide committees and workgroups that facilitate regular district-wide communication. [Evidence: [IVD.26](#)]

The District's Educational Coordinating and Planning Committee (ECPC) reviews college curriculum and includes representatives from the Academic Senate. Chancellor's Cabinet includes all college presidents and vice chancellors, along with District senior level administration. Communications Council is chaired by the chancellor, and includes the college presidents, presidents of the Academic and Classified Senates, certificated and classified bargaining unit representatives, and student representatives from each college. College constituent representation on District-level planning committees allows representatives to return to their individual campuses and report on the discussions, receive feedback from the campus, and return the following month with direction from college constituents. Additionally, information regarding Board of Trustee actions is accessible through the District website. [Evidence: [IVD.26](#), [IVD.71](#), [IVD.73](#)]

In compliance with the Brown Act, agendas and minutes for Board of Trustees meetings are made public on the District website via Board Docs and are posted so that they are visible at the meeting site. Board Docs provides an effective method for District and college employees to

monitor and participate in development of the Board agendas as appropriate. Board Docs improves communication with the public, as well as provides access to Board Policies, Administrative Regulations, and supporting documentation for Board of Trustee meetings. [Evidence: [IVD.70](#)]

Analysis and Evaluation

District-wide committees and work groups ensure effective communication between the colleges, District, and Board of Trustees. The District website provides information on all public meetings including agendas and minutes, local bond measure updates, and additional information relating to special events and projects. Electronic notifications regarding key issues are distributed through the District's e-mail system to all internal stakeholders.

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The chancellor provides district-wide leadership in assessing the effectiveness of District and college role delineations, governance, and decision-making processes. Evaluation occurs primarily through the District and college strategic planning processes. In 2017, the new District strategic plan was developed and adopted. The plan clearly defines District priorities in three overarching strategic goals: (1) Excellence in Education, (2) Institutional Effectiveness, (3) Leader in Higher Education and Community Collaboration. This strategic approach enables the colleges to remain autonomous while aligning their respective plans with the District's plan. [Evidence: [IVD.39](#)]

The strategic plan is posted on the District website, and copies are available at all District sites. A Specific Measurable Actions, Responsible party and Timeline (SMART) assessment process and form identifies and tracks for each annual strategic objective. District and college researchers collaborate in developing key performance indicators and analyzing the results. District Strategic Planning Committee and Chancellor's Cabinet further discuss and analyze the data, resulting in informed, data-driven decision making processes. In accordance with Board Policy and Administrative Regulation 3250 Institutional Planning, these assessments are disseminated district wide through established governance committees and processes. [Evidence: [IVD.46](#), [IVD.68](#), [IVD.74](#)]

The District has expanded institutional research and effectiveness capacity at the District and college levels by providing increases in staffing and resources. Institutional research efforts are

led at the District level by the newly hired executive director of institutional research and institutional effectiveness, support staff, and implementation of the 2016 Institutional Innovation and Effectiveness Plan, which provides an ongoing, consistent method of evaluating educational goals. The district wide Research Workgroup includes researchers from the District and the colleges. [Evidence: [IVD.75](#)]

The process of delineating roles and functions was further operationalized through development of Integrated Planning Summaries. These summaries expand the activities identified within a service area, and align them with district wide planning. Summaries are developed for Institutional Research, Resource Development, Facilities, Human Resources, Student Learning, Technology, and Enrollment Management. [Evidence: [IVD.14](#), [IVD.15](#), [IVD.16](#), [IVD.17](#), [IVD.18](#), [IVD.19](#), [IVD.20](#), [IVD.21](#), [IVD.22](#)]

In 2015, the District participatory governance process was reviewed and evaluated by a district-wide task force and resulted in the review and update of Board Policy and Administrative Regulation 2510. The Role of Constituents in the Decision-Making Process handbook was developed and reviewed by all constituent groups, with final approval in April 2016.

Analysis and Evaluation

The District's governance and decision-making processes were evaluated and improved to provide the colleges with a supportive system leading to informed, data-driven decision making. Processes and procedures are clear, and the *Roles of Constituents in Decision-Making* handbook provides an accessible description of the integrated planning model, implementation of the planning process, and district-level committees and workgroups. The Integrated Planning Summaries are updated annually by the responsible District administrators with input from the respective committees to document progress in each area.

The integrated planning process, as described in the Role of Constituents in Decision-Making, the integrated planning summaries, the SMART assessment, KPI tracking forms, and the annual strategic objectives, provide effective assessment processes to ensure student learning and achievement. Constituent representation throughout the planning process provides effective district-wide communication.

