



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Clovis Community College
10309 North Willow Avenue
Fresno, Ca. 93730

to

Accrediting Commission for Community and Junior Colleges

August 1, 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

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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. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.

Signatures:



Dr. Carole Goldsmith, Chancellor, State Center Community College District


Magdalena Gomez (Jun 26, 2024 21:44 PDT)

Magdalena Gomez, President, State Center Community College District- Board of Trustees


Kim Armstrong (May 17, 2024 16:02 PDT)

Dr. Kim Armstrong, President, Clovis Community College


Monica Chahal (May 21, 2024 09:37 PDT)

Dr. Monica Chahal, Accreditation Liaison Officer, Clovis Community College



Dr. Teresa Mendes, Academic Senate President, Clovis Community College



Caryss Johnson, Classified Senate President, Clovis Community College

Jeremiah Lopez
Jeremiah Lopez (Jun 6, 2024 10:58 PDT)

Jeremiah Lopez, Associated Student Government, President, Clovis Community College

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Forward to the Institutional Self-Evaluation Report:

On behalf of the Accreditation Steering Committee at Clovis Community College, we are so pleased to present our Institutional Self-Evaluation Report in pursuit of the reaffirmation of our Accredited status. Completing this comprehensive study of Clovis Community College and the many changes that have taken place over the last seven years has truly been a collaborative effort. From documenting the purposeful and innovative improvements made by the Student Services Division, to sharing how faculty have worked to sustain student engagement in online courses, a variety of perspectives and contributions have been integrated within this reflection to proudly and accurately capture the identity of our institution. An equally important step in this process has been to share what it means to become and sustain an accredited status with new faculty and staff, and why the cycle of reflection and documentation is an important aspect of improvement and innovation across the college.

One of the most significant choices we made as a college and larger district was to respond to the recently updated Accreditation Standards and Peer-Review Process. The chance to streamline yet strengthen our responses in accordance with the precise language of the new standards was something that Clovis, and our sister colleges alike, were not willing to miss. In doing so, our college has worked to highlight what is truly the best and most recent examples of how and why Clovis Community College fulfills our larger mission to “Create Opportunities One Student at a Time” and fully consider the areas we have room to refine and improve our students’ experiences.

Among the many areas we proudly discuss throughout the Self-Evaluation, a few of the highlights are as follows:

- Expansive and intuitive library services and instruction
- Establishment and success of a robust Athletics Program
- Effective and continual training for Online instruction
- Efficient and updated Student Services in the way of counseling and DSP&S services
- Updated Program Review Process

Throughout the writing process, we also discovered areas in need of refinement and focus:

- Disaggregating data at all levels of the Institution
- Refining the college’s response to issues of Academic Freedom and explanation of the concept college-wide
- Closing the “gap” regarding the utilization of data to improve student success rates at the course level.

Clovis Community College’s Institutional Self-Evaluation Report seeks to tell the story of how and why students’ time spent at Clovis is one of purpose and growth. Our dedicated administration, faculty, and staff work together to promote an environment of innovation and integrity to ensure that Clovis is the “College of Choice” for students to begin their academic journey in higher education. Please enjoy the following reflection on how our goals, processes, accomplishments, and recognized challenges align with the educational standards of the Accrediting Commission of Junior and Community Colleges.

A. Introduction: Institutional Context

In the 1990s, the State Center Community College District (SCCCD) established centers in the district's northern areas of Madera and Oakhurst 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 near 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 Clovis site growth, in 2003, the Board of Trustees acquired 110 acres for a permanent site 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 current 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. Clovis Community College became the 113th community college in the state of California and is one of four fully accredited colleges 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 a 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.

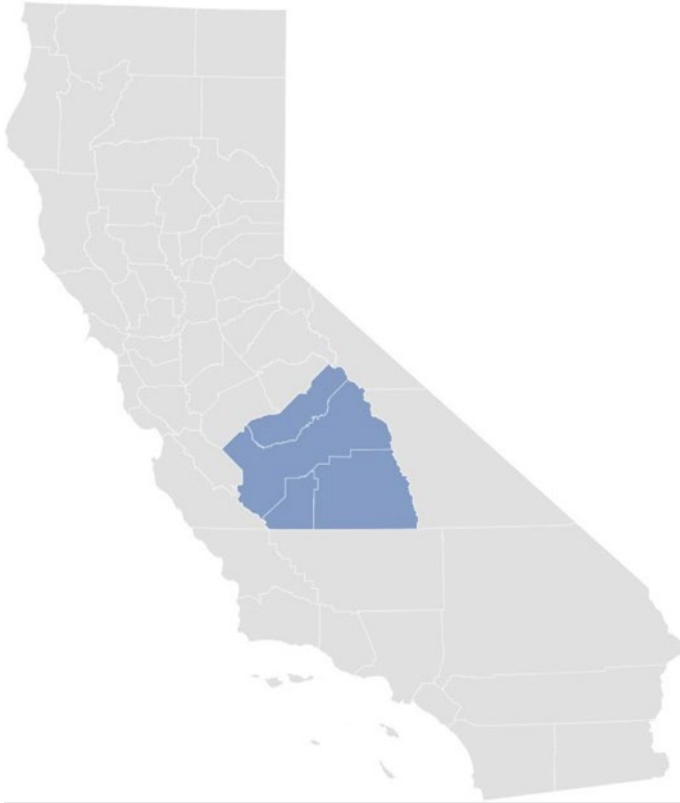
- 2013 First college campus president, Deborah Ikeda, hired to oversee the campus.
- 2014 The Board of Governors approved the Needs Assessment Report.
- 2014 Board of Governors approved name change from Willow International Community College Center to Clovis Community College.
- 2014 ACCJC approved name 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.
- 2018 Clovis Community College earns reaffirmation of Accreditation from ACCJC
- 2022 Groundbreaking on Academic Center 3 (AC3)
- 2023 Dr. Kim Armstrong hired as the 3rd Clovis Community College President.

College Service Area:

To better understand the population outside and around the college, CCC partnered with Emsi, a leading provider of labor market data, to complete a program demand gap analysis, which assesses regional job openings against educational program completions.

For the program demand gap analysis, CCC serves the Clovis Service Region, comprising four counties in California: Fresno, Kings, Madera, and Tulare (Figure 2).

Figure 2: College Service Area



Source: EMSI Program Demand Gap Analysis (2020)

Service Area Populations:

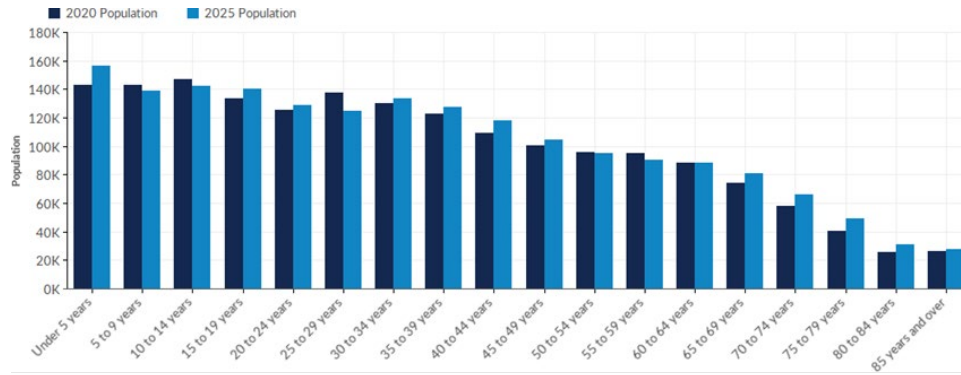
Historical and projected changes in the regional population are presented and based on the 2020 EMSI Program Demand Gap Analysis. In 2010, 1,678,430 people lived in the Clovis Service Region, and 1,858,830 people are projected to live in the region by 2030, an increase of 11%. As a comparison, the projected growth of both California and the United States for the same 20-year period is 10%.

Service Area Age Profiles:

Figure 3 shows the percentage of the population in each of the age segments. The first bar shows the data for 2020 and the second bar shows the data for 2025. This chart illustrates the projected shifts in population relative to age.

The data shows that the portion of the population in the age segments from 5-24 years will increase slightly. The percentages of the population in all the age segments from 25-29 years of age will have the largest decrease (-9%). The segment of 20-24 years of age is the prime college-going population. This segment currently comprises 7% of the service area population and will increase 3% by 2025 keeping pace with the overall growth by age which is also 3%.

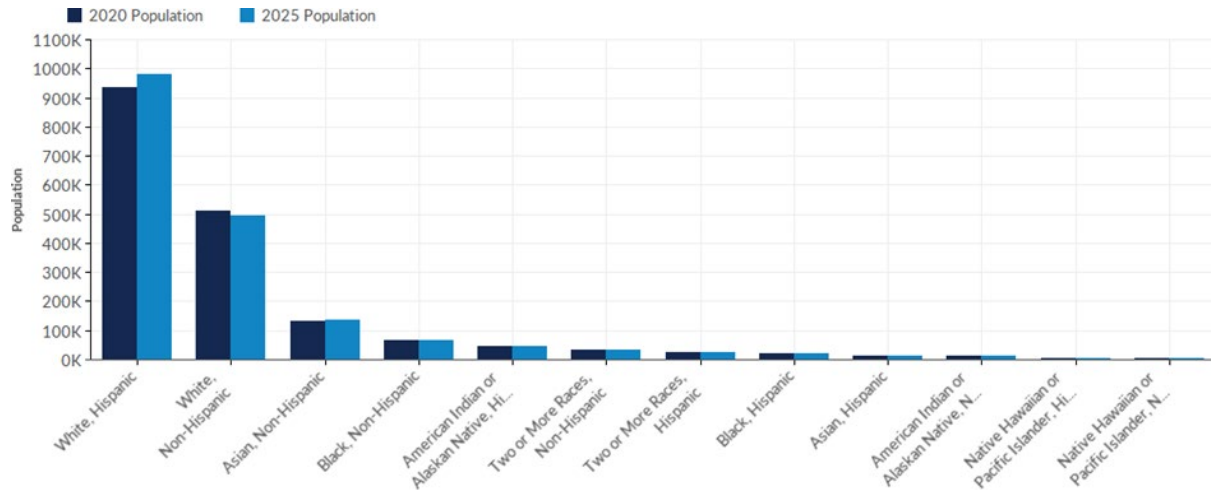
Figure 3: Service Area Age Profile



Source: EMSI, Analysis by Office of Institutional Research

Service Area Race/Ethnicity Profile:

Figure 4 shows the 2020 race/ethnicity profile and projection for 2024.



Source: EMSI, Analysis by Office of Institutional Research

NOTE: The United States Census considers “Hispanic” an origin, not a race. People of Hispanic origin can be of any race. Data is presented as such, with each race qualified as either Hispanic or non-Hispanic.

The service area population is primarily “White, Hispanic” (52%) and is projected to increase 5% by 2025. The next largest groups are “White, Non-Hispanic” (29%), “Asian, Non-Hispanic” (7%) and “Black, Non-Hispanic” (4%). In Figure 4, the total adult Hispanic population is 57% of the total while CCC has a 44% Hispanic college student rate. Furthermore, CCC has a greater than service area population of “Asian, Non-Hispanic” students (11% compared to 7%) and a smaller “Black, Non-Hispanic” student base (2% compared to 4%).

Service Area Educational Attainment:

Educational attainment data is useful for targeting specific population groups with low education levels. The population and educational attainment numbers in this section are based on Emsi’s demographic data and publicly available sources from state and federal agencies. Sources include annual population estimates and population projections from the U.S. Census Bureau and birth and mortality rates from the U.S. Health Department. In addition, demographic information relies on the annual results of the American Community Survey. Educational attainment data covers the population in the Clovis Service Region aged 25 years or more, referred to as adults, and indicates the highest award level achieved.

Demographic information is presented by gender and the major race and ethnic groups, and educational attainment data are broken out according to the following award categories:

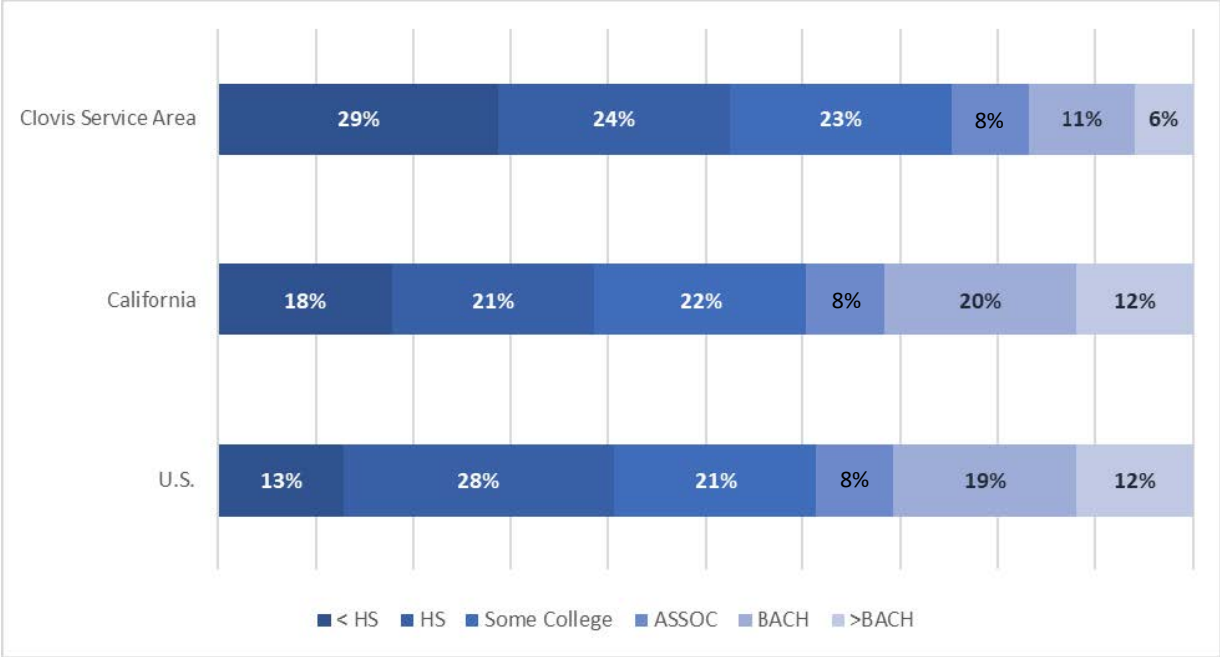
- Less than a High School Diploma (<HS);
- High School Diploma or Equivalent (HS);
- Some College;
- Associate degree (ASSOC);
- Bachelor’s degree (BACH); and
- Greater than a bachelor’s degree (>BACH).

Approximately 1.1 million adults live in the Clovis Service Region, and Figure 5 displays their highest educational attainments, without reference to gender and the major race and ethnic groups. State and national data are also presented for context. In the region, 52.6% of adults have a high school diploma or less, which is more than the state average (39.4%) and more than the national average (41.0%). Out of all the award categories in the figure, the people who are most likely to seek education and training from CCC are those in the “Less than High School Diploma,” “High School Diploma,” and “Some College” categories.

Together, these categories total 832,920 people or 75.5% of the region’s adults.

NOTE: The “Some College” category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a postsecondary vocational award or professional certification but did not receive an associate or bachelor’s degree.

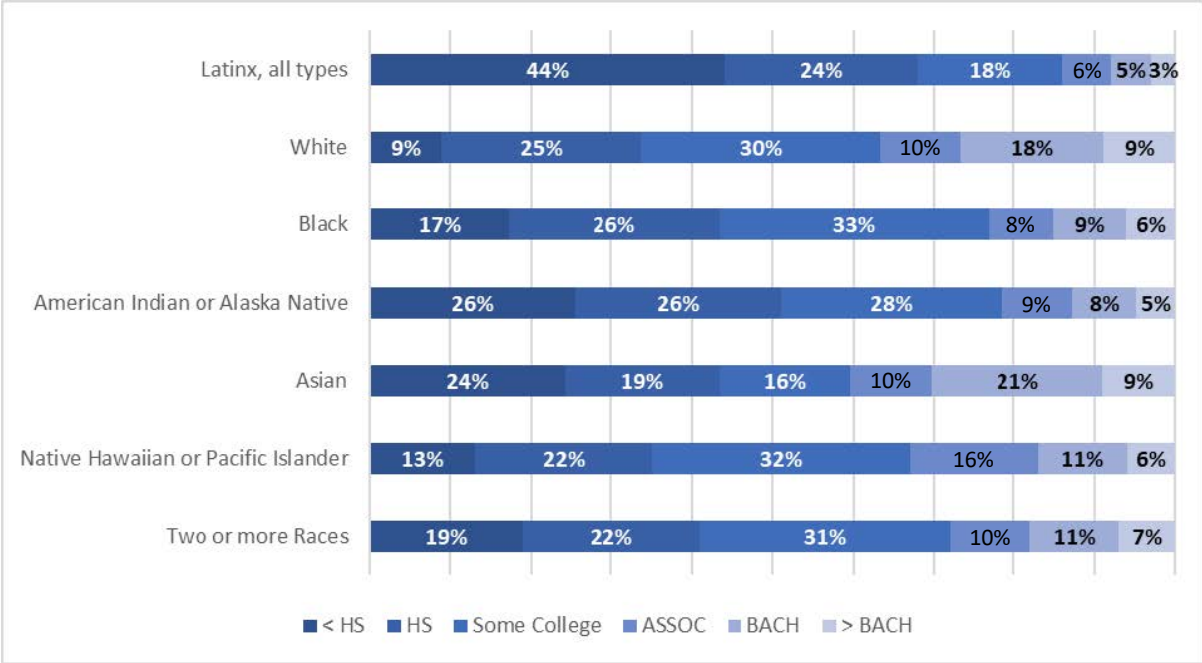
Figure 5: Highest Educational Attainment of Adults in the Clovis Service Area, California, and the U.S.



Source: EMSI Program Demand Gap Analysis (2020)

Figure 6 displays the highest educational attainment of the Clovis Service Region’s adults by their race and ethnic groups. White, non-Hispanic adults have the highest percentage of adults with a postsecondary education (66.2%) among all the groups. The Native Hawaiian or Pacific Islander, non-Hispanic group follows with 62.2%. Hispanic, all types have the lowest levels of educational attainment in the region. Across all groups, these data suggest that there are many opportunities to increase the educational attainments of the region’s adults, whether such actions involve outreach to local high schools or supporting CCC students who plan to transfer into a bachelor’s degree level program.

Figure 6: Highest Educational Attainment of Adults in the Clovis Service Area by Race and Ethnicity

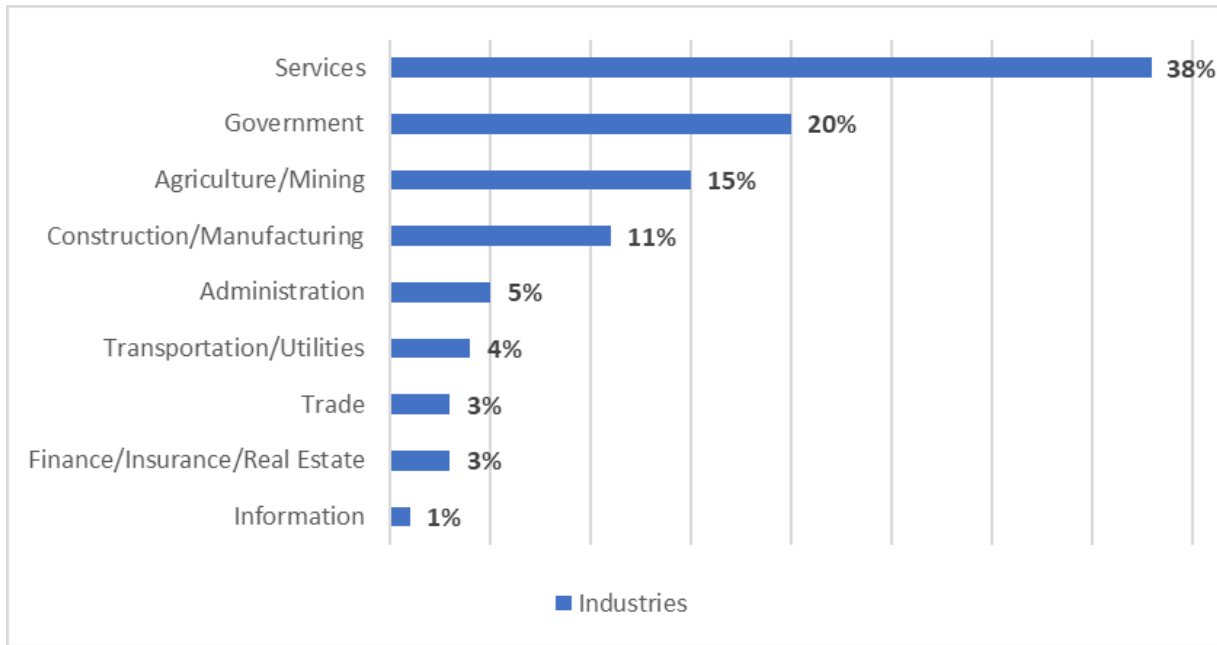


Source: EMSI Program Demand Gap Analysis (2020)

Service Area Employment Profile:

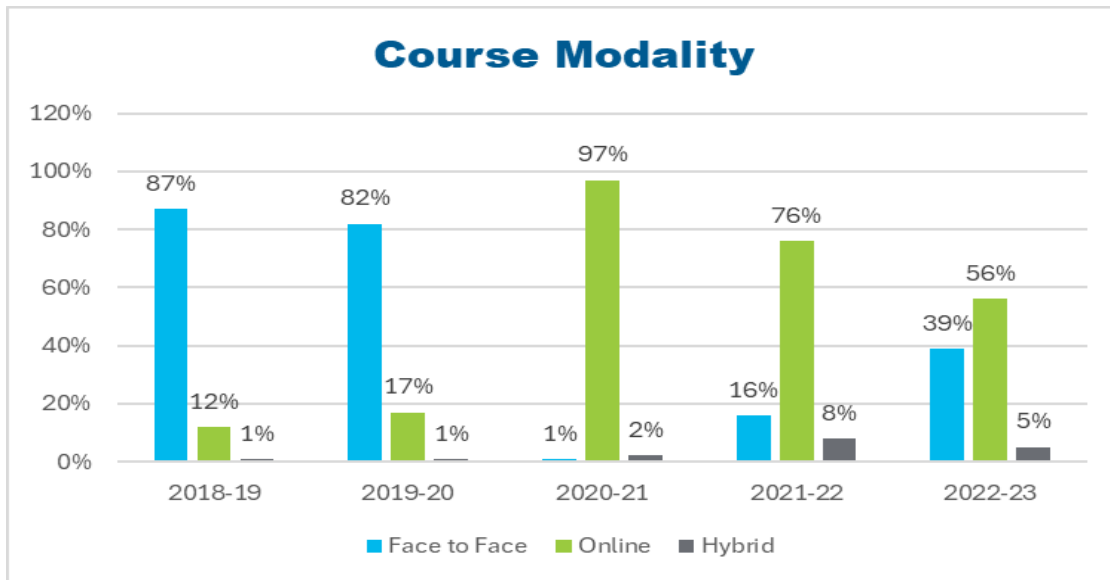
Almost 40% of the service area population (16 years and older) are employed in the Services industry. This is followed by Government (20%), Agriculture and Mining (15%), Construction and Manufacturing (11%), and Administration (5%).

