



Clovis Community College Center

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Application for Initial Accreditation

Submitted by:
Clovis Community College Center
of Reedley College
10309 N. Willow Avenue
Fresno, CA 93730

Submitted to:

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

January 6, 2014

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Certification of the Institutional Self Evaluation Report



Date: January 2014

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

From: Clovis Community College Center of Reedley College
10309 N. Willow Ave.
Fresno, CA 93730

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

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

TBD
President, Board of Trustees
State Center Community College District

Dr. William F. Stewart
Interim Chancellor
State Center Community College District

Ms. Deborah J. Ikeda
Campus President
Clovis Community College Center

Mr. Christopher Glaves
Accreditation Co-Chair
Clovis Community College Center

Ms. Kelly Fowler
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Clovis Community College Center

Ms. Leslie Ratá
Accreditation Co-Chair
Classified Senate President
Clovis Community College Center

Ms. Elizabeth Romero
Academic Senate President
Clovis Community College Center

Mr. Colin van Loon
Associated Student Government President
Clovis Community College Center

Introduction and Background

A. Clovis Community College Center History

The State Center Community College District established centers in the district's northern areas in an effort to increase the educational and student support services offered to the residents in that area. The Board of Trustees assigned Reedley College to assume the lead role in the development of sites in Madera and Oakhurst. The district initially offered twelve college classes offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990. In 1992, the district established the Clovis site when it purchased the Herndon Avenue land and buildings that a private college previously owned. This collection of buildings was the original Clovis Center (which later relocated to a new campus located at the cross streets of Willow Avenue and International Avenue in 2007). In 1992, the Chancellor, with the approval of the Board, established a new entity called the "North Centers" that consisted of Madera, Oakhurst, and Clovis Centers of the State Center Community College District and hired a Vice Chancellor of the North Centers to be the Chief Executive Officer (CEO). The North Centers remained centers of Reedley College, though they had a separate budget. The Vice Chancellor reported directly to the president of Reedley College indirect reporting to the Chancellor.

Since these initial efforts, the North Centers continued to develop into comprehensive college centers, collectively serving 9,200 students through the offering of over 1,100 classes yearly with a budget exceeding \$19.5 million. The Board of Trustees established a governance structure that allowed for a great deal of autonomy from Reedley College due to the rapid growth and complexity of administering physical sites that are over 35 miles away from Reedley College. Although the North Centers continued to be accredited through Reedley College, the Board of Trustees approved an administrative structure for the North Centers that a Vice Chancellor who reports to the Chancellor of the State Center Community College District led. Although the district and centers considered the Vice Chancellor to be comparable to a college president with the same level of authority and responsibility, a Campus President who reports directly to the Chancellor of the State Center Community College District now oversees the Center. In 2012, the Board of Trustees appointed Deborah J. Ikeda as the Campus President of Clovis Community College Center and disbanded the North Centers. Although all three centers exist, Oakhurst and Madera now have an administrative structure that reports to the Reedley College president, whereas the Clovis Community College Center administrative structure includes a Campus President who reports directly to the Chancellor.

Clovis Community College Center is slated to become the third fully accredited college in the State Center Community District as Clovis Community College. The administrative team at Clovis includes the Campus President; Vice President of Instruction and Student Services; Vice President of Administrative Services; Dean of Students; Dean of Instruction; Director of Student Success, Equity, and Outreach; Herndon Campus Director; Financial Aid Manager; Director of Disabled Students Program and Services; Director of Technology (40 percent); and Institutional Researcher. (Please see the organizational charts beginning on page 76).

Evidence: Org Chart

The Clovis Community College Center utilizes a long-term Educational Master Plan that references the historical North Centers and aligns with the district's Strategic Plan. The plan is specific to improvement of programs and services at the North Centers with specific references to the Clovis Community College Center campus. Another important planning report is the Needs Assessment Report that CCCC submitted to the California Community College Chancellor's Office as part of the Center's transition to college status. These plans are the foundation for the Center's planning including the Center's 2013-2017 Strategic Plan. Faculty and staff were involved in the development of the Strategic Plan, and they review the plan annually to update the achievement of its goals and objectives. The Center's mission and vision drive the 2013-2017 Strategic Plan. This Strategic Plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and future plans. Additional planning documents tied to the Strategic Plan as a result of the collaborative decision-making process embraced by faculty and staff include the Enrollment Management Plan, Technology Plan, Student Success and Support Program Plan, and the Student Equity Plan.

In 2002, the faculty of the North Centers formed a Faculty Association to become involved in the collegial governance process of the centers, with its president sitting on the Reedley College Academic Senate Executive Committee as a standing member. At that time, faculty from all the centers were eligible to stand for election on the Reedley College Academic Senate. However, in September 2012, the Center transitioned from a Faculty Association to an official Academic Senate by the recognition of the Academic Senate for California Community College as the 113th Academic Senate for California. In addition, the SCCC Board of Trustees approved to officially recognize the Center's Academic Senate in May 2013.

Evidence: ASCCC Julie Adams Email Sept 2011 and BOT May 7 2012 Minutes

The classified staff at the North Centers had representation as well via senators based on the total number of classified staff at the North Centers. These senators participated on the Reedley College Classified Senate and were eligible for election as officers. In Spring 2011, the classified staff at the North Centers formed a Classified Association to parallel the Faculty Association. This body is responsible for participating in the governance of the North Centers as representatives of the classified staff. In January 2014, the Classified Association also transitioned to a recognized Classified Senate representing Clovis Community College Center by California Community College Classified Senate (4CS).

Evidence: Leslie Rata Email from Classified Senate, BOT Minutes

The State Center Community College District Board of Trustees authorized a North Centers Associated Student Government (ASG) in 2000. In 2010, the trustees approved a separate Associated Student Government for the Clovis Community College Center. Duly elected student senators and officers as elected by the student body at the Clovis site comprise the Clovis Associated Student Government. Currently, the Governor selected the ASG President, Colin von Loon, to serve as the only voting student representative on the California Community Colleges Board of Governors.

Evidence: Board of Governors Minutes, BOT minutes

The Clovis Community College Center has four departments, and each department elects two department nominees to serve in the role of department chair. The Vice President of Instruction and Student Services selects one of the two nominees to serve as the department chair. The department chairs assist with recommending part-time faculty for teaching, selecting texts, making recommendations on expenditures, assisting part-time faculty, and serving as a liaison between the administration and faculty. Administration allocates department chairs and the Academic Senate President release time to serve in these offices.

Administration, faculty, and staff at CCCC established the College Center Council, comprised of representatives from all constituency groups (faculty, students, staff, and administration), in 2006 as the “umbrella” organization charged with oversight of the continuous improvement process involving a collaborative decision-making model cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. In Fall 2014, the College Center Council designated the Strategic Planning Subcommittee to oversee the planning and assessment process for the 2013-2017 Strategic Plan.

History of the North Centers and Clovis Community College Center

- 1988 First classes offered in Madera.
- 1990 First classes offered in Oakhurst.
- 1992 The Clovis site is established and a Vice Chancellor of the North Centers was hired to head up the new North Centers entity that included the Madera, Oakhurst, and Clovis sites.
- 2007 Willow International Community College Center opened Academic Center One at the current location on 110 acres replacing the Clovis site on Herndon Campus.
- 2007 Willow International Community College Center receives Center status (includes Academic Center One, Child Development Center, and café/bookstore).
- 2010 Clovis opened Academic Center Two.
- 2012 Clovis receives Candidacy Status from ACCJC.
- 2012 North Centers is disbanded with Oakhurst and Madera Community College Center no longer associated with the Clovis site as a collective group of centers; Clovis retains accreditation under Reedley College, and the organizational plan shifts to more autonomy as required by ACCJC.
- 2014 Needs Assessment is approved by the Board of Governors.
- 2014 Board of Governors approves name change from Willow International Community College Center to Clovis Community College Center.

2014 ACCJC approves name change from Willow International Community College to Clovis Community College Center.



Clovis Community College Center

In response to the growth at the Clovis site, the Board of Trustees, in 2003, completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. The new Center opened in Fall 2007 (formerly known 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.

The Academic Center One facilities include computer laboratories, a multi-media studio, art studio, physics and science laboratories, assembly hall, distance learning and traditional classrooms, library, student services, and offices.

In addition to the phase one facilities described above, California Joint Use Facilities legislation awarded funding through AB-16 to construct a child development center (CDC) through collaboration with the Clovis Unified School District (CUSD) and State Center Community College District (SCCCD). The Center uses the facility as a licensed child care laboratory for high school and college students taking child development and pre-teaching courses. The \$6 million dollar building is comprised of state-of-the art facilities, including a playground, funded through a grant from the Fresno County First Five organization for \$280,250.

In Fall 2010, the Clovis Community College Center served 5,600 students, generating 1,652 full time equivalent students (FTES). In Fall 2014, the Center was serving approximately 6,200 students, generating approximately 1,900 FTES.