Evidence List

Evidence #	Title
IVD.1	BP 1100 and BP 1200
IVD.2	FCC 2013-2017 Strategic Plan
IVD.3	RC 2013-2017 Strategic Plan
IVD.4	CCC 2013-2017 Strategic Plan
IVD.5	Chancellor Cabinet Agendas - Samples
IVD.6	AR 2510 Participation in Local Decision-Making
IVD.7	Communications Council Meeting Notes 01.31.17
IVD.8	Communications Council Meeting Notes 02.28.17
IVD.9	SCCCD Measure CE 12.12.16
IVD.10	SCCCD Measure CE 02.06.17
IVD.11	SCCCD Measure CE March 2017
IVD.12	SCCCD Measure CE 04.04.17
IVD.13	SCCCD Measure CE Eblast
IVD.14	District Integrated Planning Summary - Communications
IVD.15	District Integrated Planning Summary - District Strategic Plan
IVD.16	District Integrated Planning Summary - Facilities
IVD.17	District Integrated Planning Summary - Human Resources
IVD.18	District Integrated Planning Summary - Institutional Research
IVD.19	District Integrated Planning Summary - Resource Development
IVD.20	District Integrated Planning Summary - Student Access
IVD.21	District Integrated Planning Summary - Student Learning
IVD.22	District Integrated Planning Summary - Technology
IVD.23	Chancellor's Cabinet Notes 01.17.17
IVD.24	Chancellor's Cabinet Notes 09.12.16
IVD.25	BP 2012 Role of the Board
IVD.26	Roles of Constituents in District Decision-Making
IVD.27	Board Retreat Agenda April 2016
IVD.28	Board Retreat Minutes April 2016
IVD.29	BP 2430 Delegation of Authority to Chancellor
IVD.30	BP 4030 Academic Freedom
IVD.31	BP-AR 7230 Classified Employees
IVD.32	District-College Functional Map 03.10.17
IVD.33	FCC Educational Master Plan
IVD.34	RC Educational Master Plan
IVD.35	CCC Educational Master Plan
IVD.36	SCCCD District Office Org Chart
IVD.37	Board Agenda RAM 08.21.14

IVD.38	Board Agenda 09.02.14
IVD.39	District Strategic Plan BOT Approved 02.13.17
IVD.40	BP 4020 Program, Curriculum, and Course Development
IVD.41	DBRAAC Operating Agreement
IVD.42	Board Agenda RAM January 2014
IVD.43	SCCCD District Office Org Chart - Ed Services
IVD.44	DBRAAC Survey Results February 2015
IVD.45	DBRAAC Survey Results Fall 2015
IVD.46	2016-17 SCCC Final Budget
IVD.47	2015-16 Financial Audit Report
IVD.48	Evaluation Instrument Cabinet Members
IVD.49	FCC 2017-2021 Strategic Plan
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Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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3	College Catalog 2017-2018
4	Institutional Effectiveness Report
5	Curriculum Handbook
6	Class Schedule FA16
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8	AR 2410 Policy and Administrative Regulations
9	AR 2510 Participation in Local Decision
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11	Dr. Bennett's Resume
12	President's Job Announcement
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IVC.69	BP 2430 Delegation of Authority to Chancellor
IVC.70	BP 2410 Policy and Administrative Regulations
IVC.71	BP 4020 Program, Curriculum, and Course Development
IVC.72	BP 4025 Philosophy and Criteria for Associate Degree and General Education
IVC.73	BP 4030 Academic Freedom
IVC.74	BP 5120 Transfer Center
IVC.75	BP 5150 Extended Opportunity Programs and Services
IVC.76	BP 5300 Student Equity
IVC.77	BLANK
IVC.78	DBRAAC Operating Agreement
IVC.79	Board Agenda RAM January 2014
IVC.80	BP 6200 Budget Preparation
IVC.81	BP 6250 Budget Management
IVC.82	BP 6300 Fiscal Management
IVC.83	BP 2510 Participation in Local Decision-making

IVC.84	ECPC Members 2016-2017
IVC.85	BP 2315 Closed Sessions
IVC.86	BP 2012 and 6200
IVC.87	2016-17 SCCCDC Tentative Budget
IVC.88	Board Minutes Tentative Budget 06.14.16
IVC.89	2016-17 SCCCDC Final Budget
IVC.90	Board Minutes Final Budget 09.06.16
IVC.91	Board Agenda 2015-2016 Audit Report 01.10.17
IVC.92	2015-16 Financial Audit Report
IVC.93	Board Agenda 2016-17 Budget Update 01.10.17
IVC.94	Board Agenda Budget Transfer and Adjustment Report 02.07.17
IVC.95	Board Agenda Budget Update 06.14.16
IVC.96	Board Agenda Update on State Adopted Budget 08.02.16
IVC.97	Board Agenda Budget Study Session 07.27.16
IVC.98	Board Agenda January Budget Proposal 02.02.16
IVC.99	Board Minutes Approved 02.02.16
IVC.100	Board Agenda GASB Presentation January 2014
IVC.101	Board Agenda PARS September 2016
IVC.102	Board Agenda Facilities Bond Presentation 08.25.16
IVC.103	Board Agenda Budget Study Session 04.05.16
IVC.104	BP 2405 Review of Board Policies
IVC.105	BP 1200 District, Mission, Vision, and Values
IVC.106	BP 2270 Board Members Authority
IVC.107	Board Agenda BP Review 01.10.17
IVC.108	Board of Trustees Website
IVC.109	BP 2405 and BP 2410
IVC.110	SCCCDC District Office Org Chart - Ed Services
IVC.111	Board SCCCDC Strategic Plan Presentation January 2017
IVC.112	Strategic Plan Status April 2016
IVC.113	DSPC Agenda-Minutes 01.03.17
IVC.114	DSPC Agenda-Minutes 02.10.17
IVC.115	DSPC Agenda-Minutes 11.18.16
IVC.116	DSPC Agenda-Minutes 10.28.16
IVC.117	DSPC Workshop Agenda 10.14.16
IVC.118	DSPC Agenda 05.13.16
IVC.119	DSPC Agenda 04.08.16
IVC.120	Board Approved Colleges Strategic Plans 07.02.13
IVC.121	Letter to College on Letterhead for Review 01.30.17
IVC.122	Board Agenda Student Success Scorecard 02.03.15