Figure 7: Service Area Employment Profile

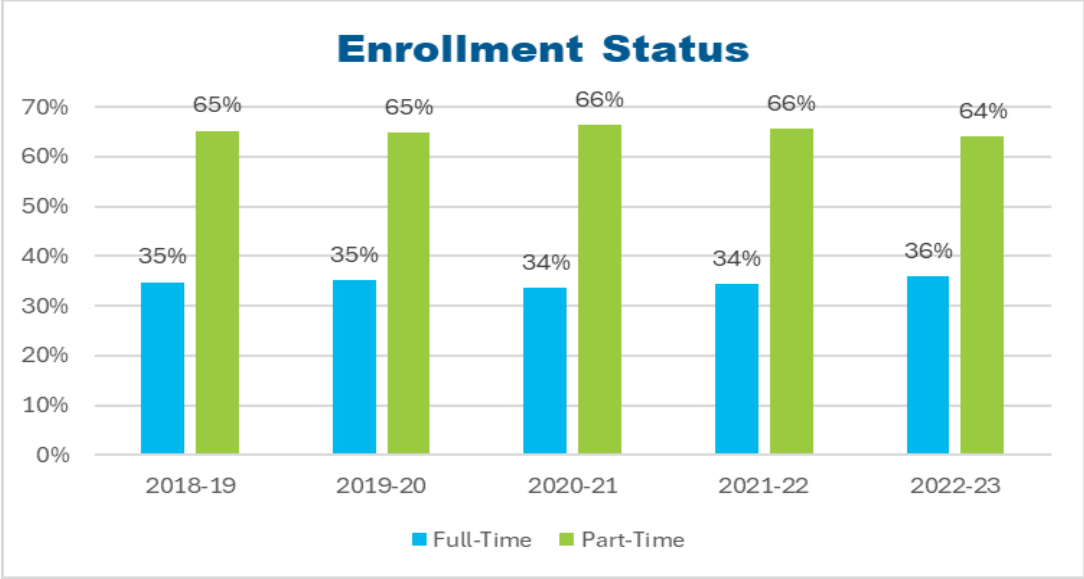


Source: EMSI; Analysis by Office of Institutional Research

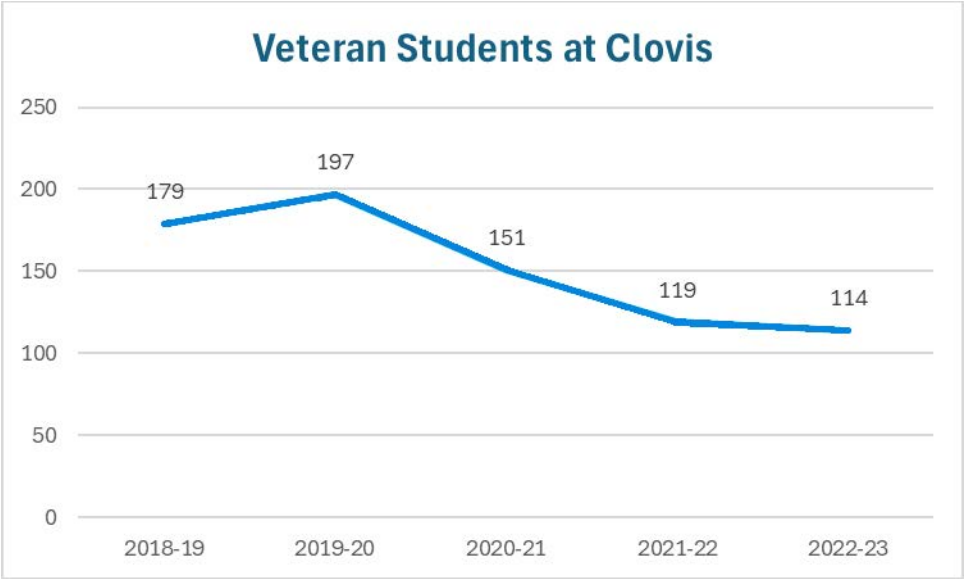
Enrollment Trends:



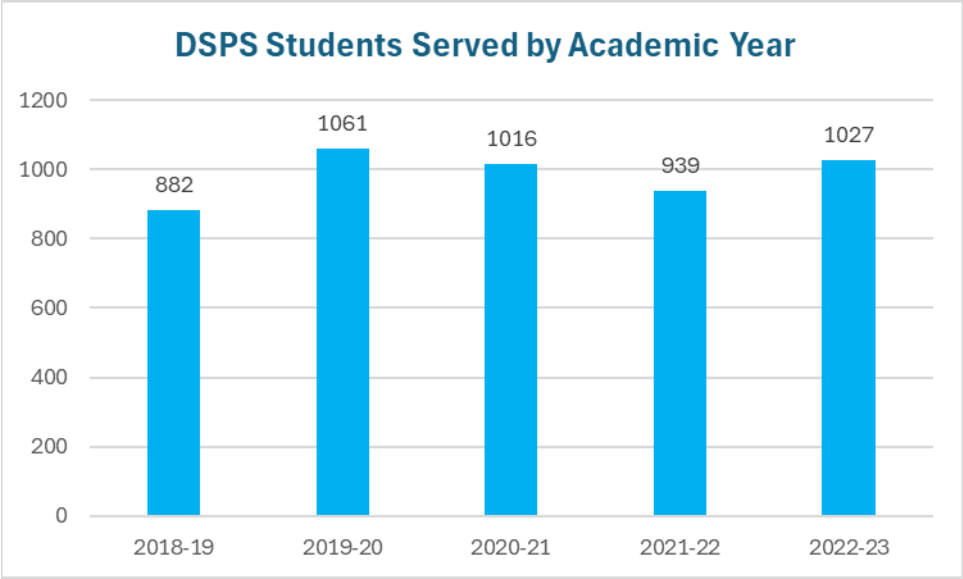
Prior to the pandemic, Face to Face classes made up approximately 85% of enrollment with online cases ranging between 12% and 17%. For the 2022-23 academic year, face to face made up 39% and online made up 56% of all enrollments.



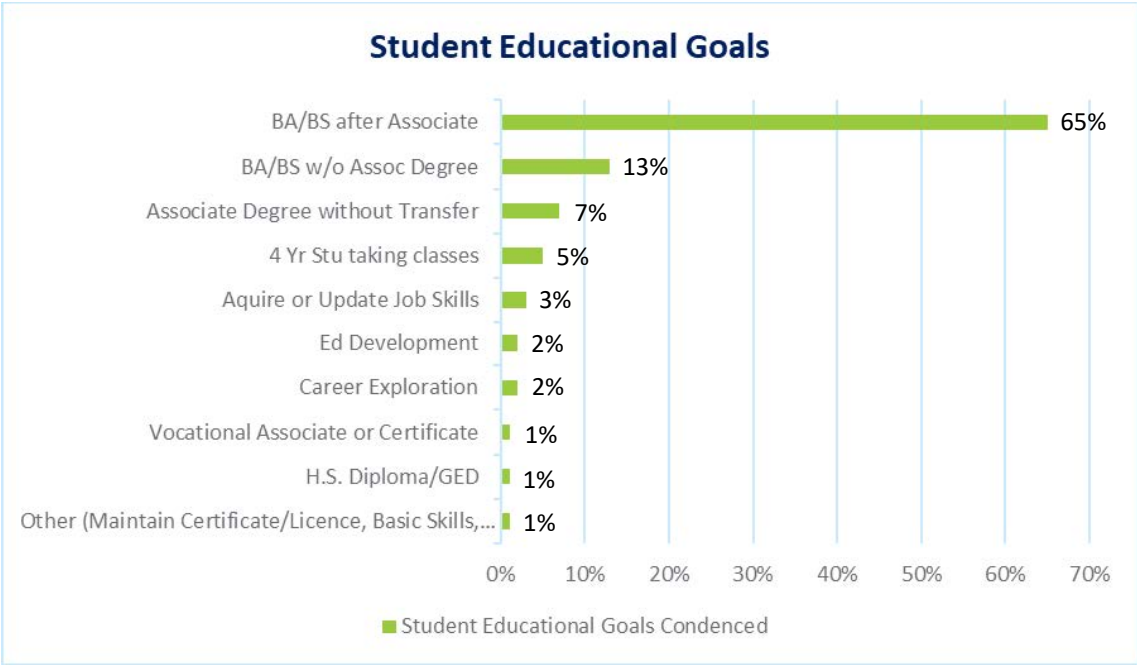
Full-Time vs Part-Time enrollment has remained consistent across the past five years. Full-time enrollment for an Academic Year is defined as a student attempting 24 or more units during that year.



Student veterans have slightly declined and remain a small population, representing 1% or less of the student body over the past five years.



Students with a disability served by DSPS has been consistent and modestly growing, representing 8% of the total student body in 2022-23.



Clovis Community College students transfer at great rates with 78% indicating their goal is to transfer with or without an associate degree. Of those, most (65%) do plan on getting their associate first.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students. (ER 6)**

The mission statement of Clovis Community College Reads as follows: Creating Opportunities – One Student at a Time.

- We honor diversity and serve all students of our community.
- We promote opportunities for success and wellness through full access to programs and services, and we provide comprehensive student support to achieve equity.
- We foster critical, creative, and engaged thinking through education based on integrity, generosity, and accountability.
- We support student success along pathways to certificates, degrees, and transfer programs, preparing students for thriving futures.
- We build community partnerships to enhance student learning and success, thereby advancing economic vitality in the community.
- We engage in reflective research and innovation focused on learning and student success.

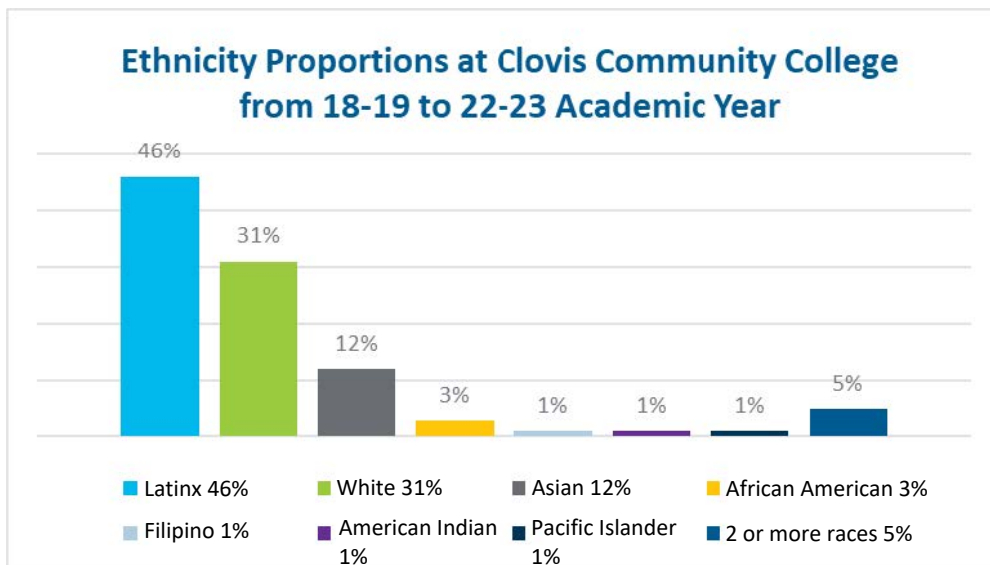
The mission serves our college's larger Vision Statement: Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Both the [mission and vision statements](#) deeply reflect the character, value, and structure of Clovis Community College, and speak to the goals of our unique student demographics. The notion of serving students individually rather than collectively fuels all decision-making processes, policies, and services. Specifically, the mission statement fuels the [Integrated Planning Model](#) which begins with data analysis to support the [Educational Master Plan](#), which is then used as a directive for the college's [Strategic Plan](#). [Unit Program Planning](#), the [Student Equity Plan](#), the [Technology Plan](#), the [Enrollment Management Plan](#), and [Participatory Governance Handbook](#) are also directly inspired by the college mission. The Institutional Learning Outcomes (ILOs) are also driven by the college mission and reflect the specific academic and civic skills students learn upon completion of their local or transfer degree. They are listed on the [Clovis Community College website](#) as well as in the college catalog. They have also been printed onto posters outlining our mission and vision that hang in rooms and walls around the campus.

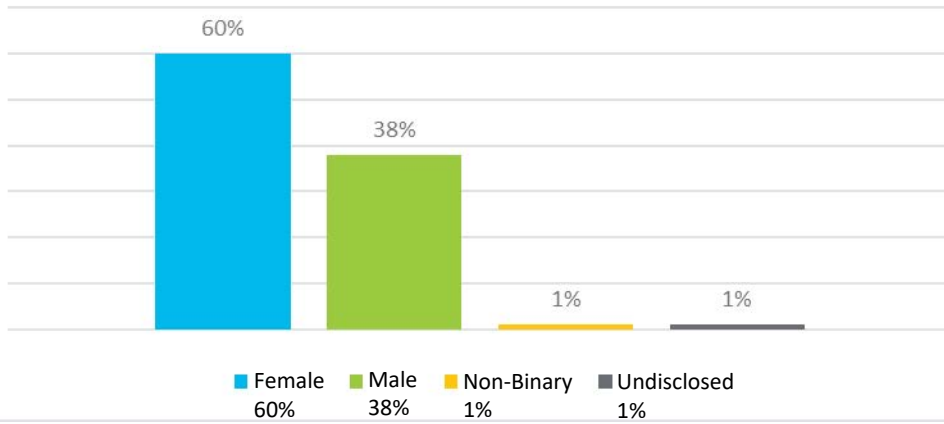
As prescribed by College Council, which is the "clearing house" for all college committees, proposed processes, and activities, the mission statement is reviewed every other year in accordance with the

college’s [six-year planning cycle](#), as outlined by the [Educational Master Plan](#). The most recent in-person retreat to review the mission statement was in October of 2019 at the Veteran’s Memorial District in Clovis, Ca. There, participating faculty, staff, and administrators collaborated in activities and discussion to assess the relevancy and function of the mission statement. In July of 2020, the [Board of Trustees approved the review procedures and status of the CCC mission](#) to: “Create Opportunities One Student at a Time.” Faculty, staff, and administrators widely display the Mission in classrooms, offices, posters, on major publications, and the website. The Mission drives the continual improvement process for even greater student learning and achievement. All constituency groups can participate in the development and review of the mission statement.

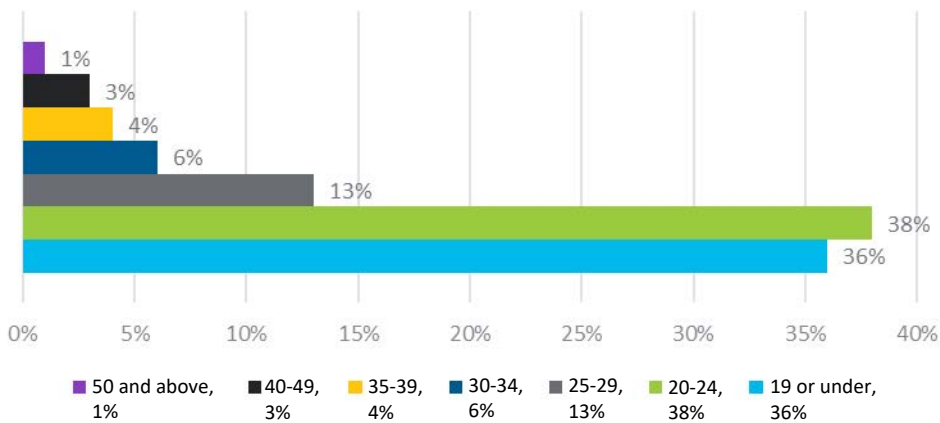
Below is an explanation of the current student demographics at Clovis Community College. As explained, our diverse student population informs the larger mission for the college, but directly influences everything from the development of curriculum and programs to on campus events. Please see the breakdown of our most recent Demographic Data (averaged over the last 5 years):



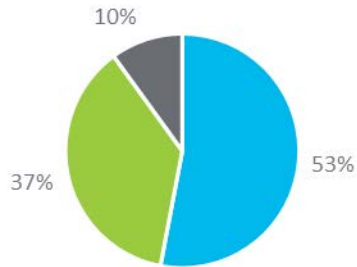
Gender Proportions at Clovis Community College from 18-19 to 22-23 Academic Year



Age Group Proportions at Clovis Community College from 18-19 to 22-23 Academic Year

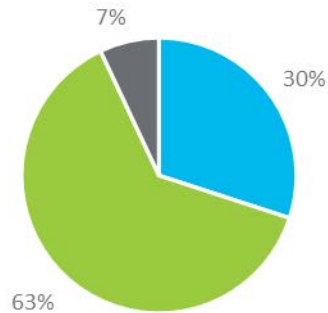


Economic Disadvantage Proportions at Clovis Community College from 18-19 to 22-23 Academic Year



■ Economically Disadvantaged, 53% ■ Not Economically Disadvantaged, 37% ■ Unknown, 10%

First Generation Proportions at Clovis Community College from 18-19 to 22-23 Academic Year



■ First Generation, 30% ■ Not First Generation, 63% ■ Unknown, 7%

More data on our current and historic demographic data can be accessed here:

<https://www.cloviscollege.edu/about/institutional-research/dashboards/current-student-characteristics.html> (current) <https://www.cloviscollege.edu/about/institutional-research/dashboards/historical-student-characteristics.html> (historic)

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Here at Clovis Community College, we engage in a variety of methods to establish meaningful and ambitious goals for institutional improvement, innovation, and student equity. All [Instructional programs](#) (including CTE programs), [Student Support Services](#), and Administration participate in these data-driven planning and review processes every two years. One such process is Unit Program Planning, formerly known as Program Review. Through this process, all programs and services establish goals for improvement on a two-year cycle that influence everything from action-plan funding (which equates to improvements and innovations from this process) to the pursuit of staffing and hiring requisitions. In the effort to reduce redundancy and increase efficiency in the implementation of recommendations from each analysis, the now Unit Program Planning committee overhauled the entire process with a new set of reporting templates and data-driven questioning that was [approved across college planning constituency groups](#).

The [Unit/Program \(UP\) Planning Handbook](#) outlines the specific processes and timelines that each step of the planning process should be completed, with specific focus on how each program or service contributes to the goals outlined in the [Strategic Plan](#). UP Planning is, essentially, the fourth step the larger college planning cycle, led by the development and implementation of the [Educational Master Plan](#), the [Strategic Plan](#), and the General Education and Learning Outcomes Assessment. The assessment of Student Learning Outcomes at each course and/or service level is then informed by the preceding UP Plan.

Stated clearly in our [Mission Statement](#) is the commitment to “engage in reflective research and innovation focused on learning and student success.” We also keep this goal public in our [2021-2025 Strategic Plan](#) (objective 6a): “Use data to support dialogue and decision-making.” To demonstrate this commitment, we keep to an ambitious schedule of rigorous analysis of institutional learning outcomes (ILO) assessment. The Outcomes and Assessment (O&A) Committee conducts this assessment, and each ILO category is assessed every four years. Methods, results, and discussions are recorded and stored on the [O&A Sharepoint site](#). What started as a review of survey results that were sent to graduates each year as the sole method of ILO analysis has blossomed into a more robust analysis of results from that survey as well as results from the [Community College Survey of Student Engagement \(CCSSE\)](#), data rolled up from SLOs and SUOs mapped to each ILO, as well as information taken from narrative reflections found within SLO report forms.

Course-level instructional student learning outcomes (SLOs) and non-instructional service unit outcomes (SUOs) are also reviewed on a regular basis (usually, each outcome is assessed and reported once every two years), and the process is described in the [Outcomes and Assessment Handbook](#). Faculty and staff in these units/programs are asked to provide data on the percent of students who achieve the outcomes and reflect data and how it can lead to program/unit improvements in the SLO/SUO report forms. The purpose of revamping the Program Review process was to better reflect the college's character and make it more meaningful to both instructional and non-instructional units. In addition to completing the regularly scheduled SLO reports done every two years, the college wanted to ensure that student outcomes were still embedded into the program review process, so a prompt in this renamed “unit/program planning” report (UPP) included reflection upon how SLOs or SUOs have resulted in program/unit improvements. After the 2022-2023 UPP cycle, however, the UPP Committee discussed how challenging it had been to solicit meaningful responses to this prompt. The college is currently considering changing this prompt to one that provides programs/units with program learning outcome

PLO data (generated from rolled up SLOs that are mapped to the PLOs) to make the outcomes analysis more meaningful to the program, individually, especially considering they would have already adequately reflected on SLO data in their two-year SLO reports. The PLO analysis process has not been consistent on campus for many years, so this would provide it a permanent home where faculty and staff can use the data to make improvements to student learning at the program level.

An equally important way our college establishes meaningful goals for institutional improvement is via the Student Equity Plan. The current [Student Equity Plan for 2022-2025](#) identifies five metrics designed to close the equity gap for identified disproportionately impacted (DI) groups. The first metric is to develop specific *measurements* to connect our strategies and activities with the identified student population and our targeted outcomes. The second metric is to identify *Friction Points*. As a college, we identified institutional structures, policies, practices, and even implied culture that could be barriers for students within our targeted population. The third metric is to identify the *Necessary Transformation* to Reach Ideal, which means that we will work to identify structures changes that need to be made to alter the barriers identified as friction points. The fourth step was to develop Action Plans that shift our campus from current practices in a direction that would allow us to achieve our stated goals. The last metric is to identify *Support Needed* from the Chancellor's office, specifically, ways they could support campuses in reducing or eliminating friction points for students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

CCC regularly reviews disaggregated data to evaluate its progress and plans for consistent improvement and innovation. The [Office of Institutional Research](#) lead 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. [Institutional Set Standards](#) are also included as part of the IER. In terms of process, the Institutional Effectiveness Advisory reviews the previous three years of data to reach a consensus for their recommended ISS (Institutional Set Standards), which is then forwarded to the Student Success and Equity Committee for review and approval. 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. The reviewed set standards, including base and aspirational data by comparison, include course completion, transfer to a four-year institution, degree attainment, and certificate achievement. The report also includes historical data and information about our college's local vision for success goals.

[Click here to view a full report of the ISS for 2022-2023](#)

One of the most recent innovations created by the Office of Institutional Research is the [Data Dashboards](#) located on the Institutional Research page on our larger college website. The Data dashboards allow any faculty or staff member to manually disaggregate data according to the specific metric of interest. For example, during the UP Planning process (previously known as Program Review) faculty department members may disaggregate student enrollment trends in their capstone courses to review and analyze success rates, retention, and persistence. What's more is that this data can be further disaggregated according to year, gender, race, full or part-time enrollment status, among other metrics. In addition to the Data Dashboards, the Office of Institutional Research also provides up-to-date information on current student enrollment trends, feeder school demographics, and information on current student characteristics. During the Spring 2023 semester, participating faculty also administered the [Community College Survey of Student Engagement \(CCSSE\)](#) focused on student learning and persistence. The results of this study will be used to improve and modify existing services and outreach programs on our campus. This information is readily available on the college website.

The [Student Equity Plan](#) is informed by the same data made available in the Data Dashboards. The 2019-2022 version is aligned with the California Community Colleges Chancellor's Office (CCCCO) format to identify disproportionately impacted (DI) groups within each metric. In this equity plan, Clovis Community College is focusing efforts involving student populations experiencing disproportionate impact, with special focus on targeting inequitable outcomes for students of color.

CCC's commitment to gathering and reviewing disaggregated data directly influences improvement plans and policies across the college. Specifically, the development of the Educational Master Plan begins with the following principles in mind: Community, Equity, and Innovation. The draft of our current [Educational Master Plan](#) began in October of 2016 and included the input of college faculty, staff, and students in the form of multiple planning retreats held at the local Veterans' Memorial building, online surveys, feedback from constituency groups (namely, College Council), and then finally sent forward to board for approval in April of 2017. Our college still operates according to the vision and goals of this specific plan, as it was designed to influence the direction of the college for 10 years.

The CCC [Strategic Plan\(s\)](#) is designed on a five-year scale with the purpose to break down the larger vision outlined in the [Educational Master Plan](#) into actionable, institutional goals. Currently, our college is operating according to the most recent update to the [Strategic Plan \(2021-2025\)](#). This most recent plan was created through the work completed during four individual retreats: October and November 2020, and January and February 2021. Based on the dialogue and collaboration from the developing constituency groups as described below, and relevant college data, the following goals were agreed upon:

1. ACCESS: Create Opportunities and Remove Barriers
2. STUDENT-CENTERED CURRICULUM: Develop and Teach Equitable and Inspiring Curriculum
3. SUPPORTING STUDENT SUCCESS: Provide Equitable and Comprehensive Services
4. COMMUNITY & PARTNERSHIPS: Create, Develop, and Strengthen Relationships
5. RESOURCES & FACILITIES: Expand and Enhance the Campus Environment
6. INSTITUTIONAL EFFECTIVENESS: Foster a Collegial, Collaborative, and Inclusive College Environment

The [October 2020 Strategic Planning Retreat](#) consisted of progress tracking the strategic goals from the previous plan, with a specific focus on the development of our Guided Pathways outline. This also included a Gap Analysis detailing access barriers for both prospective and current CTE students. The [November 2020 retreat](#) included a review of data highlighting access, completion, and retention. The minutes from that retreat include summarized feedback from participating staff and faculty, and appropriate constituency groups. The [January 2021 retreat](#) included a discussion and opportunity for reflection about our institutional goals five years ago versus where we (collectively) envision our college five years down the road. Also included within the minutes capturing this third retreat is a review of the previous goals set forth to assess relevance and whether any changes should be made. The final retreat in February 2021 focused on a review of the actionable steps developed in the creation of what is *now* our college's current [strategic plan](#) and an outline of personal, next steps for staff and the college at large. As demonstrated in the creation of the both the [Strategic](#) and [Educational Master Plan\(s\)](#) Clovis Community College is dedicated to enacting collegial and collaborative decision-making processes that preserve the integrity of both the mission and vision statements of our college. The goal to “Create Opportunities One Student at a Time” is the crux of every document, process, and policy on our campus.

1.4. The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

CCC’s mission to “Create Opportunities One Student at a Time” is the directive for resource allocation, innovation, and continuous improvement as part of the larger planning processes. Resources for initiatives include staff time, human resources, facilities, materials, and equipment. Resource funds include college funds, lottery funds, and state initiative awards and there is opportunity to better align these with approvals. When appropriate, college funds are augmented with grant funds and/or community partnership resources, which are overseen by administrative deans and/or assigned grant coordinators. 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 (including rationale and proposed use of the resource), 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 references 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. In planning, allocations of resources, and assessment, College Council is the “clearing house” and oversight committee that makes

recommendations to the President. [Additional Evidence: [College Council Planning Discussion](#), [Ongoing Action Plan Requests](#), [Action Plans 2024-2025](#)]

Innovation is at the heart of the current [CCC Technology Plan \(2020-2023\)](#). In support of the college's mission, [Education Master Plan](#) and [Strategic Plan](#), in addition to aligning with the [SCCCD Strategic Plan](#) and the goals of the [Districtwide Technology Plan](#), the [CCC Technology Plan](#) has the following four goals:

- All staff computers will meet the requirements for mid or high-level computers.
- All campus technology resources available to students will meet the minimum hardware requirements and software resources will be kept up to date.
- All current technology resources will be assessed for compliance with accessibility.
- All action plans will be reviewed to ensure that all new technology purchases meet recommended standards and accessibility requirements.