Table 1: Clovis Community College Center FTES and Student Count (2010-2014)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014*	Percentage of Growth from Fall 2010 to Fall 2014
FTES	1651.58	1636.15	1612.91	1678.67	1912.34*	15.72%
Number of Students (unduplicated)	5572	5522	5320	5512	6200	11.27%

Data Source: SCCC ATERMS_FTES file,
 * Unofficial FTES as of 9.29.2014

[Evidence: Educational Master Plan 2010, BOG Approval to Pursue College Status for Willow International, Capacity Report FA14]

In Fall 2010, the second Academic Center opened adding another 80,000 square feet of instructional and support service space. Academic Center Two includes a counseling center, admissions and records office, financial aid office, library/learning center, assessment center, dance studio, fitness center, three chemistry labs, three biology labs, nursing skills lab, business services complex, two distance learning conference rooms, one distance learning classroom, a large-group instruction lecture hall, offices, and other classrooms. As with Academic Center One, funding for the facility came from local bond and matching state bond funding.

As a result of programs and services moving from Academic Center One to Academic Center Two, several programs gained space. The Tutorial Center moved to a more spacious location in Academic Center One, and the Associate Student Government and clubs gained increased office space. The Center converted the additional classroom space that held the library back to a computer laboratory, and offices for part-time faculty became available.

Student Learning Programs and Services

Although Clovis Community College Center has established a Curriculum Committee separate from Reedley College, the Reedley College Curriculum Committee approves all instructional curricula. Two faculty from the Center serve as standing members on the Reedley College Curriculum Committee until the Center achieves college status. At that time, the CCCC Curriculum Committee will independently initiate a curriculum approval process, which the CCCC Curriculum Handbook already delineates. The CCCC Curriculum Committee reviewed and modified the CCCC Curriculum Handbook in the Fall 2014 semester, and the CCCC Academic Senate approved it in December 2014. Currently, when faculty make curriculum changes to course outlines, the process is to involve all faculty in the discipline, including those faculty at Clovis Community College Center.

The Program Review/Student Learning Outcomes Committee developed the program review process for the Clovis Community College in consultation with Center's faculty, staff, and administrators and based it on the Reedley College program review process. In order to effectively integrate Program Review with student learning outcomes (SLOs), the Center developed a Program Review/SLO Committee that consists of the Campus President, Vice President of Instruction and Student Services, Dean of Instruction, Dean of Student Services, faculty representatives from each department, and classified staff and student representatives. The Program Review/SLO committee developed a Program Review Handbook (Cycle 3) in Fall 2013 and began Cycle 4 in Fall 2014. The program review process requires programs to do a program review every five years. At the end of a three-semester process of data-gathering and evaluation, each program submits a final report to the PR/SLO Committee for review. One of the most important duties of the PR/SLO Committee is to evaluate the goals each program sets itself for the coming five years. Every spring semester, programs are also responsible for submitting an annual update to the PR/SLO Committee. This annual update includes a report on progress they

have made toward achieving the goals articulated in their Program Review and a discussion of their most recent SLO assessments, analyses, and action plans.

The first Program Review Handbook for Reedley College was completed in September 2001. There have been several modifications to the Program Review Handbook since that period, with the current edition being the Cycle 4 Program Review Handbook. All programs have completed at least two cycles of program review. The Program Review Handbooks for Cycles 3 and 4 emphasize the utilization of student learning outcome data to drive decision making for resource allocation, pedagogical changes to improve student success, and review of the assessment process that measures student learning outcomes. All Program Reviews must include a discussion of student learning outcomes at the course, program, and general education levels. The year after completing Program Review, the process requires faculty to submit revised course curricula based on the results of the Program Review.

Student services at Clovis are comprehensive and include all the traditional programs and services generally available on most college campuses. Examples of these services include financial aid, counseling, DSPP, college relations, assessment, an honors program, scholarships, transfer and career services, admissions and records, and student activities. All student services and administrative programs also complete Program Reviews every five years with annual updates submitted to the Vice President of Instruction and Student Services. Student clubs and organizations provide co-curricular activities at Clovis, and a College Center Assistant and faculty advisers support them.

Clovis Community College Center supports a robust Tutorial Center that provides tutoring services for English and mathematics, but also a multitude of other disciplines such as chemistry, information systems, political science, and physics. The Tutorial Center is committed to student success by providing individual tutoring, group tutoring, and supplemental instruction. The Tutorial Center also offers classes to help tutors improve their tutoring skills.

The Center provides library resources and services at the Clovis site in a 7723 sq. foot facility in Academic Center Two. The Clovis library uses the OCLC Worldshare integrated library system for circulation, cataloging, and acquisitions functions. Over forty research databases are available to students on and off campus through Reedley College Library subscriptions. The Clovis Center has spent in excess of \$430,000 over the last five years to increase print and media collections, computers and printers, and an RFID security system for the new Clovis library despite severe budget constraints. Students at Clovis can check out over 100,000 print titles available at one of the four district libraries including the Madera Center, Reedley College, and Fresno City College. Students at Clovis are treated as native students at these other district sites.

Resources

The Clovis Community College Center has developed a comprehensive Staffing Plan that faculty and administration are using in the transition of the Center becoming a fully accredited college. Clovis has a Faculty Handbook outlining procedures and policies specific to faculty who work at the Clovis site. This handbook is particularly helpful for part-time faculty and is combined with a part-time faculty orientation that administration and faculty hold annually. The Center has 51

full-time certificated staff, 38 full-time classified professionals, 11 permanent part-time classified professionals, and approximately 160 part-time faculty.

The classrooms at CCCC are equipped with “smart” technology that includes desktop computer and laptop access to the internet, DVDs, CDs, and instructional software. The entire campus has Wi-Fi capability.

The Center receives an allocation from a variety of categorically funded grants and projects in addition to the normal annual base budget to enhance delivery of programs and services for students. Examples include the Fresno County CalWORKs, contract education classes for Kaiser Permanente, Student Equity, and Student Success and Support Program funds. The State Center Community College Foundation also allocates scholarship funds to qualified Clovis applicants and mini-grant funds to support instructional and student support projects at Clovis each semester based upon faculty and staff requests.

B. Demographics, Including Student Achievement Data

ENROLLMENT TRENDS – FTES

All of the courses offered during specified periods of time generate full-time equivalent students (FTES), which is a workload measure that the state of California uses to reimburse the Center for providing instruction. The Center also uses FTES data trends to evaluate enrollment trends, future revenue projections, and if the current year tuition revenue will be realized.

The FTES enrollment growth rates for the Clovis Community College Center are steady after the decline from 2009-10 that was due to restricted budgets. In fact, the fall 2014 enrollments are projected to surpass the 2009 term which had been the highest to date.

Table 1: Clovis Community College Center FTES – Fall 2009 – Fall 2014*

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Clovis Community College Center	1730.11	1651.58	1636.15	1612.91	1650.02	1710.13*

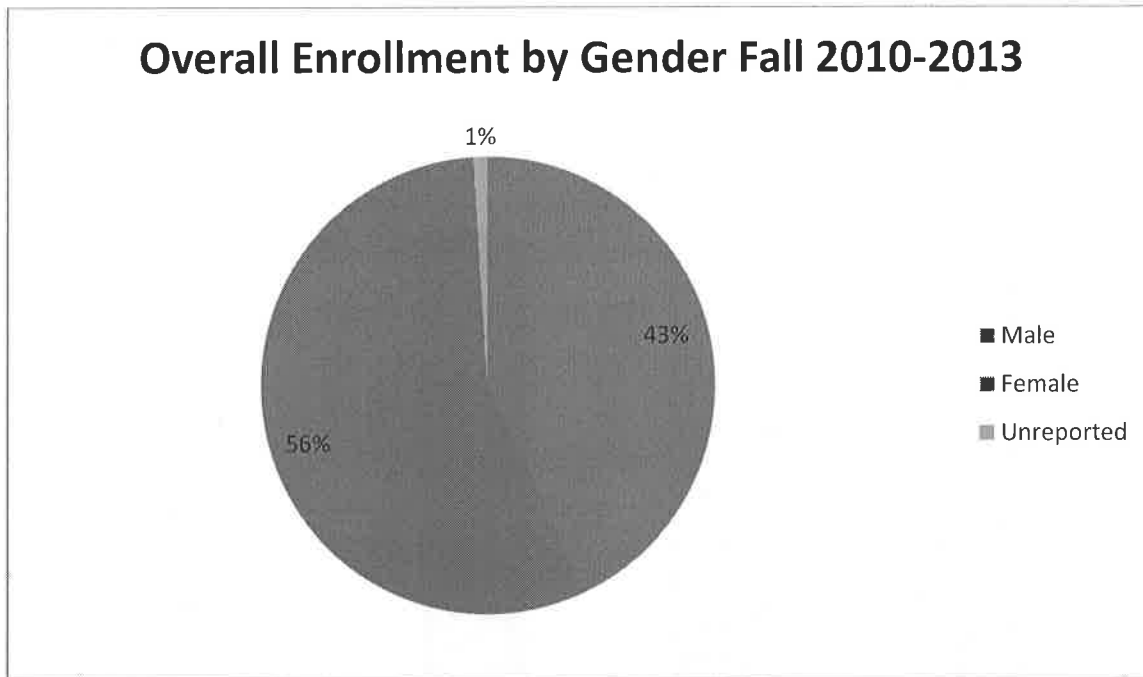
Data Source: SCCC ATERMS_FTES file,
* Unofficial FTES as of 7.14.14

ENROLLMENT TRENDS – GENDER

The table below reports fall-to-fall student enrollment by gender for the Clovis Community College Center from Fall 2009 through Fall 2013 (Table 2). The rates indicate a slight increase in male students over time.