IVC.123	Board Agenda Student Success Scorecard 07.05.16
IVC.124	Board Agenda Student Equity Plans 11.03.15
IVC.125	Board Agenda Student Equity Plans 12.08.15
IVC.126	Board Agenda Student Success Scorecard 06.06.17
IVC.127	District IEPI Report
IVC.128	Board Agenda Budget Study Session 07.27.16
IVC.129	Board Minutes Facilities Workshop 09.22.15
IVC.130	BP 2740 Board Education
IVC.131	2012-2013 Board Orientation
IVC.132	Trustee Candidate Orientation Presentation 09.23.14
IVC.133	Trustee Orientation Agenda 2014
IVC.134	Board Accreditation Workshop 03.03.15
IVC.135	Board Minutes Accreditation Workshop 03.03.15
IVC.136	CCLC Board-CEO Partnership
IVC.137	2014 Trustee Orientation
IVC.138	Trustee Ikeda Orientation
IVC.139	Boards Self-Evaluation Summary and Goals for 2017 Presentation 02.07.17
IVC.140	SCCCD Board Member Survey Instructions 2016
IVC.141	SCCCD Survey Self-Evaluation Survey Instrument
IVC.142	Board Minutes of 02.07.17
IVC.143	Board Retreat Agenda April 2015
IVC.144	Board Retreat Agenda April 2016
IVC.145	Board Member Conferences and Workshops Attended
IVC.146	Trustee Conferences Attended Sample
IVC.147	2017 CCLC Legislative Conference
IVC.148	Excellence in Trustee Program
IVC.149	BP 2100 and BP 2110
IVC.150	Board Agenda Board Self-Evaluation Presentation 06.29.16
IVC.151	Board Minutes Board Self-Evaluation Presentation Approved 06.29.16
IVC.152	Board Retreat Agenda April 2017
IVC.153	Board Retreat Minutes April 2017
IVC.154	California Conflict of Interests Form 700
IVC.155	Board Minutes 06.14.16
IVC.156	Board Agenda Chancellor Evaluation 06.29.16
IVC.157	Board Agenda Chancellor Evaluation 08.04.15
IVC.158	ACCJC Initial Accreditation Letter CCCC 06.29.15
IVC.159	CCC Accreditation Press Release
IVC.160	CCC Follow-Up Report Corrected Letter
IVC.161	CCC Follow-Up Report 10.15.16

IVC.162	Accreditation for Governing Boards 04.22.17
IVC.163	Guide to Accreditation for Governing Boards January 2017
IVC.164	ACCJC What Trustees Should Know About Accreditation
IVC.165	FCC Accreditation Report to Board March 2017
IVC.166	FCC Accreditation Report to Board May 2017
IVC.167	Reedley Accreditation Report to Board April 2017
IVC.168	Reedley Accreditation Report to Board May 2017
IVC.169	CCC Accreditation Report to Board April 2017
IVC.170	CCC Accreditation Report to Board May 2017
IVC.171	CCLC Effective Trustee Workshop 01.28.17
IVC.172	ACCT Governance Leadership Institute Draft Agenda
IVC.173	BP 3200, Accreditation
IVD.1	BP 1100 and BP 1200
IVD.2	FCC 2013-2017 Strategic Plan
IVD.3	RC 2013-2017 Strategic Plan
IVD.4	CCC 2013-2017 Strategic Plan
IVD.5	Chancellor Cabinet Agendas - Samples
IVD.6	AR 2510 Participation in Local Decision-Making
IVD.7	Communications Council Meeting Notes 01.31.17
IVD.8	Communications Council Meeting Notes 02.28.17
IVD.9	SCCCD Measure CE 12.12.16
IVD.10	SCCCD Measure CE 02.06.17
IVD.11	SCCCD Measure CE March 2017
IVD.12	SCCCD Measure CE 04.04.17
IVD.13	SCCCD Measure CE Eblast
IVD.14	District Integrated Planning Summary - Communications
IVD.15	District Integrated Planning Summary - District Strategic Plan
IVD.16	District Integrated Planning Summary - Facilities
IVD.17	District Integrated Planning Summary - Human Resources

IVD.18	District Integrated Planning Summary - Institutional Research
IVD.19	District Integrated Planning Summary - Resource Development
IVD.20	District Integrated Planning Summary - Student Access
IVD.21	District Integrated Planning Summary - Student Learning
IVD.22	District Integrated Planning Summary - Technology
IVD.23	Chancellor's Cabinet Notes 01.17.17
IVD.24	Chancellor's Cabinet Notes 09.12.16
IVD.25	BP 2012 Role of the Board
IVD.26	Roles of Constituents in District Decision-Making
IVD.27	Board Retreat Agenda April 2016
IVD.28	Board Retreat Minutes April 2016
IVD.29	BP 2430 Delegation of Authority to Chancellor
IVD.30	BP 4030 Academic Freedom
IVD.31	BP-AR 7230 Classified Employees
IVD.32	District-College Functional Map 03.10.17
IVD.33	FCC Educational Master Plan
IVD.34	RC Educational Master Plan
IVD.35	CCC Educational Master Plan
IVD.36	SCCCD District Office Org Chart
IVD.37	Board Agenda RAM 08.21.14
IVD.38	Board Agenda 09.02.14
IVD.39	District Strategic Plan BOT Approved 02.13.17
IVD.40	BP 4020 Program, Curriculum, and Course Development
IVD.41	DBRAAC Operating Agreement
IVD.42	Board Agenda RAM January 2014
IVD.43	SCCCD District Office Org Chart - Ed Services