One of the primary differences between the current [Technology Plan](#) and those before 2020, are specific changes directly related to the pandemic which greatly increased the need for online literacy, communication, and resources necessary for working from home. The changes included more frequent updates to the college website, including new and interactive pages for communicating information to students. Some examples of these resources were new links to active social media pages for the college, FAQ pages, and information related to online learning. Repurposing and acquiring new technology were also a necessity during this time. This need led to the creation of the [Technology Checkout Program](#), which is still an active program for students and faculty even after returning to campus after the Pandemic. In addition to the library's own technology holdings, IT has contributed laptops from the campus' three laptop carts to check out to students in addition to technology purchased to close equity gaps. Students are also able to check out resources like Wi-Fi hot spots for the length of a semester.

The need for effective, efficient, and thoughtful online teaching practices has always been a priority for Clovis but became paramount to student success during the Pandemic. Innovative online teaching pedagogy proves a necessity even after considering the consistent high demand for a variety of online course offerings. The updated [Technology Plan](#) reflects this need. The college offers a fully online asynchronous [Online Teaching Certification](#) for faculty to teach online. This training is facilitated by our full-time Instructional Designer and our Distance Education Coordinators. This certification provides instruction in best practices for online course design, the California Virtual Campus – Online Education Initiative (CVC-OEI) course design rubric, and accessibility training. In addition to [online certification](#), various other professional development/Flex opportunities have been provided from Distance Education, Instructional Design, and Professional Development. These opportunities are sent out to all instructors' email. Instructors can also enroll in the Pandemic Professional Development Canvas course for instructional resources and [The Teacher's Toolbox](#) to find specific information about technology tools and the PD Book Clubs.

The Clovis Community College [Enrollment Management Plan \(2021-2024\)](#) demonstrates our college's desire to continually improve processes, systemic planning, and evaluate the services we offer to students. The Enrollment Management Plan is a three-year college operational plan that supports the [District Strategic Plan](#), College [Educational Master Plan](#), and College [Strategic Plan](#). National, state, and

local data focusing on labor market trends, population growth/decline, unemployment rates, graduation rates are used to determine the appropriate course offerings (including the number of courses offered online versus face-to-face) and student services for CCC students. One of the primary goals outlined in the current plan is to *Increase Student Access* by providing an integrated combination of outreach, instructional programs, delivery options, and student support services. This includes increasing access opportunities for adult education and for student groups outside the K-12 system. Enrollment Planning supports student retention and completion as well. To increase retention and completion, the [Enrollment Management Plan](#) outlines measures to ensure we offer the right combination of classes, a balanced level of student service support, and engaged and equity-minded instruction and services for both new and returning students. To minimize barriers and support timely completion, Deans and Department Chairs analyze a variety of data sources to inform scheduling including the enrollment target (FTES) goal, historical enrollment data, pre-semester enrollment/outreach activities, and then collaborate to build a schedule that satisfies student needs according to that data. The final schedule is then reviewed and approved by the Vice President of Instruction.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Clovis Community College regularly facilitates communication of its progress to achieve its mission and goals with internal and external stakeholders. Internally, one of the primary methods of which faculty, staff, and administrators are made aware of institutional progress is via the delivery of the [College President's State of the College address](#) every semester on Opening Day, which takes place on the Thursday before the first Monday of the start-of-classes each term. During this address, our college President highlights her vision for the college for the upcoming term and/or academic year, reviews the progress made to achieve the goals for the previous year, and highlights areas for continued improvement.

Opening Day also facilitates a variety of in-depth opportunities for all members of the College community to engage in college-wide, interdisciplinary discussions regarding the improvement of student learning, institutional strengths, and areas for continued improvement. In addition to the President's address described above, presentations on Opening Day include a district-wide update from the State Center Community College District Chancellor, 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 example, during the Spring 2023 opening day proceedings, our Student Learning Outcomes Coordinator led an interactive discussion about the data gathering process, provided examples of how various departments assess all or only some of their course outcomes each assessment cycle, and how and why data collection on course success influences the trajectory of each department's goals. This was particularly important as our college had recently hired many new instructional faculty who may have been unfamiliar with the assessment process.

In the fall of each academic year, the CCC President also hosts a [President's Luncheon \(formerly Breakfast\)](#) to highlight the work of students, quality programs, and community partnerships that make

Clovis Community College the choice for academic excellence and student achievement. Invited to this event are CCC administrators, faculty, staff, the Student Body electorate, members of the District Office, and Board of Trustees. The event is sponsored by local businesses whom with the college has built strong community partnerships in the way of education, business, and continued educational opportunities for students.

Beginning in the Fall 2023 semester, our President also began providing a “[Weekly Reflection](#)” to the entire college outlining her experiences that week on campus and as part of her work in the community. This effort to engage in transparency and collegiality with the entire college community really strengthens everyone’s understanding of the larger roles of our president and what she views as being important and meaningful, particularly regarding students’ experiences, on a day-to-day basis.

To promote understanding of institutional strengths, priorities, and areas for continued improvement, participatory governance on this campus requires college-wide engagement in comprehensive and robust discussions regarding student learning, student outcomes, student equity, and institutional effectiveness. In short, participatory governance, and the [Participatory Governance Handbook](#) in actual form, drives the way information, policies, and processes are communicated both internally and externally, and contribute to the expression of mission to “Create Opportunities One Student at a Time” across the college. 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.

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. [Additional Evidence: [College Council Operating Agreement](#)]

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Clovis Community College academic programs and courses are offered with corresponding outcomes that reflect the mission and vision of the college and align with the Institutional Learning Outcomes outlined on the website: <https://www.cloviscollege.edu/about/mission-and-vision.html>.

[The College Catalog](#) is updated annually, and lists course and program descriptions of the certificates and degrees offered at the College, including Associate Degrees for Transfer (ADTs). Programs are available in-person at the main Campus, the Herndon Campus, and online. Courses are scheduled in different modalities (in-person, online, hybrid) to assure access and to allow students to complete their programs of study in a timely manner. A selection of the courses at Clovis Community College are offered in hybrid or online modalities. An [Online Teaching Certification](#) is provided each semester for those who will be teaching online to ensure that instructors understand and can use best practices for engaging students online. Distance Education (DE) courses must meet the same breadth, depth, and expected learning outcomes as in-person courses. All courses taught in the DE modality include a [DE Addendum](#) to the official Course Outline of Record, ensuring that the mode of delivery is appropriate to the learning outcomes of the course. When faculty submit a DE addendum, they must explain how regular and substantive contact will be achieved and indicate any adjustments to the course to meet the learning outcomes in an online format. Clovis Community College’s curriculum design and development reflects generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction across all modalities. All proposed coursework and DE addenda are reviewed by the College Curriculum Committee and Articulation Officer to ensure that each course and program meets the criteria outlined for local degrees and certificates and for [transfer to four-year institutions](#). The Curriculum Committee ensures that new and existing courses and programs meet student needs and legislative requirements for transfer and career technical education through credit and non-credit pathways. [Additional Evidence: [Distance Education Faculty Handbook](#), [College Catalog](#)]

The Curriculum Committee review includes the following:

- § Define local standards
- § Determine GE status of courses
- § Align with ADT transfer degree requirements
- § Determine AA/AS and transfer degree requirements
- § Recommend to receiving institutions courses and programs for transfer/articulation
- § Review new and existing curriculum to ensure that each course meets standards for quality and follows guidelines defined in Title 5, Division 6, Chapter 6 of the California Code of Regulations
- § Submit Curriculum Committee approved curriculum for review at the districtwide Educational Coordinating and Planning Committee (ECPC) Recommend approval of new courses and programs to the SCCC Board of Trustees
- § Carry out other locally defined duties as articulated in SCCC Board Policy, Administrative Regulations, and CCC Academic Senate resolutions.

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)**

All academic programs are created and regularly reviewed by appropriate constituency groups following an agreed-upon process. The “[Intent to Propose a New Program](#)” Form 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. The information on this form is routed through discipline faculty, supervising dean, the Vice President of Instruction, and then to the Curriculum Committee to assure dialogue about appropriateness of the proposed program. 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.” This form is also routed through discipline faculty, supervising dean, and then to the Curriculum Committee. All approved programs include Program Learning Outcomes (PLOs) and individual course Student Learning Outcomes (SLOs) that link to the College’s Institutional Learning Outcomes (ILOs). [Additional Evidence: [Faculty Intent to Propose a New Noncredit Course](#), [Faculty Intent to Propose a New Noncredit Program](#)]

CTE programs/courses are also developed through an equity-minded lens that supports increased accessibility. For departments preparing students for licensure or certification, pass rates of enrolled students are publicly shared. Just like more traditional academic disciplines, CTE programs/courses are developed to include a wide variety of recognized fields of study. All courses/programs are regularly reviewed by the Curriculum Committee to ensure they are of sufficient content, length, and rigor. CTE program curriculum is designed to provide students with the knowledge, skill, and attitude to be competitive in a diverse and global job market. To accomplish this, Career Technical Education (CTE) certificates and degrees are designed collaboratively with industry partners to meet the technical and professional competencies required to satisfy employment standards and in preparation for external certification or licensure. CTE disciplines utilize the local industry advisory council for consultation and feedback related to curriculum development and skill requirements. All existing CTE programs are required to hold advisory committee meetings at least once per year and to maintain agendas and meeting minutes. CTE programs develop Program Learning Outcomes (PLOs) and individual Course Learning Outcomes that reflect industry expectations and link to the College’s Institutional Learning Outcomes (ILOs). [Additional Evidence: [CTE Advisory Meeting Notes 1-26-24](#), [CTE Advisory Meeting Notes 4-5-24](#)]

CURRICULUM REVIEW AND APPROVAL PROCESS:

There are several steps to the [Curriculum Review Cycle](#). To begin the process of creating or modifying a course or program, the full-time discipline faculty contacts CCC’s Curriculum Analyst for information and instructions. Once the discipline faculty member submits the first draft of the proposal to CurriQunet, it advances through workflow levels, that vary depending on the type of proposal, and may include Department Chairs, Deans of Instruction, Discipline faculty, and Vice President of Instruction or Student

Services. Next, the discipline faculty member (originator) meets with the Technical Review Committee and the proposal is reviewed. At this point, the discipline faculty member finalizes the proposal and requests to be placed on the next Curriculum Committee agenda. After the first and second hearing of the Curriculum Committee, [the proposal](#) is sent to the District Educational Coordinating and Planning Committee (ECPC) for review. The proposal is then submitted to the Board of Trustees. Once approved, the course or program is then submitted to the California Community Colleges Chancellor's Office for charting and can then be implemented. New programs are also submitted to ACCJC.

In the Fall 2023 semester, an Ethnic Studies course was proposed. The discipline faculty contacted CCC Curriculum Analyst and was provided with the instructions to begin the process. The Ethnic Studies faculty member completed the 'Faculty Intent to Propose a New Course Form' for Ethnic Studies 10 (Introduction to Ethnic Studies) in CurriQnet. The Curriculum Analyst reminded the discipline faculty to review comments made by the Tech Review team. The Articulation Officer also reviewed the course to ensure that the Ethnic Studies minimum requirements outlined on the CSU GE Ethnic Studies Rubric were met. Once this has been finalized, the course proposal was placed on the Curriculum Committee Agenda. The Course Outline of Record required two reads from the Curriculum Committee before approval. Next, the Curriculum Analyst included the new course in the ECPC packet. After ECPC review and consideration, the course is sent to the BOT for final review and approval.

STUDENT LEARNING OUTCOMES:

To ensure program and course outcomes are equitable, Clovis Community College has embraced guidance from Diversity, Equity, Inclusion, and Access (DEIA) initiatives. Our DEIA Coordinators participate in discussions and facilitate training across campus constituency groups, including the Curriculum Committee to better review and refine learning outcomes with an eye on equity. The student learning outcomes (SLOs) for every course are established by discipline faculty and embedded into the curriculum of a course in the Course Outline of Record. Faculty members list the SLOs on their syllabus. Program learning outcomes (PLOs) are also established by discipline faculty. These outcomes are listed in the program narrative when it is taken through the Curriculum Committee for approval, and students and other stakeholders can see these outcomes in the college catalog in the [description of specific degrees and certificates](#). To ensure the SLOs for a course remain timely and relevant for each discipline, all academic programs go through a periodic Title 5 curricular review process. During this review, programs comb through course outlines of record and make necessary updates to textbooks, outcomes, methods of evaluation, course descriptions, content outlines, etc. These updates could be informed by equity-mindedness, changes in industry, job trends, state curriculum updates, and more.

Instructional faculty members within a discipline are responsible for coordinating with one another to determine the best methods of assessment for each SLO, and report on them regularly. For example, during the Fall 2023 semester, the [English department](#) was due to assess all composition courses, including English 1A, 205, and English 3. Because of secure staffing, the English department was also able to assess its literature courses which are offered in a series, on rotation, from one semester to the next. To collect data in the most linear and useful way possible, the English department decided to conduct a student-led survey about the writing process in a pre and post semester format. The goal of this assessment was to learn how students viewed their writing process before completing a core

composition class (prior to the assessed semester) and after at least 10 weeks into the current composition class they were/are taking. Questions regarding the editing process, utilizing annotation strategies, incorporating outside resources and additional help were just some of the question topics included to gauge what students considered to be the most meaningful or least meaningful strategies that aid in the writing of any essay or assignment. The specific assessment was constructed with an eye on equity because rather than just assessing how well or not well students performed on an assignment or task, the English faculty really worked to see why and how students struggle to be according to their interpretation of the writing process beyond a singular assignment. Currently, the English faculty are currently gathering this data and will analyze the results of the study in the Spring 2024 semester and will potentially implement changes to composition curriculum and teaching strategies based on the results the following fall.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

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 Institutional learning outcomes (ILOs). 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 ILOs, and 2) it demonstrates how courses and programs fit into the grand scheme of a student’s educational experience at CCC. [Additional Evidence: [PLOs English AA](#), [ENGL 1A SLO Assessment](#), [English SLO Plan](#), [English IA Online Syllabus](#)]

The ILOs 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 ILO category, “communication and literacy,” reflects communication competency and information competency outcomes. The second ILO category, “critical thinking,” encompasses the quantitative competency and analytic inquiry skills outcomes. The third ILO category, “global awareness,” encompasses outcomes involving the ability to engage diverse perspectives, and the fourth category of “personal responsibility and professional development” reflects ethical reasoning outcomes.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students’ unique educational journeys. (ER 20)

INSTRUCTIONAL, NON-INSTRUCTIONAL, and STUDENT SUPPORT SERVICES:

CCC provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled. The [College Catalog](#), housed on the [College website](#),

communicates the most updated information on academic programs, admissions requirements, graduation requirements, transfer requirements, policies pertaining to student enrollment, student activities, and student support services. The catalog is published annually in early spring semester with at least one addendum published in early fall semester.

To communicate clear, accurate, and accessible information regarding degree programs and certificates, CCC proudly launched the [Program Mapper](#) software during the 2022-23 academic year. Carefully curated by our Articulation Officer, Counseling Faculty, and Instructional Faculty, Program Mapper allows students to identify the major specific coursework required to obtain a degree and provides a recommended order in which the required coursework should be completed. Program Mapper, as part of the larger Guided Pathways Framework, provides students with an overview of the seven learning and career pathways and the variety of Associate of Arts (AA), Associate of Science (AS), Associate Degree for Transfer (ADT), and certificate programs available at CCC. Also, students can select the general education pattern to prepare to transfer to a CSU or UC. Program Mapper also prompts students to make a Student Education Plan (SEP) appointment with a counselor and includes live link directional items with each semester. Lastly, major sheets are continually updated each academic year and made available on the college website. [Additional Evidence: [Guided Pathways Chart for Counseling](#), [Guided Pathways Chart for SARS and Counselors](#)]

The Program Mapper software and implementation is unique to each institution, and we are so proud to be able to offer such a carefully crafted, yet highly accessible tool to students to assist students in their successful completion of a degree and certificate program.

SERVICES, PROGRAMS, & RESOURCES:

In addition to clear communication on courses and programs, CCC provides students with comprehensive student support services to meet their individual educational, career, and personal needs. The student services faculty and staff are committed to ensuring students are informed of the available support and are knowledgeable on how to access the necessary services. Student support services are communicated in a variety of modalities. The CCC Student Services website provides detailed descriptions of each support program and service. Additionally, students are provided with clear instructions and contact information for each service area. All student support services are available in person and through a variety of online modalities by appointment and drop-in.

STUDENT SUPPORT SERVICES COLLABORATION:

CCC student support services faculty and staff work collaboratively to meet the needs of our students through a variety of special events, including, but not limited to, CRUSH Days, Transfer Day, College Night, and Cultural & Diversity Awareness events. One of the largest annual collaborative student support programs is known as [Registration to Go](#) (RTG). RTG is a districtwide effort to support the matriculation of feeder high school seniors in the transition to Clovis Community College. In addition to RTG, CCC also facilitates several other college-based registration events, “Extreme Registration” and “Registration Express”. These events are offered to all potential students in a one-stop format, where students can complete the entire matriculation process from applying to registering for classes in one

location. Our team works together to provide students with both in-person and online support for RTG, Extreme Registration, and Express Registration events.

The process begins with the outreach team each year. Outreach coordinates RTG, Extreme Registration, and Registration Express events & workshops, implements check-in/checkout stations, and provides one-on-one assistance with student portal, applications, orientation, and other various online functions (i.e., selection of sections, adding sections to cart, registering for sections, etc.) Admissions & Records (A&R) staff provide application assistance, process special admit applications and in-person registration requests and approve registration overrides. Additionally, A&R processes changes and corrections to students' name, address, and contact information, in addition to accepting in-person payment of fees.

The Counseling team provides academic, career, and personal counseling support by assisting students in identifying educational goal(s), assessing student preparedness, discussing success strategies, and recommending appropriate coursework. Counselors work with each student to develop an Abbreviated Student Educational Plan (SEPA). Generally, the plan includes the first two semesters of coursework aligned with the students major and educational goal(s). The plan ensures that students are taking courses in the appropriate sequence to complete their requirements in a timely manner, includes transfer requirements and process, and appropriate student support programs and resources available at CCC.

The Financial Aid team provides students with assistance with the FAFSA, financial literacy, and answers questions about the financial aid process. Also, the financial aid staff educates students on types of financial aid and increases awareness on college and community scholarships.

In addition, CCC as a whole works together to provide a variety of support for students through Basic Needs resources, Black Student Success events, Special Program Counseling (CalWORKs, DSP&S, EOPS, & TRiO), Health and Wellness, Library services, Student Activities support, Psychological Services, Tutorial services, Veterans services, and the support by Student Success Coaches in the Welcome Center. Students can access information about student support services through various platforms. Some examples include college webpages, social media posts, canvas, e-mail, Live Chat and Chatbot, on campus and online appointments with faculty and staff, and texting. Each student brings unique personal and educational circumstances to the table and our team is proactive in providing access to information, resources, and support through multiple modalities. The following are additional ways that CCC communicates available support services to students: College Catalog, Counseling Services, CRUSH Alerts, Flyers, New Student Handbook, Orientation, Outreach, QR Codes, Special Programs, and social media posts via the college's Facebook and Instagram sites

To provide students with accurate information, the material available to them is reviewed regularly and necessary revisions are made. [Student satisfaction surveys](#) are also used to assess our current practices, get student feedback, and make improvements to our services.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

The Clovis Community College [Enrollment Management Plan](#) is a three-year college operational plan that supports the [District Strategic Plan](#), the College's [Educational Master Plan](#), [Strategic Plan](#), and Guided Pathways Plan. The [Enrollment Management Plan](#) is the foundation for how and why courses are scheduled in the manner they are to ensure that students complete their degree or certificate according to a specific period.

The current [Enrollment Management Plan](#) (2021-2024) is informed by external factors including: State-Level Initiatives & New Legislation, State Chancellor's Office Reports, Economic Forecast Reports, Community Reports, Industry Reports, and Local Educational Partner Reports. Internal data that inform enrollment planning include the following: Unit/Program (UP) Plans, Program Outcomes Assessment, Curriculum Development (new degrees and certificates), Student Equity & Success Data, Advisory Group Input, and Budget Planning and Allocation.

The primary goals of the 2021-2024 *EMP* are to increase student access to classes both in-person and online as well as increase retention and completion rates. Each year the college receives an enrollment target (FTES goal). The college builds a course schedule that will meet the FTES goal and support student enrollment demand. The process includes FTES development, informing the college about the FTES goal and developing the schedule to achieve the FTES goal.

Increasing access includes the expansion of CTE, Dual Enrollment, and Adult Educational opportunities, as well as gathering data to learn why students choose (or do not choose) to enroll at CCC in the first place. Alongside these efforts is to inform students of their pathway options as part of the larger Guided Pathways initiative. To increase retention and completion as part of the Enrollment Planning goals, we must offer the right combination of classes, a balanced level of student service support, and engaging and equity-minded instruction and services. To do this, we analyze course-level data through an equity lens to inform scheduling, instruction, and student service needs.

SCHEDULE DEVELOPMENT:

The planning and development of the schedule of classes each semester takes in-depth planning to ensure that course offerings are in alignment with students needs and program pathways to ensure students can complete their program in a timely manner. Factors that are considered in the developing a schedule of classes include: offering an adequate number of sections to meet the needs of our students, room availability, in-line with sequence of coursework, pre-requisites & co-requisites, and the availability of instructors to teach.

At Clovis Community College, the Instructional Deans, Department Chairs, Instructional faculty, Counseling faculty, and support staff work together to ensure that the class schedule will meet our students' needs. The CCC Administration team, instructional, and non-instructional faculty work collaboratively in the development of the schedule of courses offered each semester and utilize planning tools to contribute to enrollment management. When faculty proposes changes in the schedule, the [Deans and Department Chairs review the proposal](#) before deciding. It is common that a change will not be approved until a classroom is located and is available at the scheduled class time. It is imperative that there is collaboration and communication across the college to ensure that students are provided with the required courses in a variety of modalities to complete their program of study.

It is important for all disciplines to work collaboratively when developing the schedule of courses, however, when planning and [scheduling courses](#) that are required for Science Technology Engineering & Math (STEM) programs, it can get complicated. Courses must be offered without time conflicts in lecture and lab requirements. It is critical that the STEM department faculty and counseling faculty work closely to ensure that the courses that are needed are offered and that the courses that are offered do not conflict with one another and/or present a barrier for students to stay on track.

For the past two semesters, the STEM faculty organized Flex Day activities to focus on [schedule planning](#) to reduce conflicts. The Chemistry faculty regularly communicates with Physics, Math, and Biology faculty to make sure there are no major issues. Additionally, the faculty are in communication with the Administrative Assistants to ensure up-to-date information regarding any classes that are rescheduled or might impact the block schedule plans. The pathways developed through Guided Pathways have provided us with a guide to stay on track and focus on staying on track. Last semester, STEM faculty implemented a block schedule to help avoid any course scheduling conflicts.

The Dean of CPCDE stated, “We are at a point in the Engineering and Physics program growth, that many classes are only offered once a semester. This creates a need to coordinate between co-requisite and sometimes pre-requisite classes. In recognizing the complexity that most of these classes require 3-hour lab periods, make it even more important to compare and communicate. We are also deviating from a schedule that was used for over a decade to splice all these classes together to fit all the classes on campus into more of a regular (on the hour start time) and block schedule to maximize room use and the ability for students to create the best schedule possible. We haven’t eliminated the occasional need for a long day on campus with labs, but the hope is that with increased efficiency and schedule flexibility, we can still allow students to complete their pathway of classes and graduate or transfer in a reasonable amount of time.”

Below is an example of the complexity of schedule planning for STEM coursework:

STEM COURSEWORK	PREREQUISITE/COREQUISITE	UNITS	DAYS	TIMES
Chemistry 1A or 1B	Chemistry 3A/Chemistry 1A	5	MW	1:00 PM – 5:20 PM
Engineering 8	Physics 4A/Math 6	3	MWF	10:00 AM-10:50 AM
Physics 4B	Physics 4A	4 (3 Lecture Hours /3 Lab Hours)	TTh OR	5:30 PM OR
			Hybrid Online Lecture With an in-person lab on T	2:00 PM – 4:50 PM
Math 6	Math 5B	4 Lecture Hours	MWF	11:00 AM – 12:25 PM

With proactive planning by STEM faculty, students can register for 16 units of STEM coursework with no conflicts. Additional support for [planning](#) is provided each year by the Engineering faculty. The faculty develop [Engineering planning guides](#) for counselors and students that outline the requirements to earn an associate degree and/or transfer to a four-year university for each type of Engineering; including Civil, Computer, Electrical, and Mechanical. The collaboration between counseling faculty and

instructional faculty at CCC is common practice and provides our students with the support needed to succeed.

CCC Counselors are equipped to meet with any student regardless of their chosen major or program participation. However, it is still important to have a lead counselor(s) for each program/major. At CCC, students can select from a variety of STEM majors; including Biology, Chemistry, Computer Science, Engineering, Environmental Science, Geology, Life Science, Math, Physical Science, and Physics. It is important for all students to have a student education plan, but it is critical for students majoring in one of the high unit STEM fields to develop a plan to stay on track and complete their program in a timely manner. Currently, 1,506 students enrolled in at least one CCC class for fall 2023 have an active STEM major identified.