Table 2: Students by Gender: Fall 2009 – Fall 2013

Clovis Community College Center	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	58%	56%	56%	55%	54%
Male	42%	43%	43%	43%	44%
Unreported	0%	1%	1%	1%	2%



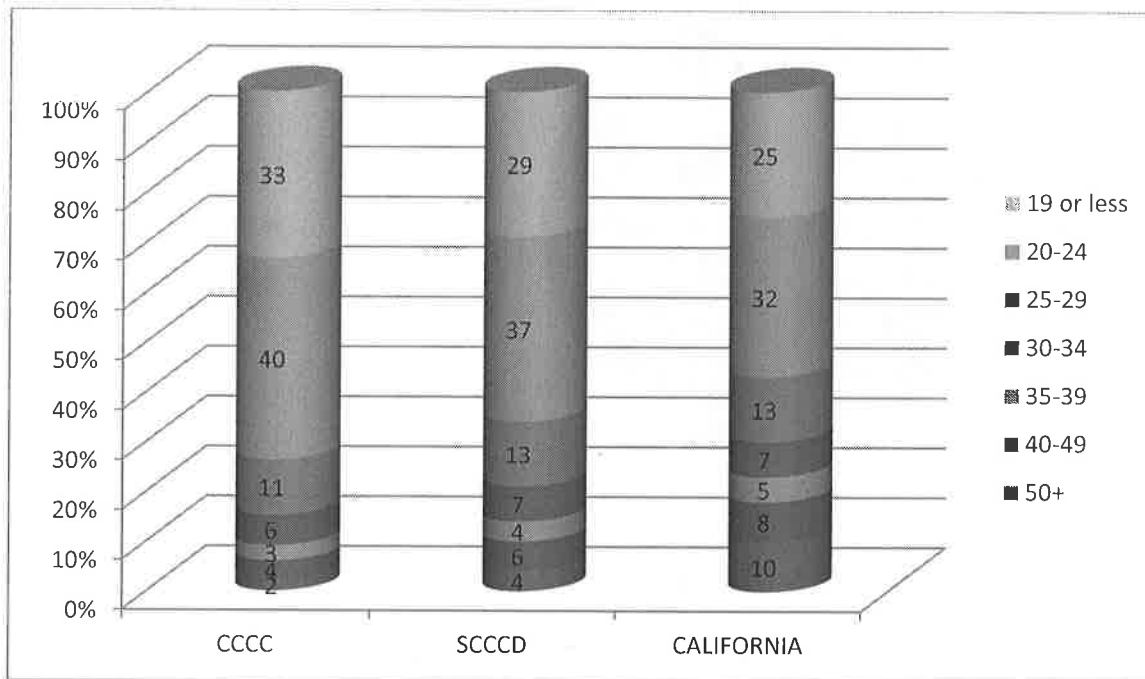
ENROLLMENT TRENDS - AGE CATEGORY

The table below reports student enrollment by age category for Fall 2009 through Fall 2013 (Table 3). While remaining consistent over the three fall terms, the majority of students fall within the lowest age categories with the largest group being the 20-24 year olds ($M = 40$ percent), followed by those in the 19 or less category ($M = 33$ percent), and the 25-29 year olds ($M = 11$ percent) for a total of 84 percent of all students. This trend is seen at a similar rate within the State Center Community College District where 79 percent of all students fall within these categories (see District Fact Sheets, <http://ir.scccd.edu>) and to a lesser extent the California Community College system data where 70 percent of students fall into these categories (http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx). The data shows a young population compared to both the district and state.

Table 3: Students by Age: Fall 2009 – Fall 2013

Age Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
▪ 19 or less	32%	34%	33%	34%	33%
▪ 20-24	38%	39%	41%	42%	41%
▪ 25-29	12%	11%	11%	11%	12%
▪ 30-34	6%	6%	5%	5%	5%
▪ 35-39	4%	4%	3%	3%	3%
▪ 40-49	5%	4%	5%	4%	4%
▪ 50+	2%	2%	2%	2%	2%

Data Source: Institutional Research Website, ir.sccd.com



Data Source: Institutional Research Website, ir.sccd.com, CCCCCO Datamart

ENROLLMENT TRENDS – ETHNICITY

Table 4 presents a summary of Clovis Community College Center student enrollment by ethnicity for Fall 2009 through Fall 2013. Most of the ethnic groups have remained consistent over time with the categories showing only minor fluctuations between reporting periods.

However, the White/Non-Hispanic group, which represents the largest group in this demographic with an average of 48 percent of students, decreased 6 percent from Fall 2009 to Fall 2013 while the next largest group, the Hispanic students with an average of 30 percent had a 9 percent increase. This trend is opposite the State Center Community College District which reports a larger Hispanic population followed by the White/non-Hispanic group (see District Fact Sheets, <http://ir.sccd.edu>). With respect to the California Community College system data, Clovis Community College Center is similar, albeit with a lower than average Hispanic population and

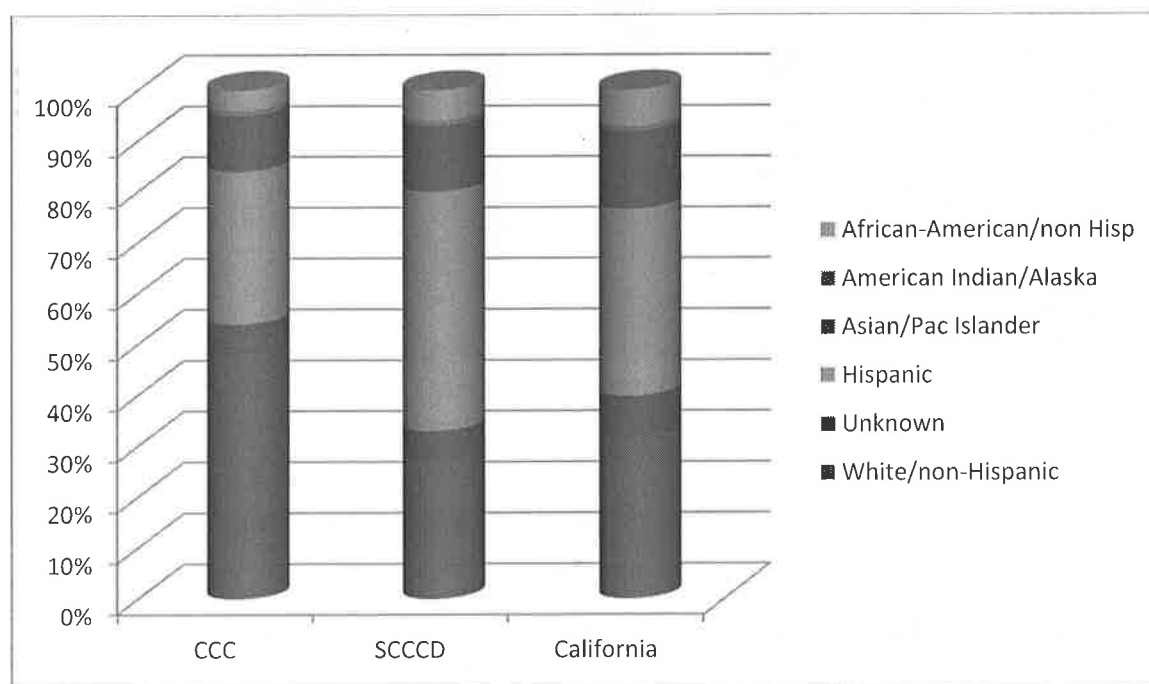
higher than average White/Non-Hispanic student enrollment; however, CCCC is a Hispanic-serving institution. (https://misweb.cccco.edu/mis/onlinestat/studdemo_dist_cube.cfm).

Another difference between the Clovis Community College Center student enrollments by ethnicity and district and state reporting include lower than average African American/Non-Hispanic group reporting. The District reports an average of 6 percent (see District Fact Sheets, <http://ir.scccd.edu>) and the state reports an average of 7 percent while Clovis remains steady at 4 percent enrollment in this ethnic category.