IVD.44	DBRAAC Survey Results February 2015
IVD.45	DBRAAC Survey Results Fall 2015
IVD.46	2016-17 SCCCD Final Budget
IVD.47	2015-16 Financial Audit Report
IVD.48	Evaluation Instrument Cabinet Members
IVD.49	FCC 2017-2021 Strategic Plan
IVD.50	RC 2017-2021 Strategic Plan
IVD.51	CCC 2017-2021 Strategic Plan
IVD.52	DSPC Proposal for District Strategic Plan 2015-16 September 2015
IVD.53	DSPC Proposal for District Strategic Plan 2015-16 October 2015
IVD.54	CTE Charrette Program 01.28.16
IVD.55	CTE Charrette Presentation 01.28.16
IVD.56	CTE Community Charrette Mission Summary
IVD.57	CTE Community Charrette Summary Report
IVD.58	CTE Community Charrette Values Summary
IVD.59	CTE Community Charrette Vision Summary
IVD.60	DSPC Strategic Alliance Outcomes Approved by Chancellor's Cabinet
IVD.61	Strategic Community Alliance Agenda Packet 09-19-16
IVD.62	Strategic Community Alliance Survey Results
IVD.63	DSPC Operating Agreement
IVD.64	DSPC Meeting Minutes 01.13.17
IVD.65	DSPC Meeting Minutes 02.10.17
IVD.66	DSPC Meeting Minutes 03.10.17
IVD.67	DSPC Meeting Minutes 04.28.17
IVD.68	SMART Assessment Form Sample
IVD.69	AR 2410 Policy and Administrative Regulations

IVD.70	Board of Trustees Meetings Webpage
IVD.71	Chancellor's Cabinet Members
IVD.72	Board Agenda District Website 04.05.16
IVD.73	ECPC Members 2016-2017
IVD.74	BP-AR 3250 Institutional Planning
IVD.75	SCCCD IIEP with status updates 03.08.17
IVD.76	Chancellor's Cabinet Notes 05.02.16
IVD.77	Chancellor's Cabinet Notes 10.17.16
IVD.78	SCCCD Strategic Plan KPIs districtwide unduplicated 04.26.17

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Quality Focus Essay

Mission Statement

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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QUALITY FOCUS ESSAY

Clovis Community College’s commitment to continuous improvement of academic quality and institutional effectiveness in promotion of student learning and student achievement is expressed best in the College’s Mission Statement, “Creating opportunities, one student at a time,” and in the College’s guiding principles of community, equity, and innovation. All improvement efforts at the College reflect the student-centered approach that CCC faculty, staff, and administrators take to their work. During candidacy, the College developed all of its structures and processes, which led to receiving Initial Accreditation in 2015. Now that CCC is a new college, faculty, staff, and administrators are working to continuously improve because it’s a part of the College’s culture to grow and improve in specific and meaningful ways. Over the past two years, the College has developed and reviewed its planning goals and decision-making processes, which is important work in meeting the College’s commitment to continuous improvement and to fulfilling the College’s Mission.

The Accreditation Steering Committee led the work of identifying the action projects for the College’s Quality Focus Essay. During the bulk of the writing process of the Institutional Self-Evaluation Report, tri-chairs of each of the nine Standard Committees made up the Accreditation Steering Committee.* (The tri-chairs of the Standard Committees and the Accreditation Steering Committee represent faculty, classified professionals, and administrators.) First, the tri-chairs of each Standard Committee discussed with their respective committees the College’s strengths and weaknesses that emerged during the drafting process. Second, each Standard Committee submitted a list of gaps or weaknesses that they identified. Third, the Accreditation Steering Committee conducted a further analysis of those gaps and/or weaknesses and identified those topics most significant to student learning and student achievement as the focus for the Quality Focus Essay Action Projects: “Strengthening the Use of Data in Decision Making” and “Building the Infrastructure for Distance Education Program to Ensure Continued Success.”

Action Project #1: Strengthening the Use of Data in Decision Making

In the College’s pursuit of continual improvement, faculty, staff, and administrators want to strengthen their use of data in decision making. While the College already has access to rich data that has been fundamental to its planning processes, College faculty, staff, and administrators recognize the importance of improving the use of data to increase the effectiveness of decision making. With data-based decision making, improvements designed to promote student learning and achievement will be more targeted and more likely to meet students’ needs. This action project has several related goals:

1. Expand internal and external data available in an easy-to-use and understand format.
2. Inform faculty, staff, and administrators about where to access existing data.
3. Provide professional development for College constituents to better understand the data.
4. Promote the use of data to make improvements.

Overview of the Current State of Use of Data in Decision Making

CCC is working to build its capacity for institutional research, and faculty, staff, and administrators are eager to have access to and to learn from a broad range of data as they work to improve programs, services, and overall institutional effectiveness. Over the last two years, the College hired a full-time Director of Institutional Research, Evaluation, and Planning and a full-time Research Assistant, and increased the Research Coordinator position from part-time to full-time to fulfill the College's increasing research/data needs.

In 2017, the District responded to the colleges' need for additional support by hiring an Executive Director of Institutional Research. The District and Colleges, also used IEPI funds to hire Zogotech, an outside firm, to develop a data warehouse for the entire District. This work is in process.

Although the College expanded the Office of Institutional Research with two positions, the Director has been on an unexpected leave for several months. The Research Coordinator and Research Assistant have been working diligently to meet the research needs of the College. However, the College is looking at alternative options to increase the active staffing or support for the Office of Institutional Research.

During 2016-17, as part of the plan to expand data and information available to the College, the Office of Institutional Research has developed several reports that it is publishing annually, such as the Institutional Effectiveness Report and the Student Success Report, and has augmented program review data to include program-specific equity data. In 2017, the College purchased a program called Tableau, which the College will use to develop data dashboards so that personnel have greater access to a variety of interactive data on a regular basis. Using Tableau, faculty and staff can query very specific data needs on their own and receive reports that are easy to read and understand.