Most students (454/30%) in a STEM pathway have identified Biology as their major. 21% (311) are majoring in Engineering (Civil, Electrical, Mechanical, and/or Computer/Software). STEM majors are often considered 'high-unit' major programs and generally, students majoring in STEM, will take a sequence of biology, calculus, chemistry, and physics. There are prerequisites to each of these science and math series and to complete the coursework in a timely manner, students need to understand the impact that each course has on other required courses and the next course in the sequence. In the development of a student education plan for a STEM major, counselors address several factors; including course preparation, prerequisites, program of study, plans to transfer, where to transfer, lower division major preparation, general education, application timelines, and support resources available, such as tutoring.

CCC's [mission statement](#) to "Create Opportunities One Student at a Time", truly represents the commitment that CCC invests to ensure that students are provided with adequate instruction and support services to complete their educational and personal goals in a timely and successful manner. CCC instructional and non-instructional faculty work closely with administration to schedule courses that will lead to the completion of an associate degree and/or a certificate program in a timely manner. CCC schedules courses so that students can complete a degree, certificate, and/or transfer program, generally, within a two-year time frame. However, each student's personal and educational goals and abilities are unique and student education plans may vary in the length of time to completion. CCC strives to offer courses on a regular cycle and increases or decreases the number of courses offered based on enrollment trends and consultation with the counseling faculty.

Each department ensures class availability and timely completion to eliminate course conflicts and offer enough course sections. For courses offered on a rotating basis or only once per academic year, faculty assignments are often decided upon well before the course offering. For example, the English Department offers literature courses that fall within a specific sequence based on a literary era. Because these courses are often only pursued by English majors, and the entire sequence must be completed as part of the degree, the English Department chair staffs these classes well in advance to ensure that the selected faculty member has adequate time to prepare, but also so that the class time does not conflict with other typically offered courses that an English major might pursue.

COMPREHENSIVE COUNSELING SUPPORT & IMPACT ON PERSISTENCE AND COMPLETION:

The first two primary goals of CCC's EMP focus on increase student access, retention, and completion. The CCC Counseling team is very proactive when it comes to ensuring access to support services in a variety of modalities to ensure overall student success and completion. CCC Counselors strive to provide students with access to all student support programs and services, including, but not limited to: [General Counseling](#), Transfer, Career, Athletics, TRIO, Veterans, DSP&S, EOPS, CARE, NextUP, CalWORKs, Enrichment, Retention – Probation and Early Alert, and Guided Pathways. The counselors are known for taking the extra step to ensure that students are on track and stay on track by removing unnecessary barriers and focusing on the students' unique needs and goals. Through continuous assessment, evaluation, and improvement, the counseling team tries to stay in tune with our students' needs. Detailed accounts of data and student satisfaction survey results are used to implement improvements in supporting students. Examples of Counseling support include the 'Close to Completion' project, 'Associate Degree for Transfer' planning, and 'Student Education Planning' process.

CLOSE TO COMPLETION:

Each semester the counseling team receives a list from Admissions & Records that includes students who are close to completing or have completed the requirements for a degree and/or certificate from CCC and need to apply. The list of names is distributed among the counseling team and counselors contact each student by email and/or phone to discuss their graduation status. If necessary, counselors update the student's active major(s) in Colleague and provide instructions on how to apply for their degree and or certificate. Counselors also discuss the next steps for graduation and/or process to transfer to a four-year university.

ASSOCIATE DEGREE FOR TRANSFER:

In addition to students obtaining a local degree and/or certificate, CCC serves many students planning to transfer to four-year universities. Many of these students are on the path to earn an Associate Degree for Transfer. CCC now offers 30 Associate Degree for Transfer (ADT's) and 2 University of California Transfer Pathway Degrees (UCTP). For the past five years, CCC has been recognized as a Champion for Higher Education for our exemplary work in providing students with variety of ADT's, providing support to students to complete their programs, and awarding ADTs. Counselors are instrumental in this process by providing the following:

- Comprehensive and Quality Academic, Career, & Personal Counseling
- Student Educational Planning
- Developing Pathways
- Information on ADTs
- Guidance on Earning Multiple Degrees
- Updating Major Codes to Match the Students ADT
- Ensuring that ADT is approved as a "Similar Major" at the Four-Year University
- Applying for ADTs
- CSU Application Workshops & Identifying ADT

- Completing ADT Verification and Submitting to the Four-Year University through the online E-verification process

STUDENT EDUCATION PLANNING:

[Student Education Plans](#) have been shown to impact student completion and overall persistence rates in college. Research shows that students who complete a student education plan (SEP) with a counselor are more likely to succeed and complete their educational goal. The SEP is an individualized plan, including classes and recommendations based on the students’ academic and career goals. There are three types of SEP’s: The SEPA (abbreviated) is a two-semester plan completed for new students, or through the Registration to Go (RTG) program with local high schools. The SEPC (comprehensive) is a complete plan, including goals of earning a certificate, degree, and/or transfer. The SEPU (updated) is a revised plan completed each semester and recommended each time students follow up with their counselor. Both online and in person SEP counseling appointments are available.

Each semester, the counseling team organizes a “SEP Campaign” with a goal to reach out to students who have not completed any form of a SEP. Counselors connect with students through classroom presentations, phone calls, and emails. Both special program and general counselors collaborate to reach our goal of ensuring every student obtains a SEP. Over the past several years, counselors have tracked each year the number of students attending Clovis Community College with a Comprehensive Student Education Plan (SEPC) on file. The chart below shows data beginning in 2013-2014 year to 2022-2023. With enrollment changing each year, it is hard to demonstrate an increase or decrease in the number of students who have completed a Comprehensive Student Education Plan (SEPC). However, the data below shows that the percentage of students with a SEPC compared to CCC enrollment has continued to increase over the years. [Evidence: 2.114, 2.115]

Student Education Plan (Comprehensive) Data			
	Clovis Community College Enrollment	# of Student’s with Completed SEPC	% of Completion
2013-2014	8,022	3,048	38%
2014-2015	9,020	3,601	40%
2015-2016	9,748	4,342	45%
2016-2017	10,456	4,831	46%
2017-2018	11,657	5,570	48%
2018-2019	12,438	5,900	47%
2019-2020	13,620	6,636	48%
2020-2021	14,276	6,678	47%
2021-2022	12,921	6,602	51%
2022-2023	13,142	6,754	51%

The chart above shows that 51% of the overall CCC student population enrolled during both the 2021-2022 and 2022-2023 have completed a SEPC. Although this is a small increase from previous years, it is an increase.

The chart below provides data on CCC enrollment for spring and fall, the percentage of student enrollment with a SEP (SEPC or SEPA) on file, and if having a SEP impacted student persistence from one semester to the next.

Semester	Enrollment	SEPA	SEPC	SEPU	% of Enrollment with SEP	Completed SEP	
						Enrolled Following Term	Not Enrolled Following Term
Spring 2017	6939	4524	3232	1378	82%	3723 (66%)	1933 (34%)
Fall 2017	7746	5321	3633	1495	82%	4847 (76%)	1523 (24%)
Spring 2018	7590	5395	3907	1837	84%	4126 (65%)	2258 (35%)
Fall 2018	7977	5782	3958	1739	84%	5004 (75%)	1668 (25%)
Spring 2019	8067	5920	3970	1975	84%	4359 (65%)	2393 (35%)
Fall 2019	8602	6413	4391	2023	85%	5479 (75%)	1859 (25%)
Spring 2020	8655	6507	4410	2209	85%	4567 (62%)	2826 (38%)
Fall 2020	9036	6626	4371	2203	84%	5496 (73%)	2074 (27%)
Spring 2021	8181	5923	4050	2220	83%	4090 (60%)	2681 (40%)
Fall 2021	7890	5890	3934	2143	85%	4602 (69%)	2077 (31%)
Spring 2022	7661	5767	4173	2431	86%	3989 (61%)	2601 (39%)
Fall 2022	7791	5913	3938	2251	86%	5024 (75%)	1655 (25%)

The data shows that for each semester over the past six years, students who completed a student education plan with a counselor were more likely to enroll in the following term. This supports the positive impact that SEPs have on student persistence.

The CCC Institutional Research team also provided data showing that at the beginning of fall 2023, 816 students did not have any type of SEP. Based on 2022-2023 enrollment numbers (13,142), 6.2% (816) of CCC students do NOT have any type of an education plan. This also means that 94% of the CCC students have some form of a student education plan (SEPA or SEPC). The data set included students enrolled at CCC (minimum of one CCC class) who, if completed a SEP, would maintain enrollment priorities. These students were in good academic/progress standing (not below Level 1 probation) and completed less than 90 units.

Further, research conducted by CCC's institutional research team provided additional support on the positive impact that counseling and education planning has on student persistence. The research is based on a cohort of first-time students right out of high school who met with a counselor and completed a comprehensive student education plan (SEPC) in the fall term.

	Has met with COUN and has SEPC	Enrolled subsequent SP	Did not meet w/Counselor or have SEPC	Enrolled subsequent SP
Fall 2019	444	416/444 = 94%	212	175/212 = 83%
African American	9	7/9 = 78%	4	4/4 = 100%
Latinx	187	170/187 = 91%	94	78/94 = 83%
Fall 2020	238	224/238 = 94%	541	388/541 = 72%
African American	3	2/3 = 67%	11	7/11 = 64%
Latinx	90	84/90 = 93%	277	188/277 = 68%
Fall 2021 (1,341)	240	228/240 = 95%	182	141/182 = 77%
African American	5	4/5 = 80%	3	3/3 = 100%
Latinx	98	94/98 = 96%	84	63/84 = 75%

The fall 2021 cohort included 1,341 first time students right out of high school. Out of 1,341, 1,158 of these students met with a counselor during fall 2021 and 240 out of 1,158 met with a counselor and completed a SEPC. 228 of the 240 (95%) persisted from fall to spring. Out of the 182 students in the cohort that did not meet with a counselor in fall 2021 and did not have a SEPC, 141 (77%) did not persist from fall to spring. Latinx students who met with a counselor during fall 2021 and developed a SEPC (98) show a 96% persistence rate from fall to spring and African-American students who met with a counselor during fall 2021 and developed a SEPC (5) show an 80% persistence rate from fall to spring. Over the past 3 fall terms, in all instances the data shows that students who met with a counselor and had a SEPC persisted from fall to spring at an average of 94%. Whereas students in the cohort who did not meet with a counselor or have a SEPC persisted from fall to spring at an average of 75%. This shows a 23% difference between the two groups of students. We can say that counseling services and student education planning positively impact student persistence.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

INSTRUCTIONAL:

CCC works to ensure that distance education courses are of high quality, meeting the specific needs of online students to promote equitable student learning and achievement. 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 differently from on-campus courses in how they propose or evaluate those courses. In addition to curriculum process requirements, all DE courses are reviewed as part of each discipline’s Unit Program Plan (program review). [Additional Evidence: [DE Addendum Tracking](#)]

CCC administration and faculty, specifically our instructional designer, work to ensure that delivery modes and teaching methodologies meet the needs of students and promote equitable student learning. To achieve this, the practices and policies of distance education are decided through the participatory governance process. These policies include frameworks for regular and substantive contact, which define how and how often instructor student interaction will take place. Leading into the campus shutdown caused by the Coronavirus Pandemic in March 2020, the Department Chairs Council, facilitated by the Vice President of Instruction and comprised of Department Chairs, Instructional deans, Student Services deans, Vice President of Student Services, and the Academic Senate President to discuss the possible move to online instruction. Invited to the discussion were the Instructional Designer and the DE Faculty Coordinator. The group agreed on a plan to transition all services to online delivery except a couple of CTE programs which required ongoing in-person meetings. The plan included training options for faculty and students relative to course content access, delivery, and assessments. [Additional Evidence: [Distance Ed Advisory Meeting SP20](#), [Distance Ed Toolbox](#), [Remote Teaching FAQs](#), [Emails about Remote Teaching](#), [Scheduling Remote Training](#)]

Instruction was suspended for four days while the DE Coordinator and Instructional Designer led two-hour training sessions, five each day until instruction began (was restarted) again on Friday. The training sessions alternated between two topics: The first training sessions focused on the regulations and requirements for online teaching, including Title 5 and the requirements of our Distance Education Handbook and the second sessions focused on course design and keeping students engaged in their online courses. [Additional Evidence: [Ongoing Online Teaching Training Opportunities](#), [Online Teaching Training Announcement](#)]

The instructional designer placed an 18-week module template in every single Canvas shell the weekend before mandatory online training began. These modules included a Q&A discussion board and a weekly module structure that included an overview page with a space for objectives and placeholders for interactive activities, like discussions, and provided faculty with a starting point for creating their own Canvas shells. To comply with the Districtwide policy to [certify all online instructors](#), the Instructional Designer and DE Coordinator adapted the 12-week online certification, which existed since 2017, to four weeks and held trainings each month starting April 1 to August 10, allowing us to train approximately 250 faculty. The certification had already been aligned with best practices for teaching online and included a balance of instruction and practice. Additional training and certification courses were offered as it became clear that online instruction would not only continue but would be our primary modality for several years.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Clovis Community College ensures equitable and effective services and programs that support students' unique educational pathways having to do both with academic and non-academic needs. CCC has built a

strong support system for students by offering services through Counseling, Student Success Coaches, Library, and Tutorial.

ACADEMIC, PERSONAL, AND CAREER COUNSELING SUPPORT:

Counselors continue to assess and evaluate the needs of the students. Through data driven decisions, the focus is on serving our disproportionately impacted student populations and providing equitable support and services. CCC Counselors provide adequate access to all student support programs and services, including, but not limited to: General Counseling, Transfer, Career, Athletics, TRIO, Veterans, DSP&S, EOPS, CARE, NextUP, CalWORKs, Enrichment, Retention – Basic Needs, Probation, Early Alert, and Guided Pathways. In the development of the new Starfish Connect system and in line with the Guided Pathway goals, CCC Counselors have established a counseling model that provides students with an assigned counselor based on their major. The counselors meet with the instructional faculty of the assigned department/disciplines to work collaboratively to help the students succeed.

STUDENT SUCCESS COACH SUPPORT:

The [Student Success Coaching program](#) at Clovis is just one way to help bridge gaps in students' educational journeys. Student Success Coaching is designed to help students maximize their college experience and reach their goals. Coaches are available to assist students with general questions about the college and to connect students to campus and community resources, including, Student Equity Book Grants, transportation assistance (on/off campus), food resources, CalFresh application, emergency housing support, childcare referrals, and technology support.

IDENTIFYING STUDENTS NEEDS:

Clovis Community College is committed to the academic and personal success of our students. We understand that basic needs directly impact student success and have been proactive in assessing our students' needs. CCC Counselors took the lead in developing the first [Basic Needs Resource website](#) for Clovis Community College. Also, in collaboration with the districtwide Starfish Connect team and our college webmaster, counselors implemented a 'Request Assistance' tool through Starfish and replicated this tool on our basic need resources webpage. The Request Assistance tool allows students to request assistance for academic, career, and personal concerns. Once the student submits a request, the request is triaged, routed to the CCC Counseling Department, and then to the appropriate counselor and/or support program contact. The districtwide Survey has also been implemented at CCC. The survey provides data on the specific needs of our students. The counselors also set up the [Starfish Early Alert system](#) and manage the flags and referrals submitted by instructional faculty; including flags for basic needs.

CCC provides a variety of Basic Needs support, including the following: General and Special Program Counseling, Student Success Coaches, Food Resources, Emergency & Affordable Housing, Personal Safety, Financial Support, Transportation, Technology, Health & Wellness, Parent Resources, and COVID-19 resources. Additionally, this past year, CCC hired a Basic Needs Director.

STARFISH SCCCD SURVEY, REQUEST ASSISTANCE, AND EARLY ALERT RETENTION PROGRAM:

The purpose of the Survey, developed by the Districtwide Starfish Connect team, is to gather data and learn more about our students' needs. The survey consists of six questions:

1. How certain are you about your program choice/major?
2. Are you concerned about having enough food for you and your family?
3. Are you homeless or concerned about becoming homeless?
4. How confident are you in your ability to use a computer to complete assignments?
5. How confident are you that you will have access to the internet when you need to complete assignments?
6. How are you planning to pay for college?

Additionally, through Starfish, CCC implemented a 'Request Assistance' tool that allows students to request support and assistance. The 'Request Assistance' link is in the student portal and on the [Basic Needs webpage](#) and provides students a list of statements to select and identify the area of concern. The type of assistance includes the following:

- I'm concerned about being homeless
- I'm concerned about not having enough food for myself/family
- I want help connecting to tutoring service
- I want help finding a job
- I want help selecting a career path
- I want help understanding how to connect to an academic counselor
- I want help with planning to transfer to a university
- I want information about health services (campus nurse)
- I want information about getting involved at my college
- I want information about paying for college/other expenses
- I want information about support services for veterans
- I want information about technology support
- I want information about support programs available at my college
- I want information on services for students with disabilities

For each prompt there is an auto response regarding the support/service requested. Also, for the prompts, the student is contacted directly by phone and connected to the appropriate support.

[Starfish Early Alert](#) is faculty driven and plays a critical role in student success by letting us connect students with support services to help them be successful in completing their educational goals. The counselors ensure effective collaboration between instructional and non-instructional (counseling) faculty to promote program efficiency. The counseling team has established an open communication system regarding the follow-up process, facilitated multiple faculty trainings, and a Canvas site for Starfish Early Alert was created and provides access to Early Alert training materials. Additionally, a Starfish Early Alert Faculty Workgroup has also been created to support program efforts and collaboration. CCC is also the SCCCD lead for Starfish Early Alert and works collaboratively with district counterparts to ensure cohesiveness and consistency in the implementation of services.

We understand that all basic needs resources are important for student success, and the Crush Pantry and Crush Clothing Closet are two resources CCC is incredibly proud to offer.

CRUSH PANTRY:

One of the most profound ways Clovis Community has attempted to satisfy the non-academic needs of students on both our main campus and satellite campus, the Herndon Center, is student access to the [“Crush Cupboard”](#) and [“Crush Pantry.”](#) Open for the first time in 2018, both locations provide students with fresh and non-perishable food options free of charge to fill any gaps caused by food insecurity. For convenience, students can place online orders and either pick up their fulfilled order on campus or bring it to their car. Students are also able to shop directly at both locations during the week. Also, The Crush Pantry offers free snack locations throughout the college. The stations are in both buildings and cover various high-traffic areas like the counseling offices, Welcome Center, and Tutorial Center. These locations are listed on the college website directly on the Crush Pantry webpage. Include data for how food insecurity was/is addressed.

TRACKING SYSTEM:

Fall 2023, a tracking system utilizing SARS software for all basic needs services was developed. Districtwide codes were created to track each of the 7 required basic needs categories for MIS SG 23 reporting. All basic needs data will be available on a data dashboard developed by CCC’s institutional research team.

MATRICULATION:

Clovis Community College designs, delivers, and assesses intake and onboarding the matriculation process. Per Title 5 (Section 55520), “Community colleges shall provide students with the following Student Success and Support Program services: Orientation, Assessment, Counseling and Student Education Planning, and follow up services to evaluate the academic progress and provide support services to at risk students and referrals to financial aid, health and mental health services, campus employment placement services, Extended Opportunity Programs and Services, campus child care services, tutorial services, foster youth support services, veterans support services, and Disabled Students Programs and Services...” These services support student preparedness, success, and retention.

COUNSELING:

[Academic Counseling](#) - Academic Counseling Services include:

- Assessment using multiple measures and diagnosis of students’ academic abilities, strengths, and weaknesses
- Clarifying academic goals and selecting a program of study
- Educational planning for transfer, associate degree, and certificate programs
- Assisting with clarifying choices and actions, as well as decision-making, planning, and

- transitioning; implementation of immediate and
- Long term goals
- Making referrals to other support services when a need is indicated
- Intervening when students' academic performance is at risk
- Providing follow-up (e.g., academic mentoring, early alert processes, and probation counseling)

Career Counseling - Career Counseling Services include:

- Assess aptitudes, abilities, and interests, provide current and future employment trends and job placement
- Teach the career development process and its importance in setting and achieving academic and life goals
- Career counseling services include assisting students in clarifying career goals, intake interviews, career assessment
- instruments, career exploration, using the latest technology, and instruction in career goal setting and decision-making

Standards of Practice for California Community College Counseling Faculty and Programs, describes not only academic and career counseling, but also includes personal counseling as a critical component of the counseling process. The article includes the following: 'Personal counseling services must be available to students whose personal life issues interfere with their academic success. These include, but need not be limited to, individual and group counseling, crisis intervention, support groups, and courses or workshops on personal life issues (e.g., dealing with self-esteem issues, stress management, and substance abuse prevention). While counseling faculty should be prepared to provide some of these services, referrals to mental health professionals should be made as needed.'

Personal Counseling - Personal Counseling Services include:

- Assist with personal, family, or other social concerns, when related to the student's education, success, and completion
- Crisis intervention, either directly or through cooperative arrangements with other resources on campus or in the community
- Counseling faculty ensure that the needs of students in crisis are met and personnel appropriate to assist in such situations are available, including health and psychological services

Although these core functions might be viewed as separate components, they are very connected. When counseling students, CCC takes the whole person into consideration when counseling and developing a plan. Academic goals are connected to career goals. It is critical to address academic, personal, and career concerns in developing a student education plan to meet the student's specific needs. Counselors also make referrals and ensure students are aware of available resources and support.

CCC Counselors provide all three of these three core functions, both [online](#) and face-to-face, through workshops, collaboration with faculty, staff, and administration, and Counseling courses. The CCC Counseling Department designs and delivers accessible, equitable and effective services and programs that provide students with support to succeed. These services include General Counseling, Transfer, Career, Athletics, TRIO, Veterans, DSP&S, EOPS, CARE, NextUP, CalWORKs, Enrichment, Follow Up and Retention support (Probation Services and Early Alert), and Guided Pathways. In the development of the new Starfish Connect system and in line with the Guided Pathway goals, CCC Counselors have established a counseling model that provides students with an assigned counselor based on their major and/or support program. Drop-In counseling and appointments are offered both on campus and online. In any modality, counselors ensure that that all student records and personal information is kept secure and confidential. [Additional Evidence: [Online Academic Counseling Marketing](#), [Online Academic Counseling Webpage Updates](#)]

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. The student portal complements the website by giving students greater access and ease of use to functions and information pertinent to their needs with fewer intended "clicks" to perform functions.

LIBRARY:

[The library at Clovis Community College](#) is an essential academic resource for student success. The library supports our college's teaching and learning needs in all modalities through quality print, electronic, multimedia resources, technology resources, and through instruction in research methods and information competency. CCC students report that utilizing [library services](#) and library instruction positively impacts their grades and academic success.

The library maintains large physical and electronic collections designed to support academic success, equity, curiosity, professional development, and to meet students' needs in person or online. The library offers high-demand course textbooks and anatomy models for in-library use to ensure all students can access these important materials. Inside the library students can use desktop computers, charging stations, printers, and carrels. Two study rooms are available to be reserved up to three days in advance for a maximum of two hours for group-study and individual use. The library collection boasts a physical collection of more than 20,000 print and media resources, more than 300,000 eBooks, 20 digital magazines, and [50+ electronic research databases](#) including access to important news resources. The library website is meticulously crafted to ensure easy navigation while highlighting the most relevant services available.

A specific resource made available by the library in collaboration with the Technology Department is the [Technology Checkout Program](#), which really took shape during the height of the Pandemic and currently serves students in a variety of ways. Students can check out laptops, calculators, noise-cancelling headphones and hotspots (WIFI) to access the internet from home or elsewhere for a semester. Students can also check out tablets for in-class use. With the increase of online classes (particularly when online education was the only option at the height of the pandemic) this free

program was and is invaluable to students in need of reliable tools to allow them to continue their education and enable academic success in unconventional settings. The Technology Checkout Program created the opening for other collaborations, and the library now facilitates student checkout of resources like textbooks, iPads, art tablets, and calculators for a variety of departments. The librarians serve as faculty to the entire college and play a vital role in student learning through an array of information competency services provided through a panoply of modalities.

Librarians provide classroom integrated instructional services in person or on Zoom, asynchronously, through the creation of robust instructional materials. These materials include research guides, short instructional videos, Canvas modules and pages for integration directly into courses, and a badged Library Canvas Course, that can be accessed as part of instruction or as a stand-alone resource.

Our Librarians offer one of the most equitable and academically relevant resources on the college campus by providing individualized information competency instruction to students through [Book-a-Librarian sessions](#) (in-person and virtual), drop-in research help, and Ask-a-Librarian (24/7 online live chat reference services). Because these services are offered in a variety of modalities, students can receive immediate help from live librarians whether they are on campus. These free services satisfy the diverse and unique needs of students, no matter their educational pathway, in that students can request support from one of our librarians, either through an online questionnaire or by dropping in and asking for help. In fact, a chat feature is available on every library webpage and in many of our databases so that students can immediately connect with a librarian. In one-on-one sessions, librarians provide instruction in various research skills including topic selection narrowing, developing research strategies, learning how to conduct research, and ethical use of information and proper attribution.