Table 4: Students by Ethnic Group: Fall 2009 – Fall 2013

Ethnic Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
▪ African-American/non-Hispanic	3%	4%	4%	4%	4%
▪ American Indian/Alaskan Native	1%	2%	1%	2%	1%
▪ Asian/Pacific Islander	10%	11%	11%	12%	13%
▪ Hispanic	25%	28%	31%	32%	34%
▪ Race/ethnicity unknown	10%	8%	5%	4%	2%
▪ White/non-Hispanic	51%	48%	48%	47%	45%

Data Source: Institutional Research Website, ir.scccd.com



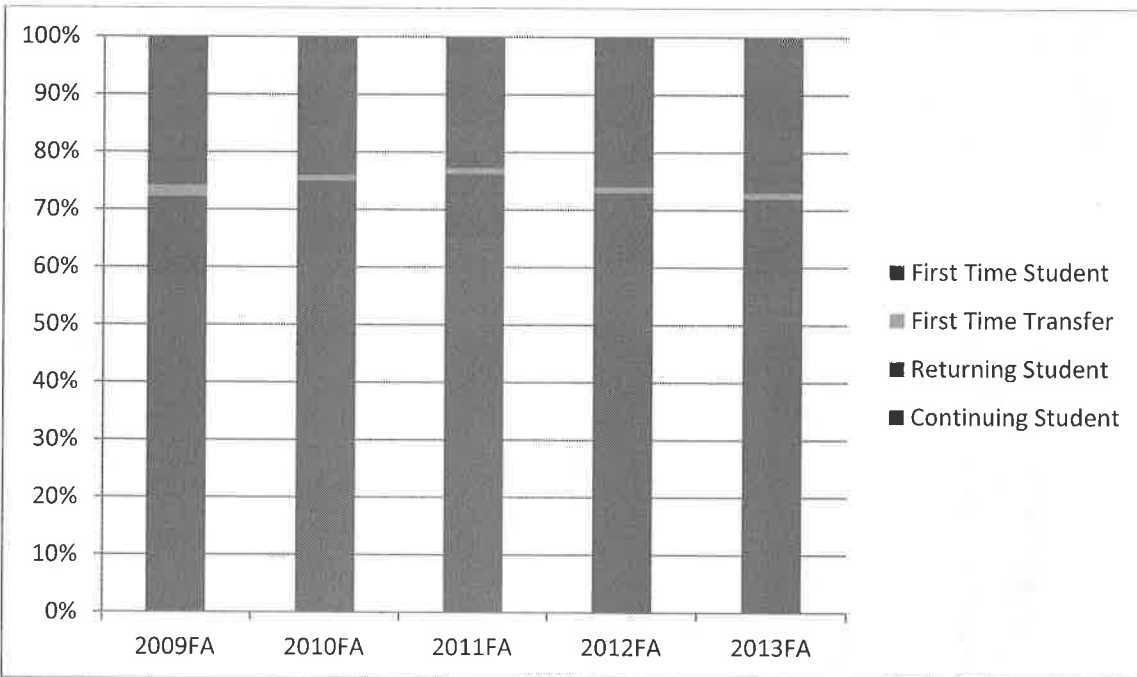
ENROLLMENT TRENDS – ENROLLMENT STATUS

The following table indicates a students' designation as to their enrollment status. The percentages are not duplicated as a student can be in only one category each term. As seen by the five year trend, the categories are very stable with the majority of students classified as continuing followed by first-time students, returning students, and first-time transfer students.

Table 5: Students by Enrollment Status: Clovis Community College Center Fall 2009 – Fall 2013

Enrollment Status	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
• First Time Student	26%	24%	23%	26%	27%
• First Time Transfer	2%	1%	1%	1%	1%
• Returning Student	15%	13%	11%	12%	14%
• Continuing Student	58%	62%	66%	61%	58%

Data Source: SQL



ENROLLMENT TRENDS – VOCATIONAL COURSES BY S.A.M. CODE

CCCC uses the Student Accountability Model (S.A.M.) to indicate the degree to which a program or course is occupational and to assist in identifying course sequences in occupational programs. CCCC uses S.A.M. Code B to distinguish courses for students in an advanced stage of an occupational program whereas S.A.M. Code C designates those courses that are in the middle stages of an occupational program (CCCCO Information Management Systems Manual).

Table 6 reports enrollment trends in vocational courses at Clovis Community College Center for fall terms from 2009 through 2013. Student enrollments fluctuated during the past few years; however, success and completion rates increased.

Table 6: Enrollment in Vocational Courses by S.A.M. Codes 2009-10 – 2012-13

	S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
2009FA	54.17%	81.25%	48	67.20%	89.63%	2082	67.33%	90.12%	2130
2010FA	68.00%	84.00%	50	67.31%	88.52%	1820	67.68%	90.13%	1870
2011FA	73.33%	84.44%	45	71.88%	90.52%	1824	70.17%	90.55%	1869
2012FA	80.65%	96.77%	62	68.94%	90.82%	1742	68.88%	92.03%	1804
2013FA	82.76%	93.10%	29	67.24%	90.54%	1691	68.86%	91.76%	1720

Data Source: SCCCD Datatel, Information System, SCCCD_ ATERMS File

SAM Code B = Advanced Occupational, SAM Code C = Clearly Occupational

ENROLLMENT TRENDS – ENGLISH AND MATH BASIC SKILLS IMPROVEMENT

Table 7 reports students who successfully complete a Basic Skills course and move to a higher-level course and complete. The Institutional Researcher deemed students to have been successful if they passed the original course, enrolled in a higher-level course within three years, and successfully completed the second course.

Table 7: Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, Clovis Community College Center (2007-2014)

Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Math	Total Improved	Total	Percent Improved
2,301	1,882	81.8%	1,797	1,367	76.1%	4,098	3,249	79.3%

Data Source: SCCCD_ Aterms File, Office of Institutional Research

ENROLLMENT TRENDS – ENROLLMENT BY ACADEMIC LEVEL

The table below reports student enrollment status for Clovis for Fall 2009 through Fall 2013 (Table 8).

Table 8: Students by Academic Level: Clovis Community College Center, Fall 2009 – Fall 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Freshmen, High School Graduate Without a College Degree	67%	62%	76%	79%	79%
Freshmen, Not a High School Graduate	1%	1%	< 1%	< 1%	< 1%
Other Under Graduate, High School Graduate Without a College Degree	4%	4%	5%	6%	6%
Other Under Graduate, Not a High School Graduate	2%	2%	< 1%	< 1%	< 1%
Sophomore, Currently Enrolled in Adult School	0%	0%	0%	< 1%	< 1%
Sophomore, High School Graduate Without a College Degree	11%	13%	9%	8%	8%

Unknown	16%	18%	6%	6%	5%
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Data Source: MIS Referential Files, SCCCD_ATERMS Files, NC Office of Institutional Research

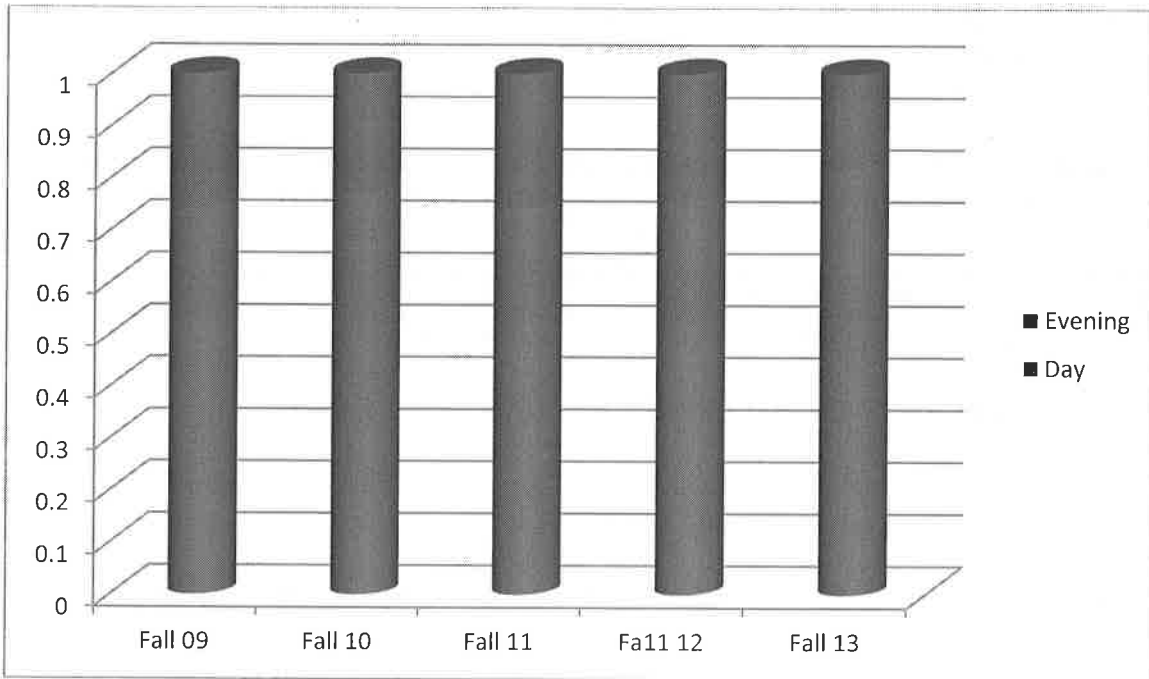
ENROLLMENT TRENDS – DAY AND EVENING ENROLLMENT

Table 9: Students Headcount by Day/Evening: Clovis Community College Center, Fall 2009 – Fall 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Day	4,385	4,344	4,129	4,046	4,536
Evening	1,540	1,284	1,433	1,306	995
Total	5,925	5,628	5,562	5,352	5,531

Data Source: Office of Institutional Research, Clovis Center

**Students are deemed “Evening” if they have *only* evening classes. All others are considered day even if they have some of each.