The growth of the Office of Institutional Research is just the beginning. The Accreditation Steering Committee identified that not only do faculty, staff, and administrators need access to more data, they need more instruction in and assistance with using data to improve decision making. To that end, the College hosted guest speakers on Opening Day/Duty Day in spring 2017 who presented and led a workshop on using equity data to improve programs. More regular

opportunities to analyze and apply data to decision making are essential to the ongoing improvement of CCC programs and services.

Project Description

CCC faculty, staff, and administrators value the use of data in decision making. To strengthen their ability to do so, they need more information about how to access existing data, expand available data, improve understanding of the data and application of that data to decision making. The College has already begun its efforts in these areas, starting with the inclusion of data-related goals in the Strategic Plan 2017-2021.

On Opening Day/Duty Day in fall 2017, the Research Coordinator conducted a survey of faculty, staff, and administrators about their confidence with and knowledge about where to access data, how to interpret data, and how to use data in decision making as well as their additional data needs. The Research Coordinator also announced that she is holding regular “Data Days” forums that personnel can attend for more specific discussions about their use of data in their various disciplines and departments. At the fall 2017 planning retreat, the Research Coordinator reported the results of the Opening Day survey and led further discussions with attending faculty, staff, students, and administrators about data tied to the College’s Mission and employees’ data needs.

The project will continue over the next several years, first ensuring that needed data is available and easily accessible for College constituents. The College will work on improving the Office of Institutional Research’s webpage on the new website so that data is clearly organized and easy for users to access. In addition, the College will partner with the District to develop data dashboards and provide more data for constituents. The Office of Institutional Research works with the Director of Marketing and Communication to share the updates college wide.

The College will also support faculty, staff, and administrators with understanding data and applying it to decision making through a variety of professional development opportunities. The College will also revise templates for evaluating key planning documents, such as the Strategic Plan, department plans, and action plans, to better incorporate the application of data analysis. In doing so, the College strives to make the use of data in decision making part of its culture of excellence and continual improvement.

Action Items and Measurable Outcomes

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
Expand internal and external data available in an easy-to-use and understand format. (Strategic Plan goal 6.1.1)	Develop data dashboards, Tableau tables/charts, student success data, Institutional Effectiveness Report, etc.	Purchase Tableau site licenses; Hire consultants to train and help develop dashboards	Office of Institutional Research, President; Vice President of Instruction and Student Services	2017-2020 (note: ongoing)	Reports documented on website; Institutional Effectiveness Report presented at College Council
Expand internal and external data available in an easy-to-use and understand format. (Strategic Plan goal 6.1.1 and 6.1.2)	Develop data warehouse	None (Zogotech already hired)	Director of Institutional Research; Office of Institutional Research; President; Manager of Admissions and Records	2017-19 (note: ongoing)	Consistent college data reports generated
Inform faculty, staff, and administrators about where to access existing data. (Supports Strategic Plan goal 6.1.1)	Reorganize the Institutional Research webpage to house variety of data on the new website.	None	Director of Institutional Research, President, Webmaster	2017-18	Website developed and open to public viewing.
Inform faculty, staff, and administrators about where to	Communicate to the campus the new Office of Institutional	None	Director of Marketing and Communication, President, Vice President of	2018-19	Survey of faculty, staff, and administrators.

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
access existing data. (Supports Strategic Plan goal 6.3.1)	Research website link via newsletters, e-mail, etc.		Instruction and Student Services		
Provide professional development for College constituents to better understand the data. (Supports Strategic Plan goal 6.1.3)	Professional Development opportunities for faculty, staff, and administrators to teach how to develop useful data, understand how to interpret data provided related to their department and/or service area, and how to use data analysis to support college planning	Computer lab space, printed materials	Office of Institutional Research, President, Vice President of Instruction and Student Services	2017-2020 (note: ongoing)	Number of workshops held, number of attendees, survey results
Promote the use of data to make improvements. (Supports Strategic Plan goal 6.1.3)	Application of understanding the data to Strategic Plan, department plans, and action plans	Annual data provided to support the cycle of planning and assessment as well as coordination between Office of	Office of Institutional Research; Director of Marketing and Communication, President, Vice President of Instruction and Student Services	2018-2021 (note: ongoing)	Revised templates for assessment of the Strategic Plan, department plans, and action plans to include demonstration

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
		Institutional Research and faculty, staff, and administrators			of data-driven processes
Promote the use of data to make improvements. (Supports Strategic Plan goal 6.1.3 and 2.1.1)	Faculty, staff, and administrators utilize data for improvement in department plans, program review, Action Plan Requests, outcomes and assessment reports, etc.	No additional resources	President, Vice President of Instruction and Student Services, Vice President of Administrative Services, Deans, Directors, Managers	Ongoing	An analysis of the reports reflect faculty, staff, and administrators making improvements based on data; survey results

Action Project #2: Building the Infrastructure for Distance Education Program to Ensure Continued Success

CCC has a long history of offering courses to students via distance education, both in hybrid and 100% online formats. Distance education offerings have always been a small portion of the College’s overall course offerings; however, the College looks to increasing those course offerings as it grows. The College’s intent is captured in Strategic Plan 2017-2021 Goal 1.2, “Expand flexible learning options to support student equity and adult learners, including Dual Enrollment, Distance Education, and Non-credit opportunities.” As the College grows the distance education program, faculty, staff, and administrators discussed the need to build a strong infrastructure to ensure that as distance education grows, courses and programs reflect the College’s emphasis on excellence and support students’ success. To create that infrastructure, this action project includes several related goals:

1. Create a system to identify student readiness for online courses and support students who may not be ready for online learning

2. Increase the number of faculty who are certified to teach online
3. Establish an oversight group to make policy recommendations for distance education
4. Increase the number of exemplary online courses, as defined by the California Community Colleges Online Education Initiative Course Design Rubric

Overview of Current Status

CCC faculty, staff, and administrators work to provide quality online instruction for students in its online courses. The College currently has a Distance Education Coordinator who is the liaison between faculty and administration in all distance education matters, who reviews courses of faculty new to distance education, who works with the colleges in the District, and if requested, who reviews curriculum. The College has a Distance Education Handbook, which outlines resources and policies for instructors who teach distance education courses. These policies include CCC's regular and effective contact policy, student authentication policy, and faculty readiness requirements for teaching online. Also included in the Handbook is a copy of the Distance Education Addendum for the Course Outline of Record. While CCC faculty and administrators are pleased that the College's success and retention rates for distance education courses are above the state average, like other colleges, they lag behind the success and retention rates of traditional face-to-face courses. Furthermore, online teaching and the definitions of quality online courses have changed dramatically in the last few years, particularly as the Online Education Initiative has developed a common rubric by which to measure courses.

In addition, CCC has been growing and changing significantly since it received Initial Accreditation in 2015. As a result of this growth, the College redesigned its committee structures, which separated the previously combined Distance Education/Technology Advisory Committee and created an independent Technology Committee. While various committees and groups on campus are involved in overseeing the quality of distance education (including the Student Success and Equity Committee, Program Review Committee, and Curriculum Committee), no unified group is responsible for distance education policy recommendations. Therefore, following the process established in the revised Governance Handbook, College Council has charged an *ad hoc* group with the responsibility of investigating the best structure for the oversight of distance education. The *ad hoc* group will report back to College Council by the end of the fall 2017 semester. As the College continues to grow, it is essential that faculty and administrators invest the time and effort into building an infrastructure for online learning and teaching.

Project Description

There will be four main goals the College is working toward:

1. Create a system to identify student readiness for online courses and support students who may not be ready for online learning
2. Increase the number of faculty who are certified to teach online
3. Establish an oversight group to make policy recommendations for distance education
4. Increase the number of exemplary online courses, as defined by the California Community Colleges Online Education Initiative Course Design Rubric

These goals and the activities associated with each will allow the College to build the necessary structural components required for a successful Distance Education program.

Most important to any online program are the students in the program. The College has identified two causes of low retention and success in the unreadiness of students to successfully navigate the online world and a general lack of study skills, a lack that is harder to mitigate when the students are not regularly seeing on-campus instructors. The College will use Quest to identify students who fall into one or both of these categories and work to remediate the problems. Quest is an online, self-paced course that contains the Smarter Measure assessment. This tool, provided by the state Chancellor’s Office, allows the students to answer a series of questions that gauge their readiness for online learning. The College will use the results of the Quest assessment to target students in need of support and supplemental learning, and through the existing Early Alert and other programs, the students will be referred to appropriate sources: technological support through an online course designed for this type of support: Learning and Working in a Digital Society" or through tutorials on study skills.

Even faculty who have been previously certified need to be aware of the dramatic changes in technology and pedagogy so targeted professional development is essential to distance education. Ongoing training, particularly in the areas of assessment and accessibility, and the peer course-review process will build a culture of sustained reflection to keep faculty current regarding best practices.

Action Items and Measurable Outcomes

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
Create a system to identify student readiness for online courses	Implement Quest For Success	Coordination between instructional and	DE Coordinator, Instructional Designer,	2017-18: Implement Quest and review initial	Review success and retention data

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
and support students who may not be ready for online learning. (Supports Strategic Plan goals 2.3.2 and 3.3.2)		counseling faculty	and Title V Early Alert Counselor	student data. Revise course to personalize to the CCC campus. 2018-19: Implement revised Quest course and assess whether further changes should be made. 2019-20: Continue to implement and assess course.	for online courses. Identify the number of Early Alert referrals. Identify the number of students enrolling and completing the modules.
Create a system to identify student readiness for online courses and support students who may not be ready for online learning. (Supports Strategic Plan goals 2.2.2 and 2.3.2)	Implement IS 11: Learning and Working in A Digital Society	IS faculty to teach sections that are offered	IS faculty, Title V Early Alert Counselor	SP 18: Build course and work with counseling to develop system to place students. 2018-19: Pilot course and assess. 2019-20: Offer more sections.	Compare success and retention data for online courses for students who have completed the course with those who have not and who were also referred to Early Alert.
Increase the number of faculty who are certified to teach online.	Create, implement, and review CCC DE	None	Instructional Designer, DE Coordinator	SP 17: Create certification course	Track the number of faculty available to

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
(Supports Strategic Plan goals 2.2.1 and 2.2.2)	Certification Course			2017-18: Implement pilot; revise course and continue to offer 2018-20: Continue to offer and assess course FA 17: Get Area D units from Salary Advancement Committee for faculty who complete certification	teach online courses.
Establish an oversight group to make policy recommendations for distance education. (Supports Strategic Plan goal 6.2.2)	Establish distance education oversight group	None.	<i>Ad hoc</i> committee established by the College Council, College Council, DE Coordinator	FA 17: College Council charges an ad hoc group to investigate the best structure for a distance education oversight group per the CCC Governance Handbook SP 18: Based on the <i>ad hoc</i> committee's decision,	The specific oversight group will be established, per the procedures in the governance handbook. Once an oversight group is established, it will meet regularly, and will be evaluated as part of the