Through these services, the librarians and the library staff truly serve the institutional mission to “Create Opportunities – One Student at a Time.” The library seeks to meet students where they are and provide the support, they need to be successful by helping them learn how to locate, evaluate, and ethically use information sources that contribute to their academic success and promote lifelong learning. The librarians develop the collection of physical and online resources that support course curricula and foster independent reading and learning opportunities. The librarians create marketing and teaching tools, material displays, and programs that promote learning and reflect the diverse interests and cultural fabric of our college and the greater community. However, we would be remiss if we did not point out that, due to a perfect storm of complex issues related to management of a multi-college district, the funding formula, the fifty percent rule, and the faculty obligation number, the college has been unable to prioritize hiring non-instructional faculty, including librarians. Clovis Community College is being outpaced in hiring of librarians by its sister colleges and the region. This has put library services in a perilous position, and the librarians will need to evaluate which services will need to be reduced as opposed to innovating. [Additional Evidence: [Library Statistics](#)]

TUTORIAL CENTER:

The [CCC Tutorial Center](#) is yet another invaluable service to students on campus. By offering several equitable [services and resources](#) to support student success both academically and non-academically, the “TC” is designed to help students improve their skills and habits holistically, rather than just helping them succeed in a single class. Peer tutoring is free to all students with an SCCC ID number, and the

center can help with almost every course on campus. Though many additional Tutorial services can be identified, for our purposes, we can highlight three in particular: study sessions, embedded tutoring, and the availability of free resources.

Tutors hold “study sessions” for students to review material and ask questions before an exam. Study sessions are 1–2-hour sessions in which a tutor works with students through the instructors’ study guide to allow students to ask questions and focus on areas that need the most review. These sessions are held through the Tutorial Center Zoom so that students who cannot make it to campus are still able to receive help before an exam.

The Tutorial Center also runs an embedded tutoring program in which tutors are paired with instructors who want more support for the class and students. The embedded tutor attends all classes/labs with the students and acts as a hub between the Tutorial Center, the student, and the instructor. Embedded tutors can assist during group work, deliver small presentations, provide additional support on Canvas, and run the aforementioned study sessions. Embedded tutors become mentor figures to the students and offer help with additional college life support beyond the classroom.

The Tutorial Center offers free access to resources for students who come into the center. It has both desktop and laptop computers for use, essay printing, biology and anatomy models, chemistry molecular kits, math textbooks, engineering tools, calculators, headphones, and a Communications Lab for students who need help with speeches. As of Spring 2023, the Tutorial Center has four VR headsets and will be piloting virtual reality tutoring software.

VETERANS RESOURCE CENTER:

To address both the academic and non-academic needs of the growing Veteran student population on our campus, in November of 2017, CCC opened the [Veterans Resource Center](#) (VRC). This space is designed to provide comprehensive supportive services to veteran students. Due to limited desk space, the VRC houses two Veterans Counselors and a Veterans Services Specialist on a rotational basis. The space was developed with intentionality ranging from wall color to internal and external services provided. Internally, the space provides computers and free printing services, a study space, a peer mentor, free daily snacks/coffee, a refrigerator/microwave, a TV with lounge chairs, cash grants for eligible student veterans, loaner laptops, free textbook and classroom materials vouchers, academic counseling, and veterans benefits certification. The VRC also brings in external partners each semester to assist veterans in the VRC. These external partners include the VA Hospital to assist in screening for health benefits; Fresno State Veterans TRiO Program for transfer eligibility; CalVET for connections to California veterans benefits and state jobs; the local Veterans Center provides transition services to combat veterans; County Veterans Services Office (CVSO) for eligibility; and CCC Psychological Services for group and individual mental health counseling.

The VRC maintains strong integration with other Student Services Departments for maximum efficiency. The VRC counselors operate under the general counseling umbrella so they remain up to date on academic advising requirements for local degree options and transfer. The Certifying Official, or Veterans Services Specialist, serves on Student Services leads meetings, College Council, and Student

Success & Equity Committee to ensure the needs of veterans are heard. The Veterans Services Specialist has extensive financial aid training to assist veterans in the VRC and Tutorial Center staff assist with essay writing during scholarship application workshops hosted by the VRC. All VRC staff work in close coordination with Admissions & Records to expedite the processing of external transcripts, Joint Services Transcripts (JSTs), Credit for Prior Learning (CPL), and registration activity.

The VRC staff saw a need to assist veterans with disabilities who refused to seek disability accommodations through our Disabled Students Programs & Services (DSPS) program for stigma or pride related reasons. To provide needed accommodations, a VRC Counselor with experience and education in the disability realm went through the faculty equivalency process and was approved in March 2022 to also serve as a DSPS counselor. Now, DSPS services are offered to veterans in the VRC where veterans are comfortable. The VRC/DSPS counselor meets regularly with the DSPS Counselor/Coordinator for training and attends DSPS staff meetings.

DSP&S TRANSITION TO COLLEGE (TTC):

Clovis Community College's (CCC) [Disabled Student Programs & Services](#) (DSP&S) offers the 'Transition to College' (TTC) services to our local feeder schools including Clovis North, Buchanan, Clovis High, Clovis West, Clovis East, Gateway, Clovis Online-Enterprise, Community Day School, Sierra High, Minarets, and Fresno Christian. Each year, the TTC counselor collaborates with CUSD program specialists to review the previous year, collaborate on updates, discuss changes at the high school site, and implement improvements for the upcoming year to meet student's needs. Additionally, the TTC counselor communicates all information to CCC's outreach staff. The goal is to support high school special education students who are transitioning to their local community college by providing comprehensive DSP&S support services and explanation of accommodations at the college level. Students on an IEP/504 plan are identified by their high school RSP/504 liaisons & connected with a CCC DSP&S counselor. Intakes are scheduled at each high school site during the fall of the students' senior year. Priority registration is given to those students who complete the college matriculation steps and the DSP&S intake. TTC counselor works closely with CCC's outreach team at each high school site to ensure DSP&S students are meeting each of the college matriculation steps; including the application for admission, online orientation, and advising.

During spring, DSP&S counselors meet with students during Reg-to-Go to discuss the first semester plan and to remind students of their accommodations, including priority registration. A TTC Night is also planned every year during Spring, inviting students and their parents to an informational night to review college accommodations vs. high school accommodations, questions regarding financial aid, how to register for classes through self-service, college resources, and DSP&S support agencies such as Department of Rehabilitation (DOR). Flyers are mailed home and provided to each prospective school site to distribute to students. A Remind app is created and offered to students to sign up for important text messages regarding registration. Finally, the summer before students begin Clovis Community College, letters are mailed home to students enrolled in classes regarding their assigned college counselor and encouraged to meet with them to set up accommodations.

TRANSFER COUNSELING SERVICES:

CCC serves many students planning to transfer to four-year universities. We are now offering 31 Associate Degrees for Transfer (ADT's) and 2 University of California Transfer Pathway Degrees (UCTPs). These opportunities provide our students with additional support for transfer eligibility. For the past five years, CCC has been recognized by the Campaign for College Opportunity as a Champion of Higher Education for our exemplary work in implementing the Associate Degree for Transfer (ADT). There are four-categories for California Community Colleges. CCC was ranked #1 in two categories:

- #1 in Associate Degree for Transfer Awards as a percent of all Associate Degrees awarded
- #1 in Associate Degree for Transfer Awards relative to campus enrollment (FTES)
- #15 for Growth in Associate Degree for Transfer awards
- #40 in Total Associate Degree for Transfer Awards (across all California Community Colleges)

In 2022, CCC was also awarded the Equity Champions of Higher Education for Excellence in Transfer for Black & Latinx Students that earned an ADT.

Clovis Community College is recognized as a [TOP Transfer College](#):

- #1 in California for Latinx students rate of transfer to a 4-year institution
- #1 in California for First-Generation students' rate of transfer to a 40-year institution
- #2 in California for students' transfer rate to a UC or CSU
- #4 in California for students' rate of transfer to a 4-year institution
- #5 in California for Perkins Economically Disadvantaged students' rate of transfer to a 4-year institution

[Transfer Center](#) services and information are communicated to students through Counseling sessions (online and in person), Social Media, Transfer Day events, weekly emails, flyers posted around campus, Transfer Center webpage, Transfer Center Canvas site, Crush Alerts through the CCC's Public Information Office (PIO). The Transfer Center Canvas site has been instrumental in providing students with important information about [transfer workshops](#), campus updates, and transfer events on campus and online. Furthermore, all students interested in transferring to a UC campus are advised to set up a Transfer Admission Planner (TAP) account, which provides students with [important transfer information](#).

Creating a partnership by collaborating and developing new transfer pathways and programs with four-year institutions. This collaboration will provide our students with pathways and programs to streamline the transfer process. Some examples include:

- Associate Degree for Transfer Placement Requirement
- California Virtual Campus (CVC)
- Common Numbering (AB 1111)
- Credit for Prior Learning (CPL)
- Dual Admission Program (UC's)
- Equitable Placement, Support, and Completion (AB 705/1705)

- Guided Pathways
- Historically Black Colleges & Universities (HBCU) Guaranteed Admission program & partnership with 22-Ways Leadership Academy (22-Ways organize HBCU campus tours)
- Rising Scholars
- Student Transfer Achievement Reform Act (AB 1749 & AB 928 – CalGETC)
- Transfer Alliance Program (TAP) with UCLA
- Transfer Success Pathways (TSP) (AB 132)

TRANSFER DAY:

Each year Clovis Community College hosts a [Transfer Day](#). Based on evaluations from the previous year we opted to make changes to have more institutions and students in attendance. This year we combined our annual Rocktoberfest event with Transfer Day and called it a Transfer Day Festival. There were over 30 institutions represented and approximately 400 students participated in the Transfer Day Festival. Students had an opportunity to meet with representatives and enter a raffle to win prizes. Several clubs and special programs participated in the event and provided students with information about their programs. Based on the [feedback](#) from the evaluations we received this year, our goal of having more students attend was well received.

CAREER RESOURCE CENTER:

The [Career Resource Center](#) also efforts to meet the diverse and unique educational journeys of CCC students through the numerous and varied services. Since the Career Resource Center's inception in November of 2015, it has grown substantially. It started with a small office and a part-time career counselor and has now expanded to occupy a large classroom space. It is staffed with one full-time and 1.7 part-time counselors. However, until recently, it still looked very much like a classroom. In the summer of 2020, the Career Center received funding from the SCCC Foundation to complete a remodel of our space that included a reception desk, three offices and a small area in back where an employer could conduct an interview. These improvements have given the office a professional look and assists students and counselors in having a more private space in which to complete the career exploration process.

For the past 5 years, [career-related services](#) have been consistently the most sought out service requested by Clovis Community College students. According to the Fall 2022 Counseling Student Satisfaction Survey, 47% of CCC students have sought out services provided by the Career Resource Center (see Fall 2022 – [Counseling Student Satisfaction Survey](#)). The primary goal of the Career Resource Center is to equip and inform students of the career development process. In simplified terms, the comprehensive process consists of 1. self-exploration, 2. [identifying careers](#) that align with the students' interests/personality, and 3. identifying the [education and training required](#) to pursue the desired career. The entire process may consist of 3-5 one-hour, one-on-one sessions with a career counselor. The number of sessions depends on the students' pace and unique needs. Students may seek our services in person by stopping by AC2-174, via their student portal and accessing Starfish, by phone, email, or through the [webpage](#) which includes available appointments or virtual drop-ins. The career

center also promotes its services by hosting workshops, attending campus events, and by conducting classroom presentations.

In addition to the multiple methods of contacting the Career Resource Center, students have many options to complete their appointments. They may meet with a career counselor either in-person or via Zoom. Due to the Covid-19 pandemic, we have converted all our documents and assessments to accommodate online appointments. The Career Resource Center is open from 8am – 6pm Monday through Thursday and 8am-5pm on Fridays.

The CCC Career Center has also developed yet another resource for students to experience confidence, professionalism, and success well beyond the classroom in the form of a clothing closet. This resource is specifically for students who need interview, work attire, everyday clothes and warm garments. After requesting funding several times, in Fall 2022, The Career Center was notified that a grant from the SCCC Foundation was awarded. The [Crush Clothing Closet](#) serves ALL students who have a need for clothing, professional or not, but the target population will be the students identified as economically disadvantaged and those looking for work or interview attire. These students face more barriers and require more supportive services to persist academically. Many of them need to find a job before they can continue their education.

The expected student outcomes and effects are as follows:

- Increased students' confidence levels
- Reduced or eliminated barriers in students accessing clothing for daily needs, interview, or job attire.
- Increased student awareness of the importance of first impressions during an interview or job fair.

The expected College/Student Effects & Outcomes:

- Alignment with CCC's [mission](#): "We promote opportunities for success and wellness through full access to programs and services, and we provide comprehensive student support to achieve equity" & "Creating Opportunities -One Student at a Time."
- Contribution to Clovis Community College's [Student Equity Plan](#) of prioritizing Student Success & Student Equity
- Alignment with Integrated Plan Goals, specifically: "Support students' basic health and wellness needs that contribute to student success including social, emotional, physical, and mental health (Student Equity Plan 2019-2022, p.3).

The Career Center staff renovated room 106 on the Herndon campus, and purchased the items needed to make the Crush Clothing Closet a place where all students feel welcome and want to come. The modern rustic design includes two dressing rooms with standing floor mirrors, comfortable seating, and benches, and an informal interview and workshop space for local employers to use with our students and job developers. The remodel was completed in the Fall 2023 semester, and the closet is fully functional. On September 12th, 2023, the Crush Closet held its grand opening with an Open House celebration with the fall clothing/winter coat drive. This drive culminated in a fashion show using the donated clothes with CCC students and/or staff and faculty modeling appropriate attire for

interviews. To make this a “one stop shop” and bring more services to the Herndon Campus students, the Crush Clothing Closet is staffed with the Job Developer and a career counselor from the CRC on a rotating basis along with a federal work study student.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students’ unique educational journeys. (ER 15)

ATHLETICS:

One of the most significant additions to our college in service and celebration of the varying goals and needs of our diverse student population is a well-rounded [Athletics Department](#). During our college’s last Accreditation cycle and review, the CCC Athletics Program(s) were still in a developmental stage, but has since become a platform for growth, self-discovery, and success for our Crush student-athletes while also continuing to develop at a pace that reflects our constantly evolving campus and local community accurately and effectively. This development includes the addition of several new intercollegiate sport programs that are reflective of local high school participation data to our initial offering of men’s and women’s swim & dive for the 2015-16 academic year. Women’s soccer was added for the 2016-17 academic year, and with that, a full-time head coaching position. Subsequently, men’s and women’s cross country and track & field programs were added in 2018-19 and 2019-20 respectively, both also with a full-time head coaching position. In this short time, our women’s programs have combined to win seven Central Valley Conference Championships and in 2022, the women’s cross-country team won the 3C2A Northern California Regional Championship. Clovis Community College also finished the 2022-23 academic year ranked 37th of 110 eligible institutions in the NATYCAA Cup standings, the overall measure of athletics excellence amongst California Community Colleges, an exceptionally notable finish with just eight intercollegiate sport programs. Currently, there are plans for the addition of men’s and women’s tennis programs, with competitive play commencing in the 2024-25 academic year. Beyond this, we will continue to thoughtfully and intentionally consider additional sport programming that best meets the needs of our constituents both here on campus and throughout our neighboring communities.

From a facilities perspective, an on-campus soccer field was constructed and opened for competitive play in the 2016-17 academic year and hosts dozens of home matches each year, in addition to numerous youth camps and clinics that welcome our neighbors and community partners to explore our campus and learn more about our offerings. The college is currently working with Darden Architects to finalize plans for a modern soccer/track & field facility to be housed on the southwest corner of campus. This facility will better serve the needs of both Crush student-athletes and our student body alike and is slated to include those amenities most conducive to creating a compelling and engaging student experience. Featured in the first phase of this project will a competition soccer field, an eight-lane track with pits for all collegiately contested horizontal and vertical jumps, bleacher seating, a press box, and a support building that will include a training room, locker rooms, showers and restrooms, and ample

storage space. We are hopeful that once complete, this facility will serve both our campus and local community as a unique point of pride.

To more effectively serve both the mental and physical health needs of Crush student-athletes, Clovis Community College created a full-time Athletic Trainer position beginning in the 2016-17 academic year. This position provides year-round holistic care and support to better ensure student-athlete safety and wellbeing. Current technology has also been integrated into this role, including Sway concussion assessment and management software and the use of Sportware, an Electronic Medical Record (EMR) database that tracks and records injury history, treatment plans, pre-participation physical data, and student-athlete emergency and insurance information. Finally, through a newly created partnership with California State University, Fresno, Clovis Community College will serve as a clinical training site for students matriculating within their Masters in Athletic Training (MSAT) program beginning in the fall 2023 semester.

The continued academic development and success of our student-athletes of course remains our top priority, and several robust support systems and assessment methods have been created and put into action to help safeguard this critical growth. Our cornerstone student-athlete success program, Crush Academy, was implemented in the spring semester of 2016 and provides those basic structure, support, and accountability tools requisite to sustained academic achievement. All Crush student-athletes are required to submit grade checks every three weeks, and the Academic Counselor for Athletics will then contact any student demonstrating deficiencies and connect them with the appropriate campus resources, including the Library, Tutorial Center, Basic Needs, and Student Success Coaches. Methods are also in place to determine if the student has in turn utilized these recommended resources. The Academic Counselor for Athletics also meets individually with each student-athlete at minimum two times each semester to discuss and evaluate academic goals and progress, further develop student education plans, and identify valuable campus resources.

Various assessment methods help our program evaluate the effectiveness of academic support programs and services offered to our student-athletes. Student-athlete success data is prepared by the Office of Institutional Research and made available to the Athletics staff for review and analysis to better inform us of the strategies and services provided to our student-athletes. This information is also incorporated into our Unit / Program Plan for Athletics (completed every other year) and our 3C2A Program Review (completed every five years). Athletic Counseling's Service Unit Outcomes are also assessed every other year, and student-athlete utilization of support services are evaluated annually using attendance reports and time log submissions. These combined efforts culminated in 42 Crush student-athletes being recognized with the Kiwanis Torch of Excellence for the 2022-23 academic year, a Districtwide honor recognizing those that earned a minimum GPA of 3.2. This number represented roughly half of Clovis Community College's entire student-athlete population for the year.

Valuable components of our Athletics program have been developed to ensure student-athlete engagement with both our campus and local communities, as well as effective utilization of available services and resources. A leadership group, Crush Student Athlete Council (CSAC), was established to provide meaningful input and contribute to efforts designed to enhance student-athlete success while also amplifying the mission of the Department of Athletics and the College overall. CSAC is comprised of two representatives from each intercollegiate team, the Director of Athletics, and the Academic

Counselor for Athletics, and the group meets two times per month during the academic year. CSAC members share information and gather feedback from within their respective programs, provide input regarding programming offered through the Department of Athletics and recommend improvements or adjustments, and help to identify and plan opportunities for student-athlete engagement both on campus and throughout our neighboring communities.

In part through the efforts of CSAC, the Department of Athletics has made great strides in identifying and cultivating authentic and lasting partnerships with local business, educational, political, and social leaders. This has created opportunities for Crush student-athletes to become more visible within our local communities while also giving of themselves to benefit the greater good. It has also resulted in significant philanthropic support for the Department of Athletics, with just under \$250,000 raised during the 2022-23 academic year, funds that have been or will be directly reinvested in our campus and the continued success of Clovis Community College students.

VALLEY COMMUNITY SMALL BUSINESS DEVELOPMENT CENTER (VCSBDC):

Clovis Community College is dedicated to students' success well beyond their time as students on our campus. With eye toward innovation, sustainability, and longevity, Clovis Community College became the host organization for the local Small Business Development Center program in 2018 and rebranded it as [Valley Community Small Business Development Center](#) (VCSBDC).

VCSBDC is a program funded by the U.S. Small Business Administration and its purpose is to provide one-on-one business counseling, technical assistance, and training to entrepreneurs and existing business owners who want to start, grow, or expand their business throughout our four-county service areas (Fresno, Madera, Tulare, and Kings). This is done primarily by staff and business consultants who are experts in their respective fields. All business counseling is confidential and provided at no cost to entrepreneurs and small business owners. The VCSBDC also conducts and co-sponsors workshops to provide ongoing training opportunities that provide much-needed business information and strengthen the management capacity of local small businesses. Although the SBDC program is offered as a benefit to the public, the program is also designed to directly impact the future endeavors of Clovis Community College students by collaborating with the President's Advisory Council to discover opportunities for students to utilize the VCSBDC to help them achieve their goal of starting their own businesses. The VCSBDC also offers presentations regarding entrepreneurship and resources to start a business to any department, classroom, or cohort within the college.

In July of 2023 we received a grant to train students to provide e-commerce diagnostic advice to local small businesses. The program is still in the development stages and will offer internships with a stipend to students.

STUDENT ACTIVITIES:

Clovis Community College offers many student clubs that include service, leadership, religious, pre-professional, and athletic organizations and other special interest groups. The creation and ongoing operation of clubs are driven by student interest and participation in multiple events throughout the year. [Student Activities](#) holds 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 Club Rush event is promoted widely through social media, flyers, posters, electronic communications, and class presentations. Information about various clubs is available from the Student Activities Office or by accessing the Student Life webpage.

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. ASG works with the Student Activities Office to coordinate student-directed extracurricular activities at CCC. Student Activities, the Associated Student Government, and individual departments often work collaboratively to offer campus-wide events, annual activities, and cultural celebrations such as the [African American Success Initiative](#). The mission of the African American Success Initiative (AASI) and Black Student Success (BSS) is to improve success outcomes for African American and Black students at Clovis Community College. The purpose of the Clovis Community College Welcome Black event, held on September 13, 2023, was to increase African American and Black students' sense of belonging at the college. It is well documented that increased student engagement and increased sense of belonging increases student retention (Messier et al., 2018, Strayhorn, Johnson). [Additional Evidence: [African-American Advisory Committee](#), [Black Student Success Week](#), [Crush Alert Black Student Success Week](#), [HBCU College Tour](#), [HBCU Transfer Flyer](#), [Welcome Black Report](#)]

Students who attended the event were asked to complete a short anonymous survey about their experience at the event; 12 completed the survey. The survey results showed that 60% of the survey respondents were enrolled in their first semester of college or had only completed one semester. Approximately 40% of the survey respondents completed two or more semesters. Overall, the responses to the Likert scale survey questions were positive.

Q2. "The information presented at Welcome Black was..."

Strongly Agree = 67%

Agree = 33%

Q3. "I enjoyed getting to meet other African..."

Strongly Agree = 67%

Agree = 33%

Q4. "Attending Welcome Black helped increase my..."

Strongly Agree = 58%

Agree = 42%

Qualitative student feedback was also collected through the student survey. Students overall had positive comments about the event. Some examples include:

- Q5. What did you appreciate the most about Welcome Black:
 - The sense of community and unity
 - Having the faculty know that they are here for us
 - Being educated about resources afforded to me

- Q6. What can we do to improve your experience at Welcome Black?
 - It was good overall
 - More socializing with our peers
 - Later time or alternate time for those that work
- Q7. Is there any additional information or activities you would like to see at Welcome Black next time.
 - I would like to know more about the staff and what they do
 - No, this meeting was very resourceful
 - More conversations about deep issues

Based on the feedback we received for the student participants, the following recommendations were made:

- **Continue to host the Welcome Black event.** Over the past three semesters, there is overwhelming positive feedback from students that the event increases African American and Black students' sense of belonging at Clovis Community College. In addition, many students who attend the event shared that the event is informational, makes them feel valued, and they appreciate being connected with other black faculty, staff, and students. Students also shared how much they appreciated the warmth and welcoming environment the faculty and staff provided at the event.
- **Continue to provide high quality food.** There were repeated comments from students about the high quality of the food. The high-quality food translated to some students as being "valued." However, good food seems to be a wonderful incentive for students to attend events.
- **Increase student interaction.** Students shared that they would like more interaction with their peers, student club representation, music, and provide alternate times for students to participate (for those who work).
- **Faculty & Staff Feedback.** This survey does not collect feedback from faculty, staff, and community members who attend the event. There is value in debriefing, either in person or email, to collect feedback from faculty and staff who attended the event. They will offer additional and experienced perspective to continue to improve the event.
- **Collect Institutional Data.** This survey does not provide any information about student success outcomes for African American and Black students. Now that AASI/BSS has three semesters of activities and work, it would be helpful to work closely with Institutional Research to determine if the efforts of AASI/BSS are impacting student success outcomes.

Clubs are governed by a constitution, which each organization produces. Elected club officers uphold the club constitution and facilitate meetings with club members. Club money can only be expended when it's approved at the club meeting. Clubs meet regularly with a representative of the Associated Student Government in the weekly Inter-Club Council Meeting.