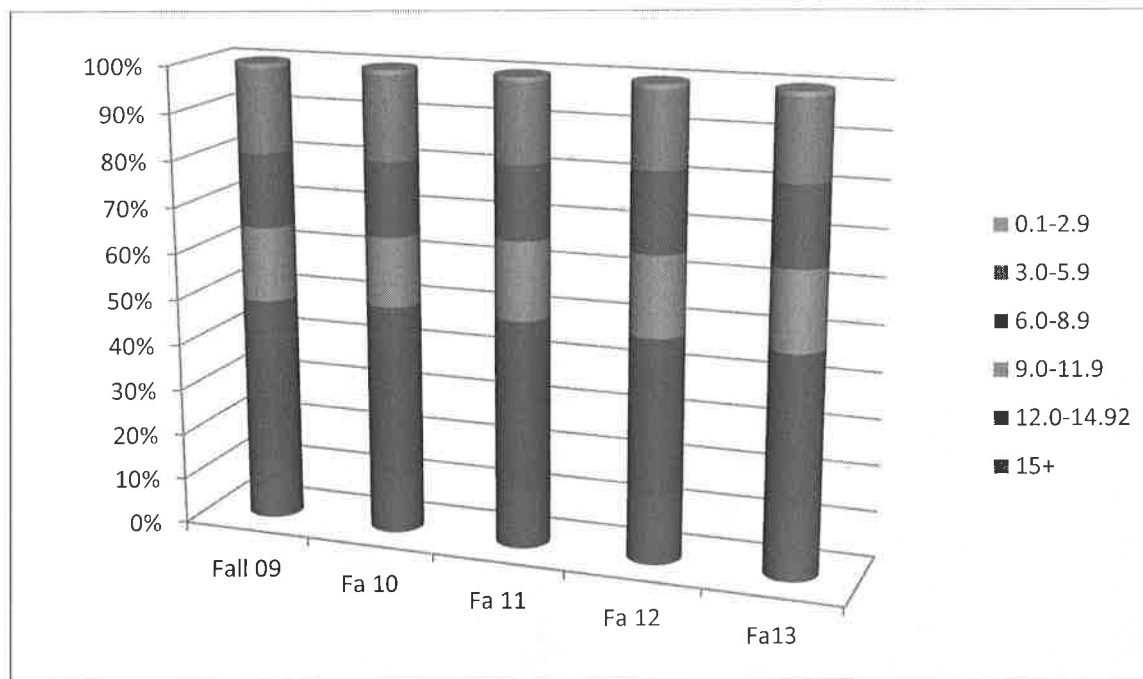
ENROLLMENT TRENDS – UNIT LOAD

The table below reports the student unit load for the Clovis Community College Center for Fall 2007 through Fall 2010 (see Table 10). The fall-to-fall data of percent headcount reveals that the category ranking remained the same over time (12.0-14.9 has the highest percentage followed by 3.0-5.9, 6.0-8.9, 9.0-11.9, 15.0+, and finally 0.1-2.9). The data is stable across the five years with a slight increase of students taking 15 or more units and a slight decrease of students in the 12.0-14.9 ranges.

Table 10: Students by Unit Load: Clovis Community College Center, Fall 2009 – Fall 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Non-Credit	<1%	<1%	<1%	<1%	<1%
0.1-2.9	1%	1%	1%	1%	1%
3.0-5.9	18%	18%	17%	16%	17%
6.0-8.9	16%	16%	16%	17%	17%
9.0-11.9	16%	15%	17%	17%	17%
12.0-14.9	36%	37%	37%	33%	32%
15.0+	13%	13%	13%	15%	16%

SCCCD Datatel, Information System, SCCCDA_Aterms File



OVERALL STUDENT PERFORMANCE – STUDENT SUCCESS INDICATORS

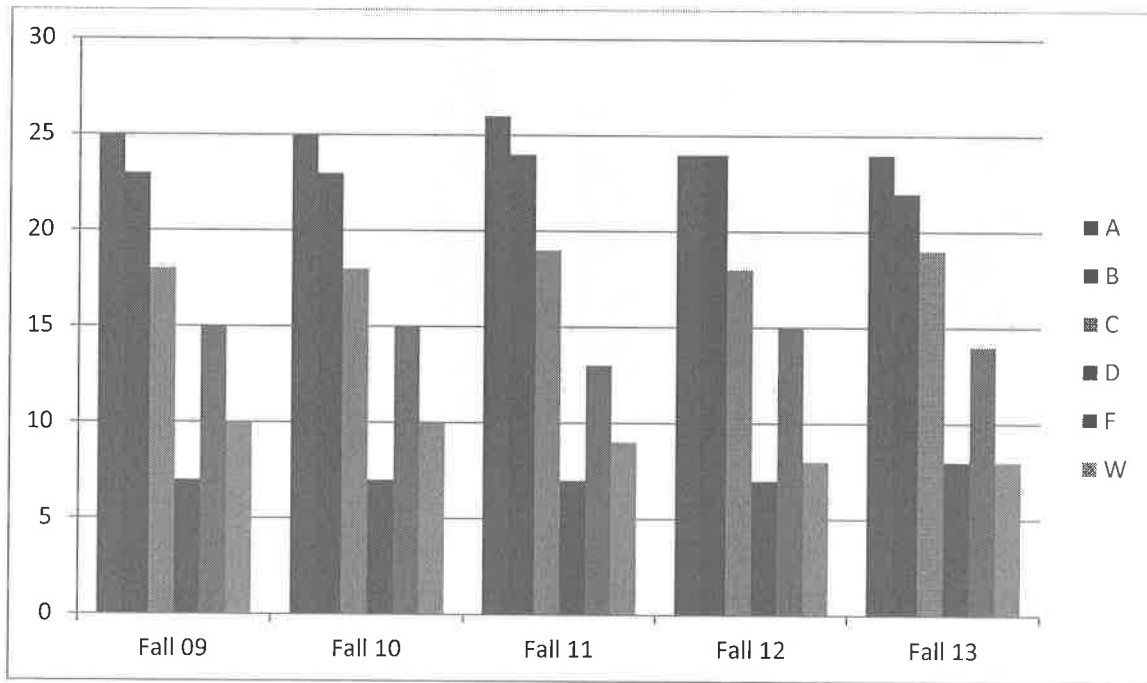
Table 11 presents the Clovis Community College Center student grade data for Fall 2009 through Fall 2013. Overall, the student grade data is quite positive with increased successful completion and retention.