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
				establish a DE Committee 2018-19: Begin meeting as a committee and make recommendations for DE policies, including establishing a CCC rubric for quality courses.	evaluation of the Governance Handbook.
Establish an oversight group to make policy recommendations for distance education. (Supports Strategic Plan goals 6.2.2 and 6.3.1)	Revise Distance Education Handbook		DE Coordinator, Instructional Designer, DE Committee	FA 17: Update Handbook to make minor changes for accuracy SP 18: Review current DE Handbook with new oversight group and recommend changes	
Increase the number of exemplary online courses, as defined by the California Community Colleges OEI Course Design Rubric	Create and maintain a course review process		DE Coordinator, Instructional Designer, DE oversight group	SP 18: Discuss course review process with DE oversight group FA 18: Begin training course reviewers and	Determine the number of aligned courses after each round of course review. Regular norming

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
				solicit participants SP 19: Pilot course review with two courses and six reviewers 2019-20: Continue training to expand number of course reviewers and expand number of courses reviewed	sessions with faculty to assess their rubric knowledge and understanding.
Increase the number of exemplary online courses, as defined by the California Community Colleges OEI Course Design Rubric	DE Flex Series (Ongoing training for faculty who are already certified)	None.	DE Coordinator, Instructional Designer	2017- 20: Continue to offer trainings to faculty who are currently teaching online to maintain quality standards. (Note: ongoing)	Assess courses through the course review process.
Increase the number of exemplary online courses, as defined by the California Community Colleges OEI	Assessment Training and Review	None.	Instructional Designer	2017-20: Continue to offer trainings to faculty who are currently teaching online to maintain quality standards.	Assess courses through the course review process.

Goal/Desired Outcome	Action Item	Resources Needed	Responsible Person(s)	Timeline	Assessment Strategy
Course Design Rubric				(Note: ongoing) SP 18: Create self-paced modules for assessment training for faculty teaching online	
Increase the number of exemplary online courses, as defined by the California Community Colleges OEI Course Design Rubric	Accessibility Review and Training	None.	Instructional Designer, DE Coordinator	FA 17: Offer campus and campus-sponsored training for accessibility SP 18: Create self-paced modules for accessibility training for faculty teaching online 2018-20: Continue training and begin assessing courses for accessibility	Assess courses through the course review process.

*The composition of the Accreditation Steering Committee changed in fall 2017 when the College began piloting the committee structures in the new Governance Handbook. The Accreditation Steering Committee is still lead by tri-chairs representing faculty, classified professionals, and administrators, but the other committee members are not the tri-chairs of the

Standard Committees, which in the future will be ad hoc groups charged with assisting during the institutional self-evaluation process and dissolved upon its completion.

Changes and Plans Made as a Result of the Accreditation Process

Since Clovis Community College became a stand-alone College in the summer of 2015, there has been a multitude of changes as a result of this accreditation process. Below are the four major themes:

1. **Educational Master Plan.** In fall 2016, the President utilized the resources of an outside consultant to assist the College in updating the Educational Master Plan. This updated plan is a ten year planning guide (2017-2027) to help the College with future planning. While the framework of the plan was with the guidance of the consulting group, faculty, staff, students, and administrators all took a leading role in developing this critical document. College Council reviewed, discussed, and utilized data from internal scans, external scans, student success metrics, and survey data in developing the six major goals of the College's Educational Master Plan. A planning retreat attended by faculty, staff, students, and administrators guided the College in the work of updating the College's Educational Master Plan. This document was essential in the next steps of significant change at the College (see below).
2. **2017-2021 Strategic Plan.** In spring 2017, the President took the lead on building an updated Strategic Plan for the College. This is a four-year strategic plan that aligns with the recently revised State Center Community College District Strategic Plan. With the College's Mission, along with embedded core values, faculty, staff, students, and administrators reviewed documents such as the updated Educational Master Plan along with various College-related data. This updated Strategic Plan is a four year planning guide (2017-2021) to help the College with day-to-day planning. While the framework of the plan was with the guidance of the consulting group, faculty, staff, students, and administrators participated in the drafting of the Strategic Plan 2017-2021 by reviewed data from the Educational Master Plan, including a review of the external scan and survey results to identify the strategic goals and objectives for the Strategic Plan. Strategic Plan goals promote improvements in student learning and student achievement. These goals include, but are not limited to, 1) Access: Expand opportunities and remove access barriers, 2) Teaching and Learning: Promote excellence and opportunities, and 3) Supporting Student Success: Provide comprehensive services while promoting equity. College Council guided the development of the Strategic Plan, and all constituent groups, including the Academic Senate, Classified Senate, and Associated Student Government, reviewed and approved the plan. College Council reviewed the final

plan on May 12, 2017 and recommended it for submission to the Board of Trustees. The Board approved the Strategic Plan on July 11, 2017.

- 3. Governance Handbook.** An example of the College’s commitment to collaborative decision making and college-wide improvement is the process for updating the Governance Handbook. Based on feedback from various constituent groups and Academic Senate, College Council charged an *ad hoc* group with the task of analyzing, reviewing, and recommending revisions and updates to the participatory governance structure. During summer 2017, the *ad hoc* group met for more than 30 hours to complete this project. The group, including faculty, staff, students, and administrators, held detailed and robust discussions regarding the governance and committee structure needed to ensure that the College maintained an inclusive and collegial decision-making environment during its rapid growth. During the fall 2017 Opening Day session, the Academic Senate President, Classified Senate President, and Associated Student Government President presented a draft of the Governance Handbook 2017-18 to the College. Over the next months, program members, constituent groups, and Academic Senate have continued to hold follow-up discussions and recommend revisions to the newly revised Governance Handbook 2017-2018. Feedback is being tracked, and the *ad hoc* group will review and update the Handbook before it goes out to constituency groups for review and final adoption by College Council.
- 4. Program Review Process.** An *ad hoc* group of College Council is currently assessing the program review process, with likely revisions, to make the process more effective and efficient and more responsive to current issues, trends, and initiatives.
- 5. Actionable Improvement Plan Chart**