DREAMERS:

In the fall of 2015, it became apparent that increased services were needed to support undocumented students attending CCC. At the time, funding was not available to hire counselors who specialized in

working with the “[Dream](#)” student population. Understanding the importance of providing this student population with support, two current CCC full-time counselors volunteered to serve in this role. Since then, the following activities have taken place at CCC:

- Specialized counseling, referrals to legal services, and advocacy for Dream students.
- Establishment of the Undocumented Student Taskforce with Admin, classified and faculty representation
- Approval and implementation for the CCC Dreamers Club.
- Collaboration with Admissions and Records to ensure students submit AB 540 documentation.
- Collaboration with Financial Aid to promote awareness of the CADAA. (California Dream Act Application).
- Partnership with Fresno State to establish the “Dream Conference,” for CCC students transferring to Fresno State.
- Implementation for distribution of Dream Liaison Funding.
- Coordination of the annual “Undocumented Student Action Week,” held every October since 2017.
- Collaboration with Institutional Research to identify and offer specialized counseling services.
- Collaboration with various Special Programs on Campus to provide intrusive counseling services (i.e. EOPS and TRIO)
- Collaboration with the Region V Dreamers Counselors Workgroup to help support students
- Training for Outreach regarding the unique needs of Dreamer students.

[Additional Evidence: [Undocumented Student Week Speaker](#), [Dream Day Transfer to Fresno State](#), [Dreamers Club](#), [Dreamers Club Attorney Presentation](#), [Undocumented Student Action Week Flyer for Employees](#), [Undocumented Student Action Week Flyer for Students](#), [CSU Application Tips](#), [Dreamers Preview Day](#)]

2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Through a variety of data gathering and reviewing efforts and innovations, the faculty, staff, and administration at Clovis Community College engage in multiple opportunities to review, assess, and improve the quality of our academic, learning support, and student services programs.

UNIT PROGRAM (UP) PLANNING:

In 2018, the current program review process was re-evaluated at CCC. A workgroup was convened and with the help of a consultant, CCC revamped the existing program review process. Prior to 2018, program review occurred every five years aligned with the curriculum review cycle. A program review evaluates current practices for each discipline and support service to encourage program development

and improvement of student success and engagement. There was consensus that our process needed to be evaluated to ensure that our focus remained on program development, student success, and that the plan provided meaningful content, data review, and goals within a realistic time frame. CCC successfully transitioned from a 5-year program review cycle to a 2-year Unit/Program (UP) planning cycle. For each cycle the college President identifies a 'Strategic Goal Focus' to determine a common data set for all programs, service and administrative units analyze. The new Unit/Program (UP) Planning template(s) consists of the following seven elements:

1. Description of the Unit/Program
2. Status report on improvement goals from the prior Unit/Program Plan
3. Status report on the Unit/Program's contribution to the College Strategic Plan Goals and Objectives
4. President's Strategic Goal Focus for the 2-year cycle
5. Unit/Program three-year data summary
6. An example of how SLO, SUO, and/or PLO data analysis has contributed to Unit/Program improvements
7. Improvement goals

[Additional Evidence: [UP Planning Templates](#)]

To increase communication across faculty, staff, and administration on program/unit planning, a representative from each unit/program is required to meet with their area administrator to review and discuss the UP plan and document recommendations by the administrator. The Unit/Program (UP) Planning committee members monitor the progress of UP Plans during each cycle, post all documentation on the Unit/Program (UP) Planning committee SharePoint site, and provide feedback on the plan directly to the members of each unit.

DATA DASHBOARDS:

With the recent development and implementation of the [Data Dashboards](#) by the Office of Institutional Research, reviewing course level data has become more accessible and streamlined for faculty and staff. Users can disaggregate data to highlight a variety of demographic markers including, but not limited to, first generation students, low-income students, gender, full-time versus part-time status, online versus face-to-face, race and ethnicity, from one year to the next. In fact, the Academic Senate led a series of workshops entitled: Using Data to Better Inform our Teaching and Services during the 2023-24 academic years to allow faculty the opportunity to not only learn how to navigate the dashboards individually, see data (confidentially) about their individual course success rates comparing various indicators from one semester to the next. These workshops were provided throughout the semester, and on Flex Day(s). The larger goal with each workshop was to show how demographic data and other data sources can give us a more informed look at who our students are and how students are performing in our courses and to engage in discussions that will help us to find strategies to support students in their educational goals. Workshops like these have become incredibly important because many faculty find that while we have the raw numbers that ultimately show who is successful or unsuccessful in our courses, sometimes the reasons why are opaque. Therefore, with disaggregated data, faculty and administrators might be able

to ask more informed and direct questions that better identify barriers to student success outside of purely content or discipline specific challenges.

In Spring 2023, the English Department met to discuss disaggregated data and set goals for addressing any identified gaps. Department members reviewed their UP Plan, added goals, and at the August 11, 2023, department meeting, formulated projects to address the gaps. In Spring 2023 and Fall 2023, several faculty members attended [IR workshops reviewing the disaggregated data](#) for their classes, and are engaging in reflection. On September 14, 2023, some department members met with the VP of Instruction to prioritize needs for meeting gaps.

Another example is the Title V funding received to help improve Latinx student success rates in STEM, a gap identified by faculty and administrators. As a result of this and as part of the UP Plan dialogue, the Chemistry department focused on Latinx student success in their introductory courses. This data revealed that our Latinx students earned more final grades of C or lower grades in CHEM 1A than other student groups. To help this community of students improve, department members agreed to report any student that receives a C or lower on their first exam through Starfish Early Alert System. Starfish has accommodated this project by including a new option for Chemistry faculty to address this matter. Students are contacted by a counselor, the tutorial center, and a Student Success Coach. After the semester ended, the Chemistry Department received data summarizing what the student's response was after being contacted, in addition to their semester grade. The department also tracked if these students continue as Chemistry majors or a non-STEM major.

eLUMEN to CURRIQUNET META:

From fall 2015 – 2017, CCC used a paper process to manage curriculum until the search for an electronic curriculum management system (CMS) began. On June 6, 2017, the SCCC Board of Trustees approved a contract with eLumen.

- 03/20/2020: Due to technical difficulties experienced by the Colleges in implementing the curriculum management system, SCCC Chancellor's Cabinet had a robust discussion of eLumen vs. curriQūnet.
- 03/22/2021: SCCC Workgroup of Clovis, Madera, and Reedley met to assess curriculum, SLO, and Program Review Software.
- Clovis, Madera, and Reedley College collaborated to create a "wish list" of desired features in the CMS.
- Fall 2023: curriQūnet META is launched as Clovis' CMS.

SERVICE UNIT OUTCOMES (SUOs):

All CCC Student Support Services collect and analyze data to evaluate the effectiveness of the support services in supporting equitable student success through the service unit assessment and evaluation process. Service Unit Outcomes (SUO's) are means of evaluating the services provided by college's service programs/units and are created and assessed by the individual service areas. The results inform planning and lead to goals of improved support services. CCC's Service Units include the following:

- Admissions & Records

- Basic Needs
- Counseling
 - Counseling: Academic, Career, Transfer, Orientation, & Online Academic Counseling (Live Chat-Ocelot)
 - Special Programs: Athletics, CalWORKs, DSP&S, Enrichment/Dual Enrollment, EOPS/CARE/NextUp, Guided Pathways, Honors, TRIO, Veterans,
 - Retention: Early Alert, Probation
- Financial Aid
- Health & Psychological Services
- Library Services
- Outreach
- Student Activities
- Tutorial Services
- Welcome Center

Service Unit Outcome (SUO) and assessment documentation is saved in CurriQunet; including SUO and SLO reports, timelines, and mapping plans.

Every fall, the counseling department works with the institutional research department to assess each of the counseling services. Many of the services are assessed by implementing student satisfaction surveys for each program. To assess all counseling services, SUO's and assessments were created for all fifteen services areas listed above. Prior to assessing each fall, the surveys are reviewed by each counseling program and changes or updates are made before administering the survey.

In the spring, the counseling team designates time to review the fall assessment results and submit SUO reports on the counseling services. Each report includes a description of the SUO, assessment tool, anticipated results, summary, analysis, and impact of results, the rationale for change, and the timeframe in which the changes will be implemented. The following fall, assessments are again taking place, and the counseling team schedules time to review the goals identified in the spring SUO reports and status updates are provided for each goal.

Below is an example of CCC's SUO cycle for Online Academic Counseling services:

CCC provides students with counseling support through various modalities, including the Online Academic Counseling program. The outcome for Online Academic Counseling states that 'students will be able to navigate the Live Help online counseling program.' A student satisfaction survey was created to assess the online academic counseling services. Students were provided with a link to the survey after the Live Help session. For nearly 20 years, the SCCCD online counseling team provided online academic counseling and support utilizing the Live Help (Xigla) Online Counseling software. Student concerns regarding connectivity began to increase during the last five years and the software was no longer supported by the SCCCD IT department. In an effort to provide students with a reliable online counseling system and due to the concerns about the security of student information, in spring 2022, CCC transitioned from the Xigla Live Help Online Counseling software to Ocelot's Chat Bot and Live Chat Online Counseling service. Currently, Online Academic Counseling is offered during designated days and times and is clearly posted and updated each semester on the college website.

[Additional Evidence: [SUO SLO Goals Update FA22](#), [SUO SLO Goals Update FA23](#), [Counseling SUO Report SP23](#), [SUO and UPP Timeline 2022-26](#), [SUO to ILO 2023](#), [ILO 4 Report 2024](#)]

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

The personnel of Clovis Community College (CCC) are crucial to ensuring the integrity and quality of its programs and services. At the end of the Fall 2023 semester, CCC employs 25 administrators, 124 full-time faculty members, 211 part-time faculty members, and 99 full-time classified staff. All personnel, including administrators, faculty, and classified staff, were hired at the conclusion of a thoughtful and rigorous hiring process. Each employee meets or exceeds the [minimum qualifications](#) for their respective position.

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 UP Planning Process in addition to any informal conversations about staffing needs, or in the event a department member retires or resigns. Formally, department members can advocate for additional full-time faculty positions during the annual faculty prioritization process 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 Presidents of Instruction and Student Services. This group 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 SCCCDC Chancellor's Cabinet, and the Chancellor's Cabinet discusses and approves or denies those requests. [Additional Evidence: [Certificated Staffing Request Email](#), [College Council Minutes- Faculty Prioritization](#), [Department Chairs Minutes- Faculty Prioritization Process](#), [Chemistry Position Announcement](#), [IS Position Announcement](#)]

At the District level, faculty positions are allocated to each college through the Chancellor's Cabinet. Chancellor's Cabinet uses a formula to determine the allocation. This allocation process is informed by [Administrative Regulation 7210](#), "Academic Employees," which states that "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 workload hours taught by full-time faculty." [Additional Evidence: [BP 7120](#), [BP 7220](#)]

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Clovis Community College is committed to providing faculty, staff, and students with meaningful and innovative professional learning opportunities geared towards overall effectiveness and equitable student success. The Professional Development Committee comprised of the Vice President of Instruction, Dean, and appointed faculty and classified representatives, develop and implement ongoing professional learning opportunities that attempt to satisfy the college's mission to "create opportunities one student at a time." To do this effectively, the PD Committee begins by asking questions related to all levels of the academic experience including: What opportunities are our students looking for? What opportunities do we reinforce, promote, or embrace at Clovis Community College? What other opportunities are available to our students that we have not thought of yet? Most recently, our Professional Development Coordinator administered a survey to faculty and staff requesting input for future topics and demonstrations for upcoming "Active Learning Series" sessions designed to help faculty sustain student-centered pedagogy, a practice Clovis is passionate about across all disciplines. The Active Learning Saturday Series has been going on almost every semester since 2016 (a gap for COVID) and starting Fall 2023, are held on Thursday afternoons. Each semester the series includes three, two-hour workshops that focus on active, engaging, and inclusive learning strategies and structures for all instructors. Each session starts with a bit of current educational / pedagogical / andragogical research, then the participants learn and practice the strategies. The hope is that those who participate will take these strategies back to their classes to use and/or adapt to fit their needs. These workshops are open to all faculty and have often been attended by faculty from sister colleges. There have been semesters when part-time faculty were able to get paid for participating due to different funding sources (BSSOT grant, IEPI, etc.) and full-time faculty can count these sessions towards required Flex-Day credit if they choose. [Additional Evidence: [Active Learning Saturday 3-11-23](#), [Series Evaluation FA18](#), [Active Learning Flyer SP23](#)]

For several years, our Professional Development Coordinator reviewed the [College Survey for Student Engagement \(CCSSE\)](#) to learn of gaps or areas needed to improve and chose strategies and structures for the Active Learning Series that would focus on those areas. For example, "the feeling of belonging or building community" was an area the survey indicated CCC needed to improve so one of the workshops was focused on collaborative/cooperative learning strategies that all disciplines could use to build community. Our PD Coordinator also speaks with and/or surveys colleagues about what they want/need, participate in workshops (On Course, for example), participate in webinars/zoom workshops with presenters brought to our college, and reads current research and books on the best teaching practices to determine what might be the most useful to share in an active learning workshop. To make these detailed and incredibly valuable training opportunities happen, our PD Coordinator now has release time to ensure the quality of our college's professional development activities.

Student-centered online instruction is something CCC has worked tirelessly to cultivate, particularly with the emergence of COVID in early 2020. Our Distance Education Coordinator and Instructional Designer worked tirelessly to ready teaching faculty to teach solely online when the college transitioned to fully

online instruction with little to no warning or preparation. From the start of creating a [Teachers' Toolbox](#) housed in Canvas to continuous and rigorous Canvas trainings, all CCC faculty have the option to become certified to teach online (using the Canvas LMS system). Additionally, our instructional designer offers Flex Day training focusing on topics ranging from equitable grading strategies to "hidden gems" of the Canvas LMS systems all geared forwards fostering engaged and intuitive instruction. Faculty also can participate in topic-specific online training sessions throughout the semester.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The College regularly evaluates all personnel on established criteria. The evaluation process for all employee groups is designed to measure the effectiveness of employees, as well as to encourage and promote professional development and improvement. FCC evaluates in accordance with Board Policy and Administrative Regulations. In support of the College and District mission, professional development is provided for all supervisors to ensure equitable practices are followed. [Additional Evidence: [AR 7150](#), [BP 7150](#)]

The district utilizes the online evaluation solution of NeoEd for classified professional evaluations. This platform provides supervisors with reminders of when an evaluation is due. Human Resources uses the employee's anniversary date as the annual date the evaluation is due. The evaluation criteria for faculty and classified personnel are negotiated with their collective bargaining partner. [Additional Evidence: [Classified Contract](#), [Full-time Faculty Contract](#), [Part-time Faculty Contract](#)]

In accordance with the collective bargaining agreements, full-time tenure-track faculty are [evaluated](#) once a year (in the fall), for four years, and tenured faculty are evaluated once every three years. The evaluation committee consists of two tenured peer evaluators and the immediate supervisor and includes classroom visitations and observations, student evaluations, and peer and supervisor evaluations. The Office of Instruction coordinates workshops for all new contract faculty, their peer evaluators, and a union representative to review the evaluation process. The workshops are held every fall to provide this information to all newly hired faculty.

Part-time faculty are evaluated during their first semester of employment, once during their second or third semester of employment, and once over every six semesters of employment thereafter. If evaluations are less than satisfactory, deans work with faculty to develop an improvement plan. If adjunct faculty receive consecutive poor or unsatisfactory evaluations, they are not invited back for employment in subsequent semesters.

[BP 7250](#) outlines the evaluation of academic administrators. It states that after completion of their first year, academic managers are evaluated at least once a year during their second and third years. Thereafter, academic managers are evaluated no less than every two years. The performance evaluation is based on the job description of the position held and is completed by the immediate supervisor with review by the next higher level of administration. The evaluation of academic administrators must include a performance evaluation survey by other employees, a self-evaluation, and a performance evaluation summary.

Probationary classified professional employees are evaluated by the end of the fourth and twelfth month of service. Permanent classified professional employees are evaluated at least once a year. Confidential employees, in compliance with [Personnel Commission Rule 13-3\(c\)](#), are evaluated three times during their first year 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.

The evaluation of classified managers is outlined in [PC Rule 13-3\(b\)](#). Managers are evaluated three times during their probationary year then once a year for the next three years. Subsequent evaluations are conducted at any time deemed appropriate but no less than every two years.

District Human Resources has also conducted several workshops for district managers to review the CSEA contract, full-time and part-time contracts, and the evaluation process for all classified professionals.

The college has methods in place to ensure personnel have the support needed to be successful in their roles. The faculty contract asks both tenure-track and tenured faculty to set goals and identify the support needed to reach those goals. It also indicates that the evaluation committee, when appropriate, will devise a plan for instructional or professional improvement including the support needed to facilitate those plans. The process for classified professionals includes the opportunity for classified employees to identify goals and work with their supervisor to identify supports needed to be successful in their position.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

While a large portion of fiscal resource processes occur through the District Office as discussed in Standard 1.4, the UP Plan process (Program Review) provides faculty with the opportunity to identify areas of innovation. The College and District implement well-established and regularly evaluated resource allocation policies that support effective educational services and operations. Under the leadership of the Chancellor, the college president, administrators, faculty, and classified professionals work together to ensure effective control of expenditures and financial sustainability of the College and District. The budgets for co-curricular activities, such as competitive athletic teams and the competitive areas related to technological enhancements are reviewed every year. The business office manager works with the appropriate directors or deans to make sure resources are allocated sufficiently for the existing activities and potential new activities for the upcoming year. Any increases to the budgets from the prior year are reviewed with the VPAS to ensure there is enough funding to support increased costs or new activities.

In recent years, advancements in educational technology and methods have profoundly transformed the teaching approaches across various biological disciplines. However, microbiology instruction at the

community college level, including Clovis Community, has remained largely static, continuing to depend on lab techniques that have not been updated in over four decades. Recognizing the need for innovation and improvement in this vital area of study, our institution is committed to ensuring that our students receive an education that reflects current scientific practices and technologies.

As part of our ongoing effort to enhance educational quality and relevance, our action plan process empowers instructors to propose necessary updates and improvements to their courses. In line with this initiative, the microbiology instructor has submitted an [action plan](#) to modernize the microbiology laboratory by acquiring a cutting-edge Matrix-assisted laser desorption/ionization - Time of Flight (Maldi-TOF) system. This advanced technology is poised to revolutionize how our students learn about and interact with microbial life.

The Maldi-TOF system enables the rapid identification of bacterial, fungal, and yeast organisms, reducing the identification process from weeks to mere seconds. This dramatic improvement not only enhances the learning experience by providing immediate feedback but also aligns our curriculum with contemporary scientific standards. The implementation of this technology will significantly improve the depth and efficiency of our microbiology education, ensuring that our students are well-prepared for careers in the sciences with the most up-to-date tools and knowledge at their disposal.

The integration of the Maldi-TOF system from Hardy Diagnostics into our microbiology curriculum has significantly enhanced both our structured coursework and student-led research projects. This technology has been particularly transformative in our Microbe Isolation Project and our Unknown Project, where students are tasked with isolating and identifying microbial specimens.

The Maldi-TOF system not only speeds up the process of microbial identification but also enriches the educational experience by allowing students to engage in real-time scientific discovery. This immediacy in scientific testing reinforces theoretical knowledge with practical application, fostering a deeper understanding of microbiological concepts. Furthermore, our students have the opportunity to lead their own research projects, formulating hypotheses and developing research plans that utilize the Maldi-TOF for specimen identification. This hands-on experience is invaluable in cultivating skills such as critical thinking, problem-solving, and scientific inquiry.

The Maldi-TOF system provided by Hardy Diagnostics is particularly advantageous due to its extensive database of microbial organisms and its straightforward four-step process for preparing samples. These features not only streamline the learning and research processes but also ensure that students are equipped with a thorough understanding of modern microbiological techniques. By incorporating such advanced technology into our curriculum, we are preparing our students to excel in the scientific community and contribute meaningfully to the field of microbiology.

To provide budgetary and personnel resources to support the mission and functions of the College, the District implements an established and annually reviewed allocation methodology. SCCC 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.

District finances have been handled in a responsible manner leaving the District financially sound. California Education Code § 84040(a) notes that community college districts are to utilize sound fiscal management practice for the most efficient and effective use of public funds for the education of community college students. Furthermore, 5 CCR § 58311 identifies principles which are to serve as the foundation for sound fiscal management in community college districts including management of adequate cash reserves. At the local level, [Administrative Regulation 6200](#) states, in part, that unrestricted general reserves for economic uncertainty shall be no less than 17 percent of the District's annual budget; thus, establishing a 17 percent reserve as the local definition of an adequate cash reserve. 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. [Additional Evidence: [AR 6310](#), [GASB 68 2022-2023](#), [GASB 75 2022-2023](#), [Financial Statements 2020](#), [Financial Statements 2021](#), [Financial Statements 2022](#), [BP 6250](#), [AR 6250](#)]

The District utilizes the Ellucian Colleague software system. Expenditures and encumbrances are posted to this system, and any amounts exceeding the budget are reported as over expenditures. Site budget managers and campus business managers review these reports. Additionally, the District Office accounting staff reviews these reports to ensure that funds are available. Annually before the fiscal year's end, a final review is conducted to ensure funds are still available for all expenditures.

The District has established effective policies and mechanisms to control expenditures. Enrollment updates and monthly projections are reported. The Chancellor, Vice Chancellor, finance and administration, college presidents, and college vice presidents of administrative services work collaboratively to effectively manage cash flow, income, and expenditures responsibly to maintain fiscal stability. District and College financial status is routinely reported to and reviewed by the Board of Trustees. The District provides comprehensive budget and financial oversight including an annual finance and budget report, a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance reports, and many others. Each college president is responsible for the management of the college's budget, ensures appropriate processes for budget development, and ensures effective use of financial resources in support of the college mission. [Additional Evidence: [Financial Statements 2020](#), [Financial Statements 2021](#), [Financial Statements 2022](#),]

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

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.

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](#), UP (Unit Programming) Plan recommendations, and College Council Action Plan Funding Request recommendations. 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, student activities, student services, instructional equipment, and instructional supplies. At the beginning of the fall semester of each academic 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 November. They are due to the department chair or administrator 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 a future Department Chairs Council meeting later that semester. The Department Chairs Council evaluates and prioritizes requests, and the 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. [Additional Evidence: [Action Plans 2024-2025](#), [Action Plan Form 2024-2025](#), [Ongoing Action Plans 2024-2025](#), [Action Plan Request Guide 2024-2025](#)]

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. The College serves about 13,000 students annually and about 5,000 FTES. Fiscal allocations have appropriately funded growth and supports 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, classified professionals, and administrators.

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 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.

At the campus level, budget decisions and information are communicated at College Council. Budget Update is a standing agenda item for College Council. All constituents are represented in this committee and they are charged to share this information with their groups. The College Council SharePoint is open to all faculty, classified professionals and administrators.

When departments or individuals request funding through the action plan funding process mentioned in 3.4, there is a section on the form asking if the funding is tied to the [strategic plan](#), outcomes or unit program planning. They are also asked to explain how the request supports the goals of the college and their program and include expected results. Department Chairs Council evaluates and prioritizes these requests and they go to College Council for first review and discussion in January and for final review and recommendation for funding to President's Council in February. [Additional Evidence: [Action Plans Approved by College Council 2022-2023](#), [College Council Minutes Approving Action Plans](#)]

Goal 5.8.1 in the Clovis Community College [Strategic Plan](#) 2021-2025 is: **Apply for grants to support college initiatives**. The college monitors grant opportunities and applies for grants that relate to our strategic goals. Our process for applying for grants includes:

1. Completing a Notice of Intent (NOI)
2. Write a draft narrative and send to manager/administrator for review and input
3. Work with Administrative Services office on salaries, benefits and match requirements. Completed draft budget is due to Administrative Services office three weeks before grant application is due.
4. Send draft narrative to SCCCD Grants Department
5. Final Budget due to SCCCD Senior Accountant for review two weeks prior to application due date.
6. Complete routing slip for approval by Vice President of Administration Services (VPAS), area vice president and president for final approval 3 days before application due date.
7. Completed routing slip is sent to the Director of Grants and External Funding and they forward the application to Vice Chancellor of Finance and Administration for approval.
8. Application forwarded to funding agency by Grants Office.

In recent years, Clovis Community College has been successful in receiving a K16 grant to focus on STEM teaching pathways and a Finish Line Scholars grant that provides scholarships to students who are halfway through their course of study to enable them to complete.

Our restricted general fund budget for 2023-24 is \$29,467,244.

All budget managers have access to their budgets and account balances via Self Service. The Vice President of Administrative Services office reviews the unrestricted general fund budget monthly and

the restricted general fund budget every two weeks. Changes and adjustments are made based on these reviews.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

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.

The District uses the requisition and purchase order process in order to monitor and evaluate proposed expenditures. State Center Integrated Procurement (SCIP) is an online requisition and purchasing system powered by ESM Solutions, a technology partner of Colleague/Ellucian. The SCCCDC Purchasing Department posts instructions on the Purchasing SharePoint site on how to input line item and blanket purchase orders. There are also instructions posted on how to approve for those who are in the work flow for a purchase. Work flows are set up so the appropriate individuals approve items from their areas. The college president's approval is required for all purchases over \$5,000. The vice president of administrative services approves all SCIP requisitions utilizing restricted and unrestricted general fund dollars. We have two classified professionals (Senior Budget Analyst and Budget Specialist) in Administrative Services who are also on the work flow for each grant or categorical program. When we receive a new grant or categorical program, one of these individuals is assigned to learn the purchasing guidelines for the grant and then that individual is also added to the work flow. [Additional Evidence: [AR 6330, Purchasing Handbook](#)]

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 Full Council and College Council. The independent audit firm presents findings to the Board of Trustees in an open, advertised public session. In addition to audit information, budget and fiscal conditions are shared in College Council and President's Council. College Council meets every first and third Thursday during the fall and spring semesters and President's Full Council – which includes all Clovis Community College administrators meets twice per month. [Additional Evidence: [CCFS 311 2020-2021](#), [CCFS 311 2021-2022](#), [CCFS 311 2022-2023](#), [Purchasing Handbook](#), [GASB 68 2022-2023](#), [GASB 75 2022-2023](#), [Financial Statements 2020](#), [Financial Statements 2021](#), [Financial Statements 2022](#),]

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

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. They have set a minimum of 17% reserve and have exceeded this amount consistently.