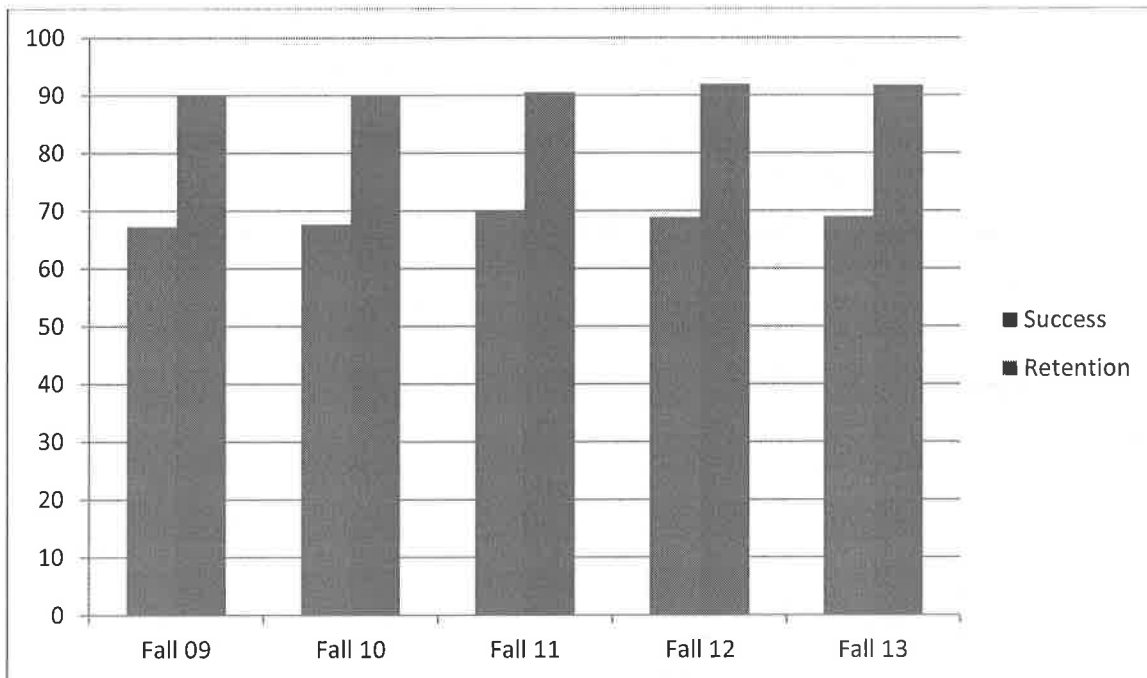
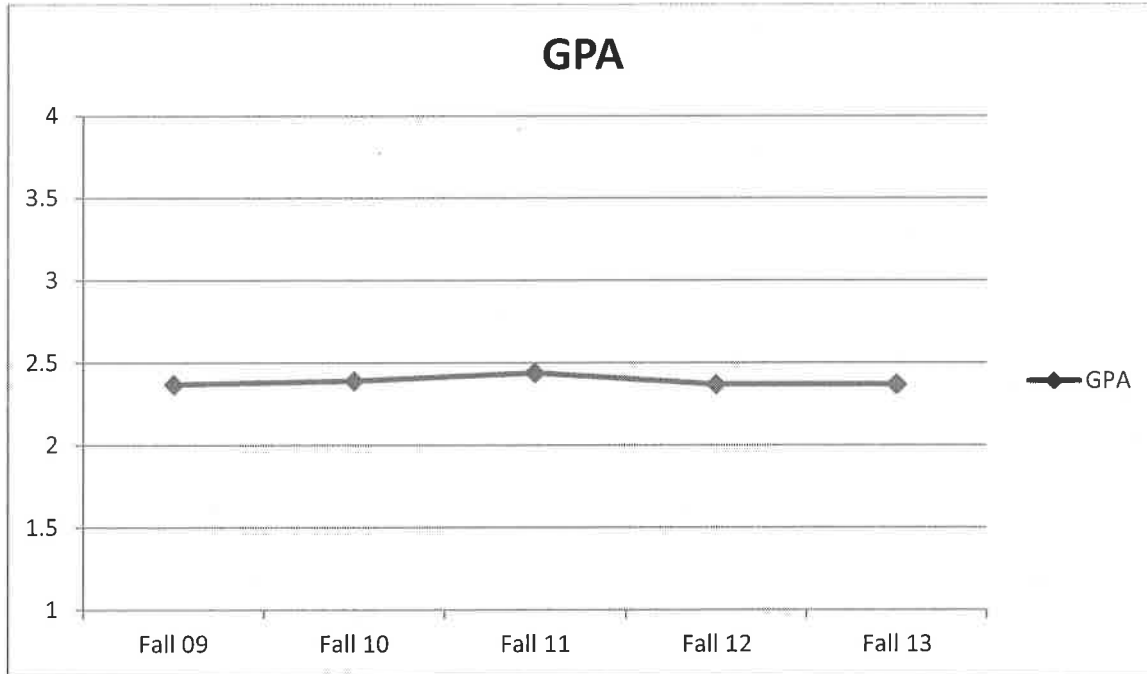
- GPA remained at or above 2.37.
- The percentage of students who successfully completed a course with a grade of A, B, C, or CR (success rate) increased 2.5 percent from 67.3 percent to 69 percent.
- There was a steady increase in the percentage of students who remained in a course until the end of the term and who received a grade (retention rate).
- Those students who were not retained in a course for the entire term and instead received a grade of W (attrition rate) decreased slightly from 9.9 percent to 9.2 percent.

Table 11: Mark Analysis/GPA/Retention/Completion: Clovis Community College Center, Fall 2009 – Fall 2013

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
A	25%	3696	25%	3385	26%	3452	24%	3327	24%	3430
B	23%	3311	23%	3137	24%	3194	24%	3222	22%	3174
C	18%	2647	18%	2459	19%	2568	18%	2432	19%	2701
D	7%	954	7%	961	7%	883	7%	971	8%	1076
F	15%	2254	15%	1996	13%	1764	15%	2029	14%	1991
W	10%	1430	10%	1321	9%	1253	8%	1048	8%	1111
▪ GPA	2.37		2.39		2.44		2.37		2.37	
▪ Retention	90.1%		90.1%		90.6%		92.0%		91.8%	
▪ Attrition	9.9%		9.9%		9.4%		8.0%		9.2%	
▪ Success	67.3%		67.7%		70.2%		68.9%		69.0%	

Data Source: Institutional Research Website, <http://ir.sccd.edu>





OVERALL STUDENT PERFORMANCE – TRANSFER RATES

Table 12 shows transfer rates for the Clovis Community College Center for years 2008-09 through 2013-14.

Transfer students include those who, after they left Clovis, subsequently enrolled in a four-year school. [Evidence #695]

Table 12: Transfer Rates: Clovis Community College Center, 2008-09 through 2013-14

	UC Transfer	CSU Transfer	Other Ca Schools	Total Transfer
2008-09	34	407	116	557
2009-10	34	402	113	549
2010-11	53	459	105	617
2011-12	43	377	70	490
2012-13	57	456	79	592
2013-14	6	184	65	255

Data Source: National Student Clearinghouse

Data updated fall 2014

STAFF – FULL-TIME AND PART-TIME STATUS, CLASSIFICATION, AND GENDER

Table 13 summarizes the number of certificated and classified staff by full-time and part-time status and gender. The Institutional Researcher noted the following data trends:

- CCCC employs more males than females as certificated full-time and part-time staff.
- CCCC employs more females than males as classified full-time and part-time staff.
- The total number of staff increased from 217 to 255 (18 percent) over the reported terms.

Table 13: Staff by Full- and Part-time, Classification, and gender, Clovis Community College Center, Fall 2009 – Fall 2013

CLOVIS	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Certificated					
▪ Full-time Male	22	22	22	25	25
▪ Full-time female	16	16	17	19	19
▪ Part-time Male	63	49	51	61	68
▪ Part-time Female	79	74	80	90	101
<i>Sub-Total</i>	180	161	170	195	213
Classified					
▪ Full-time Male	9	10	10	12	12
▪ Full-time female	15	16	15	14	15
▪ Part-time Male	3	2	4	5	4
▪ Part-time Female	10	11	7	11	11
<i>Sub-Total</i>	37	39	36	42	42
<i>Grand Total</i>	217	200	206	237	255

Data Source: SCCCD Office of Human Resources

Table 14 summarizes the number of certificated and classified staff by full-time and part-time status and ethnicity. The Institutional Researcher noted the following data trends (not including decline to state responses):

- White/Non-Hispanic was the most common response in every classification followed by Hispanic responses.

- Within the certificated category, the third most populous category were those who reported Asian/Pacific Islander followed by African American/Non-Hispanic and American Indian/Alaskan Native who were similar in reporting.

Table 14: Staff by Full- and Part-time, Classification, and Ethnicity: Clovis Community College Center, Fall 2009 – Fall 2013

CLOVIS	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full-time Certificated					
▪ African-American/non-Hispanic	1	1	1	1	1
▪ American Indian/ Alaskan Native	1	1	1	1	1
▪ Asian/Pacific Islander				2	2
▪ Hispanic	3	3	3	3	3
▪ Multi-racial	1	1	1	1	1
▪ Race/ ethnicity unknown	5	5	5	6	6
▪ White/ non-Hispanic	27	27	28	30	30
<i>Sub-Total</i>	37	37	38	43	43
Part-time Certificated					
▪ African-American/non-Hispanic	-	-	-	2	2
▪ American Indian/ Alaskan Native	1	1	1	1	1
▪ Asian/ Pacific islander	11	10	12	12	15
▪ Hispanic	14	11	14	14	13
▪ Race/ ethnicity unknown	12	13	15	16	20
▪ White/ non-Hispanic	103	85	86	103	115
<i>Sub-Total</i>	141	120	128	148	166
Full-time Classified					
▪ African-American/non-Hispanic	1	1	1	-	-
▪ Asian/ Pacific islander	2	2	2	2	3
▪ Hispanic	5	5	5	5	5
▪ Race/ ethnicity unknown	-	1	1	-	-
▪ White/ non-Hispanic	15	16	15	18	18
<i>Sub-Total</i>	23	25	24	25	26
Part-time Classified					
▪ Asian/ Pacific islander	2	1	-	-	1
▪ Hispanic	1	1	1	1	1
▪ Race/ ethnicity unknown	2	4	2	2	1
▪ White/ non-Hispanic	7	7	7	10	10
<i>Sub-Total</i>	12	13	10	13	13
<i>Grand Total</i>	214	196	201	230	249

Data Source: SCCC Office of Human Resources

C. Program Review and Planning

Clovis Community College Center developed a comprehensive program review process in 2012 that integrates planning and resource allocation. All instructional, student services, and administrative programs, and departments complete the program review process. An important outcome of the program review process is the revision of the student learning outcomes, which for instruction, become part of the course outline of record and syllabi. This process also drives the next cycle of student learning outcome assessment, evaluation, and revisions of courses. In addition, the program review process provides opportunities for all areas of the Center to review, reflect, and apply improvement strategies centered on student success. Student services and administrative programs revise their programs based on the annual assessment of student learning outcomes. In addition, the PR/SLO Committee completes a rigorous process of evaluating goals for each Program Review report that is conducted at the end of each semester. Evidence: PR Cycle 4 Handbook

The results of Program Reviews also drive the Strategic Plan of the institution as evidenced in the 2013-2017 Strategic Plan where goal 3.4 states “Utilize assessment results, data, and results from Student Learning Outcomes, Program Learning Outcomes, General Education Learning Outcomes, and Program Review process to implement improvement strategies in support of student success.”