Actionable Improvement Plan	Standards	Strategic Plan Goal(s)	Person(s) or Committee(s) Responsible	Timeline for Completion	Outcome
<p>The College is reviewing and revising its current process for program review in order to make the process more effective and efficient and more responsive to current issues, trends, and initiatives.</p>	<p>I.B.5, II.A.16</p>	<p>6.2.3: Evaluate and update the college planning processes.</p>	<p>Ad hoc of College Council, Program Review Coordinator, VPISS</p>	<p>FA 17: Revised process completed.</p> <p>SP 18: Constituency review and adoption.</p> <p>FA 18: Revised process implemented.</p>	<p>Instructional and non-instructional programs will complete Program Review following the new process, according to an updated timeline, and will use the results for program improvement and integrated planning.</p>
<p>The College is developing a formal workflow process (1) for verifying that information posted to the website is thorough and accurate and (2) for regular review of existing information on the website.</p>	<p>I.C.1</p>	<p>6.3.1: Improve internal and external communication structure.</p>	<p>Director, Marketing and Communication</p>	<p>SP 18: Process developed.</p> <p>FA 18: Process implemented.</p>	<p>The College will follow a process for verifying the accuracy of information posted on its website and for regular review of existing information to ensure the accuracy and clarity of that information.</p>

Actionable Improvement Plan	Standards	Strategic Plan Goal(s)	Person(s) or Committee(s) Responsible	Timeline for Completion	Outcome
The Office of Institutional Research and administration will identify additional appropriate resources for employment data.	II.A.1	6.1.1: Expand internal and external data available in easy to use and understand format.	Office of Institutional Research, President, Dean of Instruction, CTE	Fall 2018	Additional resources for employment data will be available for faculty and administrators to use in the planning and evaluation of instructional programs.

Actionable Improvement Plan	Standards	Strategic Plan Goal(s)	Person(s) or Committee(s) Responsible	Timeline for Completion	Outcome
<p>Continue to improve assessment processes for outcomes at all levels, particularly program and general education-level outcomes, and widely share effective outcome practices and results college wide to improve teaching and learning.</p>	<p>II.A.3</p>	<p>2.1.1: Create an environment of evidence where Student Learning Outcome (SLO) data is used to improve teaching and learning.</p>	<p>Student Learning Outcomes Coordinator, Service Unit Outcomes Coordinator, Outcomes and Assessment Committee, VPISS</p>	<p>Ongoing</p>	<p>Additional support and training for outcome assessment and analysis will be available.</p> <p>Assessment results will inform improvements to teaching and learning.</p> <p>Effective practices and assessment results will be shared with the College community.</p>
<p>The College is updating and will implement the 2017-2021 Technology Plan.</p>	<p>III.C.1</p>	<p>6.2.3: Evaluate and update college planning processes.</p>	<p>Dean of Instruction, STEM and Technology Services; Technology Committee</p>	<p>FA17: Plan completed and reviewed by constituency groups.</p> <p>SP 18: Plan implemented.</p>	<p>The College will use the updated Technology Plan to plan for technology maintenance, training, and purchases.</p>

Actionable Improvement Plan	Standards	Strategic Plan Goal(s)	Person(s) or Committee(s) Responsible	Timeline for Completion	Outcome
The College will continue to increase staffing to support enrollment growth.	III.A.7, III.A.9, III.A.10, IV.B.2	5.3: Provide adequate staffing to support new facilities and increased student enrollment.	SCCCD Chancellor, SCCC Vice Chancellor of Human Resources, President, vice presidents	Ongoing	The College will annually evaluate staffing at all levels of the institution, submit requests for additional positions according to existing prioritization processes, and add those positions as funding becomes available.
The College will continue adjusting the organizational structure to support staffing and enrollment growth.	III.A.10, IV.B.1	5.3: Provide adequate staffing to support new facilities and increased student enrollment.	President, President's Council	Ongoing	As the College expands staffing, the President and President's Council will evaluate the existing organizational structure and reorganize that structure as needed.

Actionable Improvement Plan	Standards	Strategic Plan Goal(s)	Person(s) or Committee(s) Responsible	Timeline for Completion	Outcome
Through the Six-Year Planning and Assessment Calendar, the College will continue to evaluate and update planning and communication processes.	I.B.7, I.B.9, IV.A.7	6.2.3: Evaluate and update college planning processes.	Vice President, Instruction and Student Services; College Council; Academic Senate; Classified Senate; Associated Student Government	Ongoing	At appropriate intervals in the six-year planning cycle, the College will further evaluate its planning and communication processes and implement improvements.

Actionable Improvement Plan	Standards	Strategic Plan Goal(s)	Person(s) or Committee(s) Responsible	Timeline for Completion	Outcome
The Governance Handbook draft will be updated and adopted.	IV.A.2, IV.A.3, IV.A.5	6.2.2: Clarify the flow of communication for college decision-making.	Ad hoc group of College Council, College Council, President, Academic Senate, Classified Senate, Associated Student Government	Spring 2018	The College will implement the governance structure and will follow guidelines for committees and communication processes described in the Governance Handbook. Per the Six-Year Planning and Assessment Calendar, the Governance Handbook will then be reviewed every two years.

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