At the campus level, all full-time salaries and benefits are budgeted first. Supplies, materials, equipment, operating and part-time salaries and benefits are then budgeted next. If the budget allocation has been exceeded, then we look back and determine what can be cut. When budgeting for supplies and materials, the prior three years' spending patterns are evaluated. For equipment purchases, the college's Five-Year Equipment plan and [Technology Plan](#) are the primary points of reference.

The District has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unexpected operational needs of the institution. The district makes annual contributions for its retiree health benefits in an irrevocable trust fund (\$45.3M as of 12/31/2023) Additionally, the District has set aside reserve funds to address the increases in employer contributions rates for STRS and PERS (\$27.6M as of 06/30/2023). The District reserves for the past three years have averaged more than 17%. [Additional Evidence: [2020 Audit Report](#), [2021 Audit Report](#), [2022 Audit Report](#)]

Large vacation balances have been addressed with management, classified and confidential employees. They are compensated on June 30 of each year for vacation accrual over two years. Holding staff to the two-year maximum for vacation decreases the liability.

State Center Community College District has no locally-incurred debt instruments. [Additional Evidence: [PARS OPEB Statement](#)]

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.

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) and Cal-EPA requirements for the storage, use, and disposal of hazardous materials and waste.

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.

District and College staff provide custodial, maintenance, and grounds services to ensure all campus facilities are maintained clean, safe, and accessible. This includes not only the structures, but both interior and exterior pathways, hallways, classrooms, offices, athletic facilities and campus grounds/hardscapes. Pedestrian crosswalks are well marked at all intersections. Additional crosswalks are between Clovis Community College and the Clovis North High School campus. 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 and other staff have been [trained to operate the evacuation chairs](#).

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. In spring 2023, a video was done on and sent out to all faculty, staff and administrators showing [how to initiate a SchoolDude request](#). [Evidence: 3.92]

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.

The State Center Community College District Police Department is responsible for campus safety and security. The District Police help to ensure safe learning and working environments for persons and property on campus. 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. Clovis Community College has an officer on campus Monday – Friday from 7 am to 11 pm. The officer also travels to the Herndon Campus several times during their shift. Officers are available to escort students and staff to their vehicles after evening classes and are the first responders in emergency situations. There are posters on the entry doors to every building with the phone number to call if an escort is needed. There is also a district-wide, 24-hour emergency police dispatch system that all students, faculty, and staff can use to connect with needed services more effectively. The District Police Department also monitors the automated door security system.

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 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. Loudspeakers 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. In fall 2023, a video regarding the use of the panic button was sent to all faculty, staff and administrators. Located inside every classroom and office space are Emergency Procedures and Emergency Lockdown Procedures posters. The District Police Department offers Safety and Security training.

Clovis Community College has developed a [Technology Plan](#) that includes a Refresh Model. This model identifies when different types of technology will be replaced. The college also has a Five-Year Equipment Plan. Items from the Technology Plan Refresh Model are included in the Five-Year Equipment Plan, which also includes instructional and non-instructional equipment. This plan is updated annually.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The College and District align technology planning, implementation, and maintenance with the institutional Mission and goals. Clovis Community College’s current [Technology Plan \(2020-2023\)](#) functions in alignment with the [Educational Master Plan](#) and [Strategic Plan](#) with the following four goals in mind:

- All staff computers will meet the requirements for mid or high-level computers.
- All campus technology resources available to students will meet the minimum hardware requirements and software resources will be kept up to date.
- All current technology resources will be assessed for compliance with accessibility.
- All action plans will be reviewed to ensure that all new technology purchases meet recommended standards and accessibility requirements.

Clovis Community College, along with our sister colleges, work with the District in the development of the District Technology Plan. This work has been impeded due to multiple turnovers in the District’s Chief Technology Officer position which oversees the information systems department and leads the District Technology Advisory Committee. The District has made progress on the goals identified in the District Technology Plan.

The college follows District policies and Administrative Regulations to ensure secure technological resources to support and sustain educational services and operational functions by following industry protocols. [Additional Evidence: [BP 3720](#), [AR 3720](#), [AR 3730](#)]

The District utilizes Microsoft Azure which provides tools for eDiscovery and Data Loss Prevention (DLP). The Azure Active Directory system is used for management of security breaches. Microsoft’s

Office 365 and SharePoint are used for individual users' data and for collaboration for staff, faculty, administrators, and students. The District uses cloud-based backups through the Veeam Availability Suite and use of the Amazon Web Services S3 storage. The redundant storage increases the security of information and ensures that the College has additional options for restoration in the event of a disaster.

All employees are required to complete phishing and other [cyber-security training](#) on a regular basis. CCC's technology department utilizes the Knowb4 software, which focuses on increasing knowledge and awareness of phishing scams. To ensure maximum effectiveness, the mandatory training provided by Knowb4 includes assigned follow-up training as needed. During the Fall 2023 semester, the District moved to a [multi-factor authentication system](#) for all employees. By combining these efforts, the institution is demonstrating its commitment to maintaining a secure and protected technological environment.

The College clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security. Communication is provided through [Board Policy and Administrative Regulation](#), [college catalog](#), and web pages. In addition, at the beginning of each semester, the college Technology Services Director communicates via electronic mail with information to assist students with appropriate computer use as well as safety tips to help assure compliance and security while using college technology resources.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Cash flow at the District is sufficient; the District has adopted a minimum 17 percent reserve to be an indicator of fiscal strength. This number is based on two months of salary and operations in a state fiscal crisis. The colleges are currently limited to 5% of their budget to be held in reserve. On June 30, 2023, Clovis Community College's campus reserve amount was \$1,945,462.

The District has comprehensive environmental and risk management programs in place. These include our Injury and Illness Prevention Program, campus specific emergency plans, and spill control and counter contingency plans. Additionally, the District actively participates in risk management and loss control management through our insurance administrator and risk management partner, Alliance of Schools for Cooperative Insurance Programs (ASCIP). The District Director of Environmental Health and Risk Management is an active member in ASCIP's Risk Management Committee and Safety and Loss Control Committees where risk management strategies are prioritized to minimize or prevent property loss, general liability, and worker compensation loss. The District Environmental Health and Risk Management Officer also serves on the Safety Loss Control Committee.

The college hired West Coast Consulting Group in January of 2020 to assist us in preparing an [Emergency Operations Plan](#). The plan was completed later in 2020 and approximately 50 faculty, classified

professionals and administrators were assigned to be part of the Emergency Response Team. This team initially received over 40 hours of training and continues to train yearly with West Coast. [Additional Evidence: [Emergency Procedures Poster](#), [Insurance Coverage](#)]

The college has backup for sensitive data systems and is working on documentation for recovery of systems. The District Office has backup of the Colleague system and other associated systems. At the districtwide IS/IT manager and Chief Technology Officer level, we are working on putting together an incident Response Plan document.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Clovis Community College's commitment to principles of academic freedom, academic integrity, and freedom of inquiry are explicitly established in [AR 4030/BP 4030](#). Intellectual freedom is "integral to the philosophy of this district and is guaranteed to all staff and students" (BP 4030). These principles are communicated through policies and regulations, the [College Catalog](#), handbooks, and other resources; the College ensures that students, faculty, classified professionals, and administrators are aware of the principles and standards that govern academic conduct. [Additional Evidence: [English IA Syllabus](#)]

Academic Freedom:

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. Clovis Community College also clearly states district-wide academic freedom and responsibility policies in the yearly updated [college catalog](#). 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 face-to-face courses and distance education.

Academic Freedom is specifically practiced at the course level in that faculty are afforded the right to choose their required and ancillary texts given that they align with the requirements outlined in the approved Course Outline of Record (COR) for that course. This becomes complicated, however, in the context of Dual Enrollment because some course materials taught in a solely collegiate environment might not be the same chosen for a high school class taught on a high school campus. In past years, this became an issue, particularly with our Dual Enrollment/English Alignment program. English faculty and the Dual Enrollment Coordinator for the English Alignment program, and CCC administration fought to help high school faculty exercise their right to choose texts that they felt met the caliber and rigor of the college class, while ensuring an appropriate subject matter for high school students enrolled in the college course. Over many conversations, improvements have been made to ensure that high school faculty exercise more autonomy in choosing their course materials.

Academic Integrity:

Clovis Community College publishes policies on student conduct and academic dishonesty in the college catalog's Academic Regulations, and faculty publishes 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](#).

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. For distance education hybrid courses, students complete some assessments on campus and are thereby supervised. On Canvas, when students log in for the first time, they must 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.

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." 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 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.

Freedom of Inquiry:

Clovis Community College ensures that faculty, staff, and students may study and research according to their personal passion and preference as part of the freedoms granted within the context of higher education. One of the most accessible opportunities for faculty and staff to collaborate and share education inquiries and interest takes place on the [FLEX days sessions](#) offered every spring and fall on the Friday prior to the first day of the semester. Via the Flex Day committee, faculty submit discussion proposals and if accepted, create a seminar-style program on that topic ranging from one to

approximately two hours long. The Flex Committee efforts to ensure that the topics vary in terms of focus, application, and delivery method (i.e. Zoom and outdoor activity options are made available).

Some of the most recent presentations were advertised as follows:

- “Competency Based Education”: Join us on a journey from conventional to innovative education models, where student progress is measured by mastery. This interactive session explores Competency-Based Education (CBE) principles and compares mastery-based teaching to traditional modalities.
- “Discussing the Benefits of LGBTQ+ Families raising children”: How the definitions of families have expanded to be more inclusive and how we have benefitted from inclusivity.
- POCR or “Peer Online Course Review: Have you heard POCR (pronounced "poker") and wonder what it is? This session is for you! We'll talk about what the peer online course review process is at Clovis, why it's important to consider online courses, and how you could become a reviewer too.
- Spring “Flex” Hike: This Spring we will hike along Willow Creek above Bass Lake. This is a moderate hike with substantial elevation gain that is approximately 4 miles round trip. This beautiful hike will be late in spring to catch blooming wildflowers, budding trees and rushing snow melt.

In 2022, Clovis Community College facilitated its first student-centered [Research Symposium](#) as funded by the Title V PODER grant and an NSF-funded pilot that implements a course-based undergraduate research experience (CURE) in genomics. This includes embedding a research project within the first semester Biololgy 11A (biology for majors' course). The program has continued through the 2023-24 Academic year as well. Students who participate in the symposium are afforded several opportunities that are important for their progress within their chosen STEM field and sense of belonging in higher education. A few of these “perks” are listed below:

- Obtain an authentic research experience
- Collaborate with faculty and students outside the classroom
- Attend scientific seminars and interact with active scientists
- Increase your competitiveness for paid internship opportunities
- Receive the support of peer mentors and embedded tutors

As part of the STEM Research Symposium, Psychology Professor Michael Gomez, Ph.D., is in the process of founding a research laboratory on campus, the S.T.A.R (Student Transfer and Research) lab. The intent is to give undergraduate students the opportunity to gain first-hand experience conducting research. The lab comprises current and former CCC students attending California State University, Fresno. Professor Gomez has mentored the students through the process of designing a robust study based on their interests, collecting pilot data, and submitting a [research proposal](#) to the Institutional Review Board (IRB) of the State Center community College District. The IRB approved the [submission](#) in early fall 2024. Professors Gomez and his team are now in the process of collecting data for the experiment with the goal of submitting a manuscript to a peer-reviewed journal for publication. Each of the student lab members will be listed as a co-author, which will be a wonderful addition to their

academic resumes. Additionally, Professor Gomez has [supervised training sessions](#) for the lab students so that they can gain experience using software that is crucial to research in our field, such as MATLAB and SPSS. Individually, Professor Gomez continues to collaborate with university researchers around the country, which has resulted in several recent publications.

As part of her work as an instructor, using grant-funded release time, Dr. Michelle Selvans conducts research in both curriculum design and basic science, the latter as a mentor for multiple Clovis Community College students. At its core, this exemplifies the virtue of “freedom of inquiry” as Dr. Selvans blends her personal research and interests with the leadership and instruction she gives to students. As faculty in the Geology Program, Dr. Selvans works with SCCC and California State University Fresno (Fresno State) colleagues to revise courses to be project-based and focused on local environmental issues, as part of a National Science Foundation 3-year grant to increase the completion of geoscience degrees by students from historically marginalized groups. As co-lead, she co-leads the Professional Learning Community for the grant, including organizing summer workshops for faculty and administering pre and post-tests for SCCC colleagues.

Dr. Selvans has a research background in Planetary Geophysics, and mentors CCC students in [mapping the surface of the icy moon Europa](#), which orbits Jupiter. She works with research colleagues at the NASA Jet Propulsion Laboratory (JPL) to mentor the students who participate in creating the methods they will use for the project, and annually present their results to scientists and engineers at JPL. This work is funded through 1-year NASA grants for Minority Serving Institutions, with Dr. Selvans as a co-lead, and allows CCC to offer a robust research program with paid Student Research Assistants. [Additional Evidence: [Letter of Support for Europa Proposal](#), [Europa Presentation](#)]

Sabbatical opportunities for full-time tenured faculty are another way Clovis Community College cultivates Freedom of Inquiry. Sabbatical leaves allow faculty to pursue personal academic research that not only fuels their creative and intellectual endeavors, but also allows them to contribute to their courses and programs in way that the day-to-day responsibilities of teaching do not always allow for. One recent example of a deeply personal sabbatical experience was that of Professor Von Torres in the Spring 2023 semester. Professor Torres Sabbatical project: [The Lifegiving Energy of a Sabbatical](#) allowed for a critical and important time for him to conduct research on Filipinos in Fresno for an Ethnic Studies Research Guide intended for future use in his English and Ethnic Studies courses. The research was driven by an Ethnic Studies pedagogical framework with guiding questions adapted from the late Filipino American Historian, Dr. Dawn Mabalon. During the research, he worked to answer these questions: Who were the Filipinos in Fresno? What is the history of Filipinos in Fresno? What positive changes did Filipinos make in the community? For the five archives Professor Torres visited during the spring of 2023, he was at each archive at least two days to be in conversation with archivists, scholars, and historians, and immersed within the stories and narratives he encountered. In addition, Professor Torres was able to reflect, ponder, and use my imagination to wonder what the lives of early Filipinos in the Central Valley was like and take time to process new information that would shift thinking and understanding of the Filipinos in this region.

In summary, CCC communicates the commitment to academic freedom and freedom of inquiry, clear expectations for academic integrity, and procedures for addressing academic dishonesty to maintain a

culture of academic excellence. Using policies, handbooks, and other resources, CCC ensures all stakeholders, especially students, are aware of the principles and standards that govern academic conduct. The college demonstrates evidence of these policies being communicated in various forms, such as the [CCC College Catalog](#), [Faculty Handbook](#), and a variety of Policies and Regulations, and always seeks opportunities for growth in effectively communicating these expectations to all relevant stakeholders.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution’s character.

The Clovis Community College mission states that we “Create Opportunities One Student at a Time”. Creating communities of respect and inquiry that lead to innovative opportunities for students through broad based constituency involvement is a vital part of decision-making processes that are embedded into the CCC and SCCCDC participatory governance structures to ensure appropriate consideration of diverse perspectives. In the effort to increase knowledge and conversation about the institutions decision-making structures, our Academic Senate President led a discussion and facilitated a survey to test the campus-wide knowledge of our decision-making structures - with particular focus on the Governance Handbook - at the most recent Opening Day forum. This conversation was well received by faculty, particularly new faculty members who were/are still learning how the participatory governance structure operates and the methods in which they can serve on committees. Overall, 94 [responses were submitted](#) for the Governance Handbook Awareness Survey. Of those, 59% were Full-time faculty, 32% were Classified Professionals, 6% were Administration, and 1% were Adjunct Faculty. When asked about experience serving on committees, 29% of respondents have served on 5 or more different committees, 25% have served on 3-4 different committees, 27% have served on 1-2 different committees, and 17% have not served on a committee. [Additional Evidence: [Governance Awareness Infographics](#), [Governance Awareness Survey Slides](#)]

Many respondents (73%) do know where to find the Governance Handbook, which is located on the college website on the College Planning page. To access the handbook: go to CCC website > About Us > College Planning. However, only 56% of respondents have read the Governance Handbook. When serving as a representative of a committee, 86% of respondents agree, or strongly agree, that they understood who they were representing and how to communicate back to their constituency group. 10% of respondents explained that they were unsure of who they represent when serving on their given committee or how to most effectively report back to their constituents. Based on the survey results, improvements can be made reminding faculty and staff about the role they play in the participatory governance process and where they can go to find answers to any questions they have. Regular review sessions (in a variety of mediums) could be helpful.

[Administrative Regulation 2510](#), Participation in Local Decision Making, and the SCCCDC [Roles of Constituents in Decision Making](#) manual clearly define the roles of the board, administration, faculty, classified professionals, and students in decision-making processes. The SCCCDC Chancellor discussed the need to make slight refinements to the decision-making manual at the [April 26, 2022](#),

[Communication Council meeting. Administration Regulation 3250](#), Institutional Planning structures, and the SCCC Roles of Constituents in Decision Making ensures broad-based participation in District and College planning processes. [Additional Evidence: [Participatory Governance Model](#)]

All constituent groups have representation on the College Council and advisory committees. All participatory governance committees have representation from administration, faculty, classified professionals, and students when appropriate. Membership is defined in operating agreements to ensure constituent representation and necessary expertise. Student participation in meetings assists in providing a space where students can bring their concerns and make leadership aware of issues. For example, The Accreditation Steering Committee welcomes a student representative from the ASG to act as a liaison, particularly during the final stages of the writing the Institutional Self-Evaluation Report and the ASG's final approval of this very document. [Additional Evidence: [College Council Operating Agreement](#)]

The college ensures timely action on institutional plans, policies, curricular changes, and other key issues through regular committee structures and meetings. College Council, Academic Senate, Classified Senate, and Associated Student Government meet regularly to address action items. In a campus environment that values active engagement from all members, decision making timelines are generally established to ensure that each constituent group takes timely actions.

4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

One of the best and most recent examples of our college's commitment to advancing the mission and prioritizing equitable student outcomes is the development of the [Student Equity Plan](#) (SEP) version 2.0 which began during the summer of 2022 within the Student Success, Equity & Outreach (SSEO) department. The co-chairs, along with the alternate lead and IR Office, thoroughly reviewed relevant documents including the equity plan, data, and state guidelines for the SEP to develop a draft per the State Chancellor's Office. A draft of the 2.0 SEP was created so that the document could be vetted and revised by the Student Success and Equity Committee (SSEC). Over three months, there were regular meetings with the SSEC and the Student Equity Plan Ad Hoc committee to continue work on the draft. Those groups were diligent in reviewing and revising the plan to create a final version.

For the implementation phase, a [Student Equity Plan Matrix](#) was created to identify an action plan, action items, timeline, person(s) responsible, and a digital location to capture data. The matrix was distributed to the SSEC members through a Share Point folder so that there was access to the document. This SEP has also been mapped to other campus initiatives that are focused on improving student outcomes for minoritized groups such as Strategic Enrollment Management (SEM), our Title V Grant (PODER), Racial Equity for Adult Credentials in Higher Education (REACH), and California Adult Education Plan (CAEP). [Additional Evidence: [Student Equity Plan Evaluation and Recommendations](#)]

The biggest challenge with the SEP on campus is that our campus does not have a dedicated staff member that is committed to monitoring the implementation work and outcomes. Clovis Community College is the only campus within the district that does not have a position that is solely dedicated to equity work on

campus. Equity efforts on campus includes work that parallels the college's equity plan. The lack of staff committed to coordinating equity initiatives has been a major challenge to moving equity forward in a way that this work deserves.

At CCC, some of the successes since the implementation of SEP 2.0 includes the launch of several initiatives focused on supporting minoritized or disproportionately impacted students. These initiatives include African American Success Initiative, Asian American Native Hawaiian Pacific Islander Initiative, Male Success Initiative, LBGTO+ Task Force, and the SEM and REACH initiatives for adult learners of color.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The college has appropriate policies that delineate the governing board's accountability for academic quality and achievement of equitable outcomes. The SCCCD [Board of Trustees consists of seven elected board members](#) who represent the different service areas the colleges serve. The board of trustees has a set of Board Policies that guides their work. [Board Policy 2012](#) defines the Board's responsibilities for representation, definition of the institutional mission, assurance of fiscal health and stability, monitoring of institutional performance and educational quality. [BP Policy 5300](#) demonstrates the commitment by requiring the establishment and implementation of student equity plans. [Board Policy 4020](#) on Program, Curriculum, and Course Development; [BP 4025](#) Philosophy and Criteria for Associate Degree and General Education; and [BP 4220](#) Standards of Scholarship delineate the Board's commitment to academic quality.

[Board Policy 2012](#) indicates the Board's responsibility for overall quality and stability of the institution including assurance of fiscal health and stability and monitoring institutional performance and educational quality. The Board has adopted a variety of resolutions that demonstrates their support of our student populations such as support for LGBTQ+ students, international students, and condemning crimes against Asian Americans. The Board has also adopted [BP 7100](#) that specifies their commitment to diversity. The policy is specific to recruitment, outreach, and retention of faculty, staff, and administrators who are committed to student equity and success.

SCCCD has policies that delineate the board's accountability for academic quality. [Board Policy 2012](#) defines the Board's responsibilities for representation, definition of the institutional mission, assurance of fiscal health and stability, monitoring of institutional performance and educational quality. [Board Policy 5300](#) demonstrates the commitment by requiring the establishment and implementation of student equity plans.

The SCCCD Board is committed to the success of our students, and this is evident by the continued commitment to student equity and achievement. The SCCCD Board is focused on ensuring our Key Performance Indicators align with the work of all our colleges. Through engaging in this work, they demonstrate an understanding of key indicators the colleges achieve to be successful in serving students.

The board, in collaboration with the SCCCD executive leadership team, reviews [KPIs](#) at least four times per year or quarterly. The board of trustees holds special board meetings and/or study sessions to review KPIs and college outcomes. The SCCCD Executive leadership team has been reviewing KPIs with the board of directors to ensure they are aware of the direction of the district and CCC key priorities. By reviewing data with our trustees, the SCCCD Executive Leadership team can review CCC's enrollment efforts during the Fall, course success during early Spring, and persistence towards the end of the Spring semester. Each cycle is completed in July by reviewing completion metrics and alignment of the student-centered funding formula.

Key performance indicators are essential to the success of all SCCCD institutions. By reviewing KPIs, the BOT can understand the direction of the entire district, based on the performance of each of the colleges. The success of the colleges translates to the fiscal health of the district as our CCCC has implemented a funding formula that rewards districts for meeting most of their key performance indicators. The BOT holds special board meetings and/or study sessions to review KPIs and college outcomes.

The Board Policies below outline the Board's responsibility to ensure the fiscal health of the district:

- Board Policy [BP 2012](#): outlines the duties and responsibilities of the board of trustees including representing public interest, establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, assure fiscal health and stability, and advocate to protect the district.
- [BP 2270](#): outlines the authority of the board while in session.
- [BP 6250](#): outlines the process for budget preparation and presentation to the board of trustees by the chancellor.
- [BP 6300](#): outlines the chancellor's responsibility for fiscal management of the district.
- [BP 6400](#): outlines the process of fiscal audits.

The SCCCD Board of Trustees is presented with information on the [fiscal health of the district](#) from our Chief Financial Officer during board meetings. During the Board meetings and prior to meetings, Trustees can review fiscal reports and share any feedback or ask questions regarding the information presented.

The SCCCD Board of Trustees outlines its process for updating and revising board policies and administrative regulations in [AR 2410](#). In September of 2023, the District-Wide Vice Presidents held a special meeting to review Board Policies. In addition, the Chancellor sends quarterly reports identifying the BPs that have been reviewed. The Communications Council has made significant efforts to increase the speed and regularity of BP and AR reviews with a goal of every 7 years. [Additional Evidence: [Communications Council Notes](#)]

During the year, our campus and district [constituency groups](#) can review policies and regulations that align to the work they are involved with. The recommendations are then taken to the Chancellor's Cabinet for review, if the Cabinet decides there needs to be changes, the Chancellor will move the BP or AR for the Vice Presidents' group to come up with a new BP or AR based on the changes provided by the different constituency groups. Policies and ARs that do not require constituency review will be

taken to Communications Council as informational items to discuss prior to taking them to the board of trustees for approval.

The college meets the standard, our policies and administrative regulations clearly articulate the SCCCD Board's responsibilities. The district, along with the colleges, has done a good job in maintaining the fiscal health of the colleges to ensure that we have the appropriate resources required to provide the necessary services to students.