2013-2017 Strategic Plan

In addition, every program submits an Annual Program Review/SLO Report. The SLO and Program Review Coordinators collect and summarize these progress reports in an annual report to the College Center Council. Results of SLO assessments and the progress reports are also posted on the Program Review and Student Learning Outcomes Blackboard website. The annual PR/SLO report gives programs an opportunity to review, reflect, and establish strategies for improvement either in instruction, student services, or processes related to planning.

Evidence: PR and SLO Assessment Annual Progress Report Template, SLO Annual Report, PR Annual Report,

To assist with the planning process, the campus vetted a software system called TracDat to allow the campus to strengthen the planning processes, specifically student learning outcomes and Program Review. This product was reviewed two years ago, but Governet (who also owns CurricUNET) had promised an effective Student Learning Outcomes assessment and Program Review modules that never materialized. Therefore, at a recent ACCJC Workshop at the College of the Sequoias, TracDat was presented as an effective planning product that assisted the College of the Sequoias be removed from the status of “show cause” by ACCJC. As a result, TracDat representative, Scott Johnson, was asked to demonstrate the applications of TracDat to all key faculty leadership at each campus (Fresno City College, Reedley College, and Clovis Community College Center). As a result of very positive feedback, the district plans to implement TracDat starting in Fall 2015. TracDat will assist with the assessment of student learning outcomes (instructional and non-instructional), program review, strategic planning, resource planning, and integrated planning.

Evidence: TracDat Demonstration Calendar Invite, Faculty Feedback, TracDat website, TracDat Action Plan

Resource allocations not covered by the general fund budget are driven by the Action Plan Funding Request process which allows any program at the college to request funds by completing the Action Plan Funding Request form. This form requires the applicant to identify how the request is tied to planning including program review recommendations or student learning outcomes. The College Center Council is responsible for making allocation recommendations based on the submitted Action Plan Funding Request forms. In addition, in the last Center's Self Study Report, a planning agenda indicated to create a guide to assist the campus in submitting Action Plans and the importance of linking resource requests to our various planning documents.

Evidence: Action Plan Process Guide, Action Plan Template, Action Plan examples

D. Student Learning Outcomes

Significant progress regarding student learning outcomes began in 2008. Since that time, every Duty Day has included presentations and workshops regarding Student Learning Outcomes and assessment. Every semester, the Center hosts a Duty Day event that starts around 8:00 a.m. and goes until approximately 4:00 p.m. Duty Day is a non-teaching day that occurs the first Thursday before classes begin each semester. Starting in Spring 2010, the Center established a Student Learning Outcomes Coordinator to help serve the needs of outcomes and assessment campus-wide. The SLO Coordinator actively engages faculty by hosting informational sessions to help faculty update their timelines, course outcomes, and annual PR/SLO reports. This included formalized meetings, emails, phone calls, and office visits.

<SLO Coordinator job description; SLO Coordinator email; Erik emails>

Beginning Spring 2011, the SLO Coordinator presents at the annual evening Adjunct Orientation each fall semester. The SLO Coordinator presents an SLO introduction for those part-time faculty who are new an assessment update. Full-time faculty then meet with the part-time faculty in their discipline and distribute SLO information, discuss upcoming assessments, and answer any questions. For disciplines without a full-time faculty member, either the full-time faculty member who has volunteered to oversee that discipline or the SLO Coordinator meets with them to discuss SLO-related matters and answer questions. <Adjunct Orientation Agendas, Department Agendas>

Program learning outcome information is an additional ongoing assessment tool at the Clovis Community College Center. Together with student learning outcomes, these data are reviewed and discussed at departmental meetings throughout the college to facilitate the dispersion of information to full-time and part-time faculty. [Evidence # 319]

During the Fall 2010 SLO Summit mentioned earlier, each department mapped out course level SLOs onto program learning outcomes (PLOs) and finally general education learning outcomes (GELOs). The SLO-PLO-GELO mapping schemas for each department have enabled departments to integrate the SLO process into program review and the center's strategic planning. Many of the disciplines have completed one cycle of assessment and continue to refine their courses and programs based on the continuous review of the SLO-PLO-GELO assessment outcomes process. [Evidence # 412, 413, 441, 273, 352, 429, 680]

E. External Independent Audit

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

Evidence: Financial Aid Reports, SCCC website, Audit Report

F. Certification of Continued Compliance with Commission Policies

The Self Evaluation Report includes analysis and evidentiary information that demonstrates the Center complies with the commission policies as described in Appendix A in the *Guide to Evaluating Institutions July 2013 Edition*. The following summarizes the Center's compliance with these specific policies that are also included in the Self-Evaluation Report.

Policy on Distance Education and on Correspondence Education

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrates that Clovis Community College Center has a process to ensure students who register in a distance education course have the same services and instructional quality as a student who participates in a face-to-face course.

The development, implementation, and evaluation of all courses and programs offered through distance education takes place within the institution's educational mission. The mission of Clovis Community College Center is:

CCCC 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.

CCCC controls the development, implementation and evaluation of all courses and programs offered at the college, including courses offered through distance education.

CCCC has clearly defined appropriate student learning outcomes for all courses and programs, including courses offered through distance education.

The Center's faculty-driven Curriculum Committee approves all courses, including those offered through distance education delivery, and those courses must follow the Official Course Outline of Record (CORs). All courses must align with the Center's mission and meet the same standards as face-to-face courses. All CORs establish stated Student Learning Outcomes (SLOs), which must be followed regardless of location or delivery method, and faculty are involved in ongoing assessment of SLOs.

CCCC provides the resources and structure needed to accomplish set outcomes and demonstrates that the students are achieving these outcomes through application and appropriate assessment.

Faculty measure traditional courses in the same manner as distance education courses. The Curriculum Committee oversees all curriculum regardless of mode of delivery to ensure that faculty set measurable student learning outcomes (SLOs). Instructors provide annual updates on SLO assessments to determine the any necessary improvements to meet the needs of students.

Clovis Community College Center provides the Commission advance notice of intent when initiating a new deliver mode, such as distance education, through the substantive change process. Clovis Community College Center provides the Commission advance notice of intent when offering a program, degree or certificate in which 50 percent or more of the courses are via distance education through the substantive change process. For this purpose, Clovis Community College Center calculates the percentage of courses that may be offered through distance education. Reedley College has submitted several substantive change requests for review and have been approved.

Clovis Community College Center has a process in place by which faculty ensure that the student who registers in a distance education course or program is the same person who participates every time in and completes the course or program and receives the academic credit.

The College meets this requirement through a process of secure log-in and password. The College's distance education courses involve regular and substantive interaction between students and the instructor, initiated by the instructor, and distance education activities are included as part of a student's grade.

Policy on Institutional Compliance with Title IV

The analyses and evidence in the Self-Evaluation Report presented under Standard II.B demonstrate the College's Financial Aid Office operates in compliance with Title IV regulations and is making every effort to keep loan default rates at an acceptably low level. CCCC has established a Default Prevention Task Force even though its default rate is below 30 percent for the most recent fiscal year and the institution, therefore, is not required to do so. CCCC established this Task Force to assist its students in handling their student loan debt and to further reduce our default rate.

The Financial Aid Office makes every effort to identify and report attempted fraud. The Financial Aid Manager runs queries each semester to try to identify potential fraudulent applicants. These applicants are placed in an "Administrative Hold" status and the Financial Aid

Office disburses no financial aid until students come in person to the Financial Aid Office to verify their identity and financial aid application information. CCCC's Financial Aid Office works with the offices of the other colleges in the district to identify persons attempting financial aid fraud.

Policy on Representation of Accredited Status

The SCCC Board of Trustees provides assurance that the Clovis Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of CCCC being approved as Clovis Community College. CCCC continues to be included under Reedley College for accreditation by ACCJC.

Policy on Institutional Degrees and Credits

Standard IIA of the Self-Evaluation Report demonstrates that Clovis Community College Center, as a satellite of Reedley College, conforms to the commonly accepted minimum program length of 60 credit hours for the Associate Degree, and has in place written policies and procedures for determining a credit hour. The Center does not convert clock hours to credit hours in any of its courses or programs. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office and are consistently applied to all courses and programs. Evidence: PCAH, Curriculum Handbook, RC Catalog

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

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

Clovis Community College credit is awarded based on the conventional Carnegie unit; each unit represents three hours of the student's time each week for one 18-week semester (54 hours total). Distance education courses require the same rigor and transferability that leads to the awarding of academic credit. Evidence: PCAH, RC Catalog, Clovis Community College Curriculum Committee Handbook, COR and Program example(s) from CurricUNET

Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and /or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, or lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but

is generally within the range of 48-54 hours per unit for colleges on the semester system. SCCC uses 54 hours for the calculation. For each hour of lecture required, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class.