4.5. The governing board selects the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The chief executive officer of SCCCD is the Chancellor. [Board Policy 2410](#) identifies the Chancellor's responsibility to issue administrative regulations that are consistent with Board Policies. [Board Policy 2430](#) and [Board Policy 2012](#) delegate authority to the Chancellor of the State Center Community College District (SCCCD) to administer the policies adopted by the BOT. The chancellor is empowered to reasonably interpret board policy and to delegate any powers and duties to other members of his/her cabinet to administer colleges and centers of the SCCCD. The board delegates the power to administer board policies to the chancellor but also adhere to the policies of the SCCCD. [Additional Evidence: [SCCCD Org Chart](#)]

As outlined in [Board Policy 2430](#) the Board of Trustees entrusts the Chancellor with providing any information requested by any of the trustees. It is clear in the [Chancellor's Job Description](#) that the Chancellor is to "...spearhead District student success initiatives to improve levels of learning, completion, four-year transfer, post-graduation success in the labor markets, and closing gaps based on race and socio-economic status". The Chancellor provides the Board of Trustees with [reports on KPIs](#) and drives discussions around KPIs during special board session, dedicated to informing the Trustees on our success rates. The Board of Trustees entrusts that the Chancellor will provide directions to the campuses and provide the Trustees with the necessary information to keep them abreast of the district's successes. [Additional Evidence: [Delegation of Authority to the Chancellor, Board Minutes](#)]

[Board Policy 2012](#) outlines the responsibilities of the Board of Trustees, which include the delegation of authority to the Chancellor to effectively lead the SCCCD. During [board training sessions](#) or special sessions, the board has gotten the opportunity to listen to representatives from our accrediting body which have highlighted the importance of allowing the Chancellor to execute his/her powers delegated by the Board. During these [trainings](#) the Trustees have opportunities to ask questions and discuss their overall roles as Trustees for the District.

Through its board policies and administrative regulations, the SCCCD Board of Trustees ensures that the District is under the direction of its Chancellor and provides direction under Board Policy to delegate full authority to the Chancellor to effectively lead SCCCD. The trustees understand their role and support our Chancellor in most decisions that she feels are in the best interest of our students.

4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

[Board Policy 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.

The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence. As described in [Board Policy \(BP\) 2010](#), seven trustees comprise the State Center Community College District (SCCCD) Board of Trustees elected by the constituents of seven designated area. 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 BP and AR 2015. 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.

Robust discussion takes place at board meetings on many agenda items. The BOT introduced several resolutions during what some refer to as the dual pandemics of COVID-19 and exacerbation of systemic racism. The discussions provided board members with the opportunity to engage in brave conversations resulting in the BOT making clear [their position on racial equity and antiracism](#). Another example of robust discussion is the redistricting map. Extensive discussion occurred at several meetings, which also included comments from the public. After considerable consideration, the Board approved, with dissent, the [selection of Map 5](#). [Additional Evidence: [Board Minutes 1-5-21](#)]

One example of unanimous approval after discussion is the [04/4/2023 regular board meeting](#) during which individual trustees discussed action item 5.03 - Academic Personnel Transactions. After considerable discussion, the Board passed without dissent the consent action item. Once a collective decision has been reached, board members, individually, demonstrate their support for board policies and decisions. 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 BPs and ARs, and best practices for fiscal planning, the SCCC 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.

[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.

Board Policies [6200](#), [6250](#)

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, and [6300](#) define the board’s legal obligation in complying with the Education Code of the State of California.

The Vice Chancellor of Finance and Administration presents the annual budget to the Board in a schedule that complies with state law and provides adequate time for the Board to study. The Board is responsible for budget management and establishment of a reserve for contingencies. In

compliance with [BP 6200](#), SCCC is “unrestricted general reserves for economic uncertainty shall be no less than 6% of the Districts’ annual budget exclusive of funds designated by the Board for special activities”.

The Board’s responsibility for fiscal management extends to including adequate internal controls, assuring that the Vice Chancellor of Finance and Administration communicates fiscal objectives, procedures, and constraints, and approving adjustments to the budget in a timely manner. The Board also approves the certified public accountancy firm that conducts an annual audit of SCCC’s fiscal records.

The Board receives updates and training on fiscal matters during their annual retreat. For example, the Vice Chancellor of Finance and Administration provided presentations on GASB-43/45, Other Post-Employment Benefits, and budget updates. [Additional Evidence: [Board Retreat SP23](#), [Board Retreat SP24](#)]

The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation. 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, District academic and classified senates, District standing and temporary committees, and 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

[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 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). Phase one included an overview of District board policies and procedures and the Community College League of California board orientation. Phase two included College orientations (Fresno City College, Reedley College, Clovis Community College, Madera Community College). [Additional Evidence: [New Trustee Orientation Webpage](#), [New Trustee Orientation with HR](#), [New Trustee Orientation on Accreditation](#), [New trustee Orientation on Finance and Admin](#), [New Trustee Orientation Agendas](#)]

The SCCC 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 the development of individual members and the Board. The Board uses the results to gauge development and needs for further development.

The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies. SCCC 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 always under the watchful eye of the citizenry. Therefore, the decisions made as a Board must reflect our dedication to promoting 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 complete a fact-finding process within a reasonable period. This process may include an external investigator as appropriate.

[AR 2710](#), "Conflict of Interest," further addresses incompatible activities, financial interest, no employment allowed, and financial interest in decisions. 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.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can

be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<ol style="list-style-type: none"> 1. ACCJC letter reaffirming accreditation 1/27/20 2. ACCJC letter in response to midterm report 6/14/22 3. Occupational Therapy Assistant
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<ol style="list-style-type: none"> 1. 6 Year Planning Cycle
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	Board of Trustees approved the review procedures and status of the CCC mission
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	<p>[Insert document name(s) and link(s)]</p> <p>**participatory governance process as described in governance handbook?</p>
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	<ol style="list-style-type: none"> 1. BP 3250 2. AR 3250 3. Institutional Set Standards and Aspirational Goals 4. College Council Outcomes 5. UP Planning Discussion 4. All UP Planning Templates 5. 2023 ACOTE Standards and Interpretive Guide 6. OTA licensure exam pass rates

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<ol style="list-style-type: none"> 1. BP/AR 4020 2. AR 4022 3. BP/AR 4025 4. BP/AR 4100 5. AR 4101 6. CCC Catalog – page 24 7. CCC Catalog - pages 46-51
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<ol style="list-style-type: none"> 1. BP/AR 4050 2. BP/AR 5120 3. BP/AR 4235 4. CCC Catalog – pages 57-60 5. CCC Catalog – pages 25-34
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<ol style="list-style-type: none"> 1. BP/AR 5010 2. AR 5011 3. AR 5012 4. BP/AR 5052 5. BP/AR 5055
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<ol style="list-style-type: none"> 1. CCC Website, Student Complaints: 2. CCC Catalog, Student Complaints: pages 64-65. 3. CCC Website, ACCJC Third Party Comment Form: 4. BP/AR 3410 5. AR 3435
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> ○ Accurate and consistent implementation of complaint policies and procedures ○ No issues indicative of noncompliance with Standards 	<p>No link required; to be verified by the team during in-person site visit</p>

Required Item	Documentation
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution’s policies and/or practices for the release of student records	<ol style="list-style-type: none"> 1. BP/AR 5040 2. Release of Student Information Form
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<ol style="list-style-type: none"> 1. AR 4021 2. Faculty Request, Intent to Propose a Course Deactivation 3. Faculty Request, Intent to Propose a Program Deactivation
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	Not applicable
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution’s : <ul style="list-style-type: none"> • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	Online authentication processes require a unique username and password. Single sign-on through My-Portal increases confidence in student authenticity. Multi-factor Authentication (MFA) is currently optional for students.
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	[Insert document name(s) and link(s)]
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	[Insert document name(s) and link(s)]
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	[Insert document name(s) and link(s)]
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	[Insert document name(s) and link(s)]

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<ol style="list-style-type: none"> 1. BP/AR 3420 2. BP/AR 7120 3. AR 7121 4. AR 7212 5. PC Rules 6. Certificated Staffing Request 7. Certificated Staffing Request Replacement 8. Faculty Hiring Process
ii. Employee handbooks or similar documents that communicate expectations to employees	1. Faculty Handbook
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<ol style="list-style-type: none"> 1. 2020 Audit Report 2. 2021 Audit Report 3. 2022 Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	1. Resource Allocation Model
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<ol style="list-style-type: none"> 1. BP/AR 6300 2. BP/AR 6307
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	1. BP/AR 3720
vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	
viii. Documentation of any agreements that fall under ACCJC’s policy on contractual relationships with non-accredited organizations	Not applicable

<p>ix. Written code of professional ethics for all personnel including consequences for violations</p>	<p>Board of Trustees</p> <ol style="list-style-type: none"> 1. BP 2715 Code of Ethics, Standards of Practice 2. BP/AR 2710 Conflict of Interest 3. AR 2712 Conflict of Interest <p>Administration</p> <ol style="list-style-type: none"> 1. BP/AR 3150 Code of Ethics <p>Faculty</p> <ol style="list-style-type: none"> 1. SCFT Full-Time Contract, Evaluation Criteria, Professional Responsibilities, Maintenance of Ethical standards, pg. 36 2. SCFT Part-Time Contract, Evaluation Criteria, Professional Responsibilities, Maintenance of Ethical Standards, pg. 24 <p>Classified Professionals</p> <ol style="list-style-type: none"> 1. CSEA Agreement, Personal Conduct, pg. 79 <p>All Personnel</p> <ol style="list-style-type: none"> 1. BP/AR 7150, Employee Performance Evaluations
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Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2430
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2010 BP 2210
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP/AR 2710

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit	CCC Accreditation Website

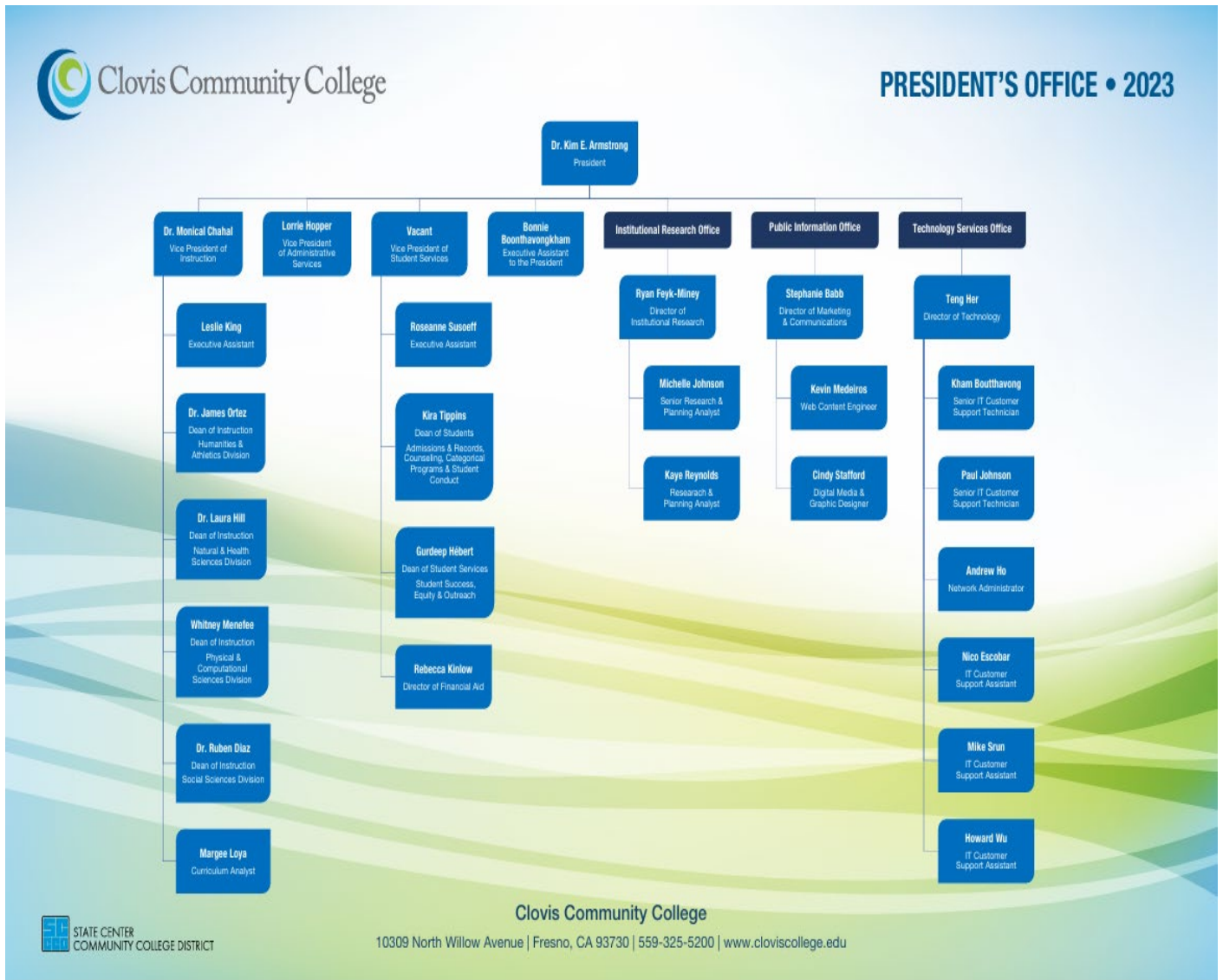
<p>and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</p>	<p>Link to third party comment form as “seen” on website.</p>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See Policy on Representation of Accredited Status</p>	<p>CCC Website- 1 click</p>

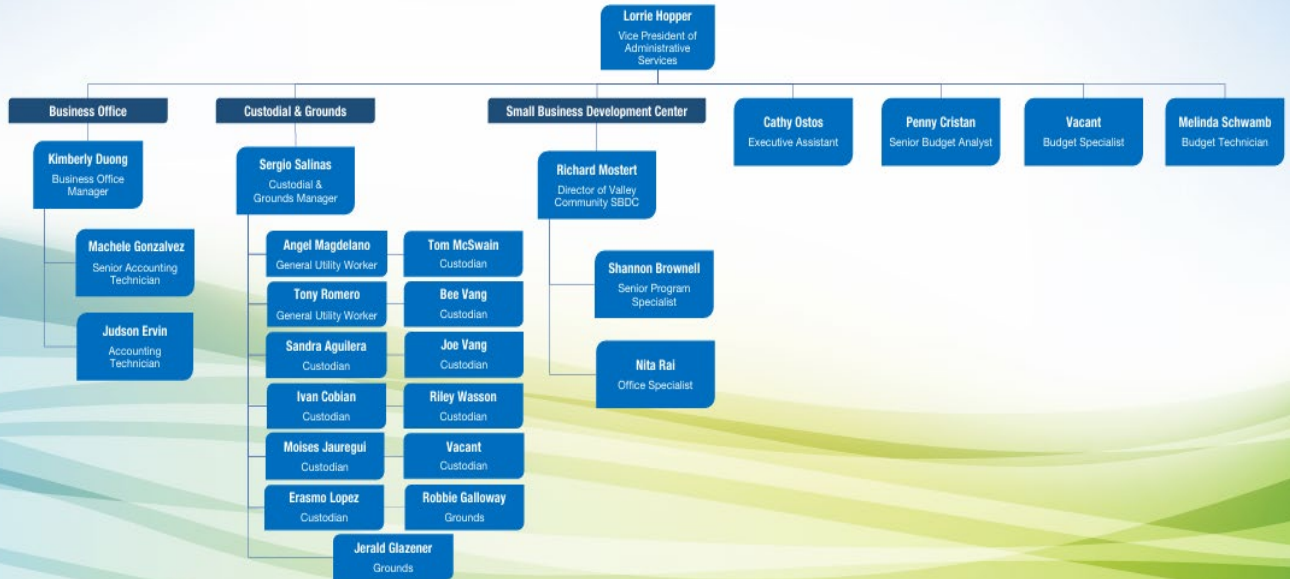
D. Appendix 1: Verification of Catalog Requirements (ER 20)

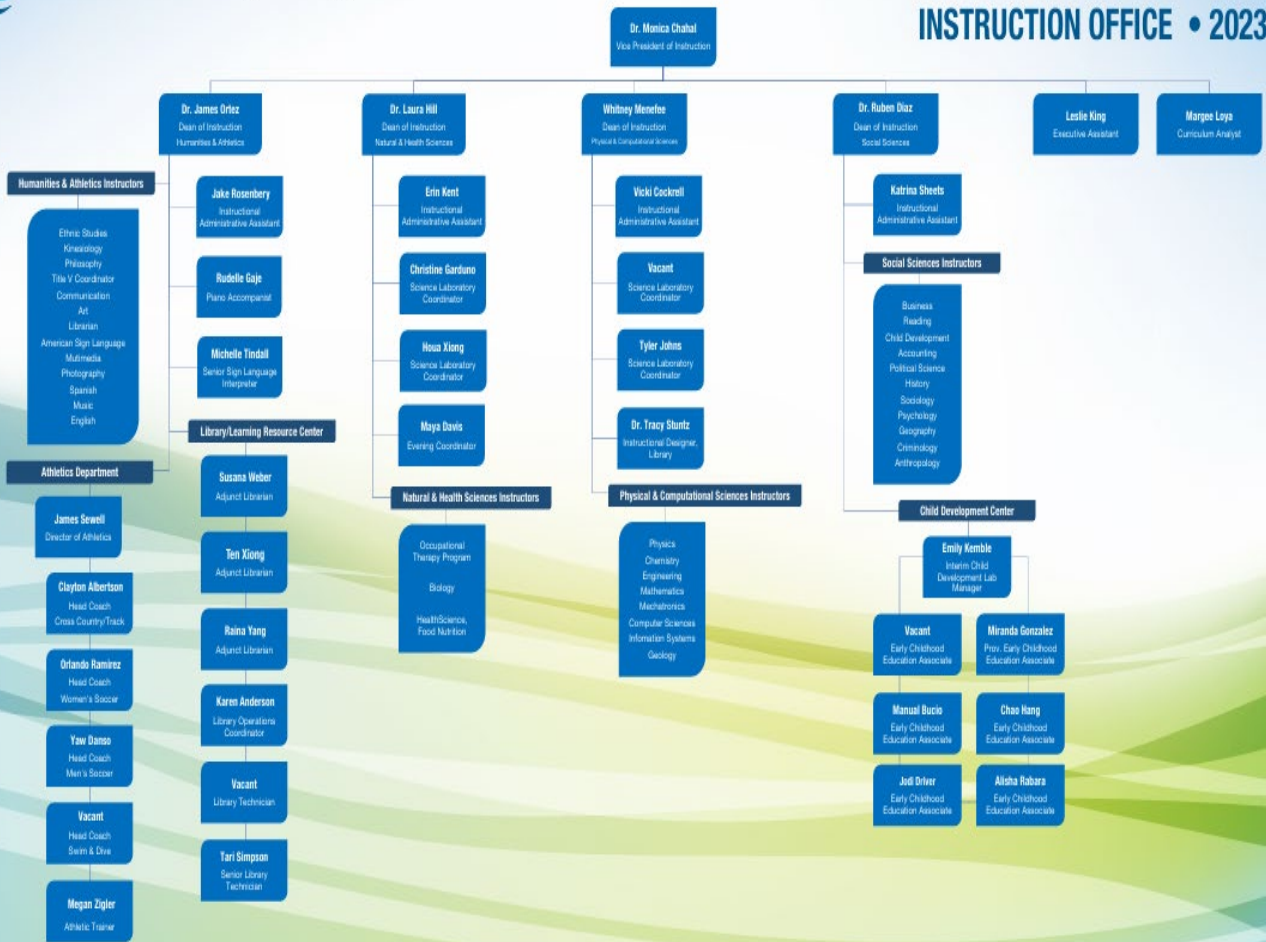
REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	CCC Catalog , Page i.
Educational Mission	CCC Catalog , Page 4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	CCC Catalog , Page ii.
Course, Program, and Degree Offerings	CCC Catalog , Pages 88-173; Degree Offerings: 46-51
Student Learning Outcomes of Programs and Degrees	CCC Catalog , Institutional Learning Outcomes: Page 5; Program Learning Outcomes pages 88-173
Academic Calendar and Program Length	CCC Catalog , Page 8;
Academic Freedom Statement	CCC Catalog , Page 63
Available Student Financial Aid	CCC Catalog , Page 76
Available Learning Resources	CCC Catalog ; Student Support Services, Page 69-80
Names and Degrees of Administrators and Faculty	CCC Catalog , Administrators: page 250; CCC Catalog, Faculty: 253-259
Names of Governing Board Members	CCC Catalog : Page 249
Requirements	
Admissions	CCC Catalog ; Page 9
Student Tuition, Fees, and Other Financial Obligations	CCC Catalog ; Page 17
Degrees, Certificates, Graduation and Transfer	CCC Catalog ; Degrees: Pages 46-50; Certificates: Page 46, Graduation Requirements: Page 50, Transfer: Pages 52-60
Major Policies and Procedures Affecting Students	

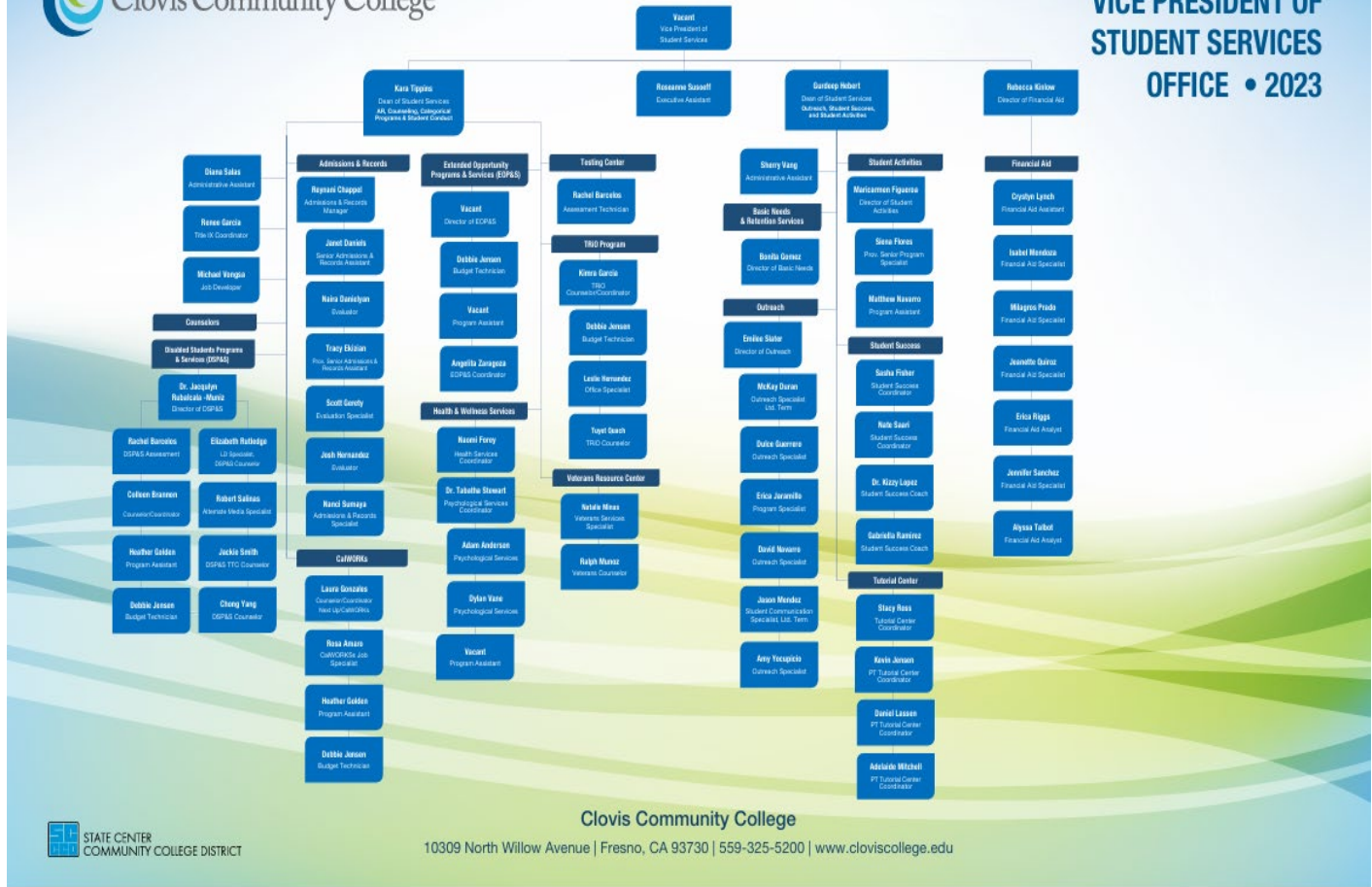
Academic Regulations, including Academic Honesty	CCC Catalog ; Page 63
Nondiscrimination	CCC Catalog ; Page 66-67
Acceptance and Transfer of Credits	CCC Catalog ; Pages 10-12
Transcripts	CCC Catalog ; Page 18
Grievance and Complaint Procedures	CCC Catalog; Page 64
Sexual Harassment	CCC Catalog; Page 68
Refund of Fees	CCC Catalog ; Page 17
Locations or Publications Where Other Policies May be Found	

E. Appendix 2: Organizational Structure









Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

- Clovis Community College: 10309 N. Willow Fresno, CA 93730 (559) 325-5200
- Herndon Campus: 390 W. Fir Ave. Clovis, 93611 (559) 324-6400