Evidence: Program and Course Approval Handbook, 5th Edition (PCAH); CCC Curriculum Handbook

Course Outlines of Record and corresponding syllabi, along with the class schedule, demonstrate that the appropriate amount of work is assigned to conform to the Carnegie unit. This is true of traditional lecture-based classes, as well as classroom-based courses with a laboratory, distance education courses, and courses that provide for clinical practice. CCCC's transfer of credit policies are publicly disclosed by the Reedley College Curriculum Committee on CurricUNET and include a statement of the criteria regarding the transfer of credit earned to another institution of higher education. CCCC does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable. Evidence: Standard IIA, Blackboard Curriculum Committee Handbook, PCAH, Catalog, Curriculum Committee Handbook, COR and Degree example(s) from CurricUNET, syllabi, printed schedule of offerings, and the RC catalog

Each course includes in its course outline of record the specific standards for awarding course credit including student learning outcomes, course objectives, topics and scope, methods of instruction, and methods of evaluation. The justification for the number of units awarded is based on these elements as well as on the traditional Carnegie Unit. The modality of delivering instruction is not a factor in determining any elements in the course scope, outcomes, or objectives and consequently is not a factor in the number of units awarded. The Curriculum Committee scrutinizes all of these details for adherence to standards of academic rigor and applicable state regulations. If approved by the Curriculum Committee, courses are submitted to the board of trustees. Faculty adherence to the content and objectives in the course outline of record is one component of the faculty evaluation process as well as the student learning outcomes assessments.

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

Policy on Integrity and Ethics

Clovis Community College Center (CCCC) has a strong record of complying with the policy elements delineated in the ACCJC Policy on Institutional Integrity and Ethics. CCCC has policies and engages in practices that uphold and protect its institutional integrity. (Element 1) CCCC supplied the Commission with complete, current, and accurate information throughout its previous application in 2011 for advancement to candidacy. This practice is continuing as CCCC has provided information recently to the Commission as part of its substantive change

application (institutional name change), and is currently preparing information for the Commission pertaining to our upcoming application for college status. (Element 2)

CCCC has extensively prepared for its past site visits from ACCJC, conducting a smooth site visit in association with the application for advancement to candidacy visit in 2011, and previously cooperating and planning for site visits associated with Reedley College's cyclical applications for reaffirmation of accreditation. (Element 8)

CCCC provides clear and accurate information to all persons and organizations related to its mission statement via its catalog and schedule of courses. These documents are available in hardcopy and electronically on the CCCC website. The required information mentioned in Element 3 (information on educational programs, admission requirements, student services, fees and costs, financial aid, transfer of credit, and refunds) is fully addressed in the college catalog. Self-evaluation report sections IIA and IIB show further evidence of CCCC's compliance with these requirements. Information on CCCC's accreditation status, including its self-evaluation and all actions of the Commission pertaining to our institution, is clearly reported and available to the public on its website. (Elements 3 and 5)

CCCC adheres to policies that ensure the integrity of its hiring practices as described in the Standard IIIA section of this self-evaluation report. CCCC's policies and evidence regarding academic honesty are described in the Standard IIA section. Policies that ensure integrity in governing board decision making are described in the Standard IV section. (Element 4)
Clear CCCC policies and evidence concerning institutional integrity are published in the college catalog and in SCCC Board Policy as detailed in this institutional self-evaluation report, Standard IIA section. (Element 6)

Anonymous and confidential complaints concerning CCCC may be made either through the CCCC Facebook page or directly to ACCJC via the information listed on the CCCC website. (Element 7)

The institution has routinely complied with all Commission requests, directives, decisions and policies. Evidence is given throughout this current self-evaluation report. (Element 9)

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Not Applicable.

Policy on Student and Public Complaints Against Institutions

CCCC has included the required statement about the complaint policy under About Us—Accreditation. CCCC's student grievance procedure is in place and is available publicly. CCCC has separate student complaint and grievance procedures which define the scope and manner in which they are resolved. Administrative Regulation (AR 5530) addresses both of them.

Student grievances are much more serious than student complaints. As per Administrative Regulation (AR) 5530, student grievances are limited to:

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

All administrative regulations, including AR 5530, are available to students online under About Us/SCCCD Board Policies and Administrative Regulations our website at www.cloviscenter.com.

CCCC is a center of Reedley College (RC) and as such has been operating under the Reedley College Catalog. AR 5530 is the basis for the grievance procedure described on page 48 of the 2014-2015 RC Catalog. The 2014-2015 CCCC Catalog, which is under development, will also address AR 5530.

CCCC routinely uses the informal resolution process as addressed in AR 5530 to resolve such minor grievances and is called the “Student Appeal/Complaint Form,” which may be obtained from the Office of Instruction, Student Services, or found on the CCCC website under New Students/Forms Online or Current Students/Forms Online.

The Office of Instruction in AC1-260 or the Dean of Students AC2-133 maintains completed Student Appeal/Complaint Forms in files sorted by semester. Said complaint files demonstrate compliance with implementation of the complaint policies and procedures.

All complaint processes are available to students on the CCCC website, under New Students/Student Support Services/Complaints or Current Students/Student Support Services/Complaints.

E. Compliance with Selected USDE Regulations

In a memo from Barbara Beno on January 31, 2013, colleges were notified that due to the 2008 Reauthorization of the Higher Education Act, the United States Department of Education, regulations regarding financial aid, student achievement data, third party communication, distance education, transfer policies, and program requirements were strengthened. As a result, a checklist was created by ACCJC to be provided to all evaluating teams on a comprehensive visit. This checklist along with descriptive narrative evidence is included in this section of the Self Evaluation Report.

Public Notification of an Evaluation Visit and Third Party Comment

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

The link to the draft Self Evaluation Report for Clovis Community College Center is posted to the front page of the institutional website under eNewsExpress. The public will be directed to the draft report with a form where public comment can be made. All comments will be transmitted to ACCJC and the Co-Chairs of the Accreditation, which include the ALO, for evaluation.

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

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

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

A comment form, which is posted on the Center's website, allows the campus or community members to provide feedback to the Center regarding the Self-Evaluation Report. The Center utilizes the ACCJC Third Party Comment Form that can be found on the www.accjc.org website. Evidence: www.cloviscenter.com/eNewsExpress website, www.accjc.org website, ACCJC Third Part Comment Form

Standards Performance with Respect to Student Achievement including Demographics

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

The analyses and evidence in the Self-Evaluation Report, particularly as presented in the introduction and in Standards I.A, I.B, II.A, and II.B, demonstrate the Center sets a broad array of institutional student achievement benchmarks in alignment with the mission. In addition, analyses and evidence presented in Standard II.A demonstrate that student learning outcomes (SLOs) are set and assessed at the programmatic levels with the intent of continuous improvement. The evidence presented in the Self-Evaluation Report shows the effective achievement by students on institution-level and programmatic-level measures. [Evidence: SLOs, PLOs, institution set standards, program review data analysis]

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

The analyses and evidence in the Self-Evaluation Report, particularly as presented in the Introduction and in Standards I.A, I.B, II.A, and II.B, demonstrate the Center sets a broad array of institutional student achievement benchmarks in alignment with the mission. These benchmarks were collaboratively established using several metrics and incorporating the college mission to be known for "...reflective, data-driven cycles of research and innovation focused on

learning and student outcomes.” The College regularly assesses performance on these metrics including, but not limited to, course completions, state licensing examinations, program/certificate completion data, graduation data, course retention and success, transfer rates, and, where available, job placement rates. Dialogue takes place on the results of the assessments to guide improvement planning. [Evidence: SLOs, PLOs, institution set standards, program review data analysis]

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The development and implementation of institution-set standards came from the work of the student success committee. Data in a variety of metrics was presented and vetted so as to achieve an acceptable standard. The suggested standards are meant to be an institutional average or normal rate as opposed to a metric which we hope to achieve. Once the standards were set, a presentation was given to CCC who accepted the document and to whom a report will be given annually. [Evidence: Institution set standards, program review data analysis, action plans]

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

All of CCCC programs and service departments are on a program review cycle of five years. For programs and services this is a time to analyze itself at the course and program level. In addition, an annual update is given each year which includes course and program SLOs and other evaluations. The Institution-set standards are reviewed each year by the Student Success committee and presented to all constituent groups through College Center Council. [Evidence: Institution set standards, program review data analysis, action plans]
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Credits, Program Length, and Tuition

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

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

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrate that CCCC engages in accepted practices when awarding credit, including academic study of sufficient content, breadth, and length; levels of rigor appropriate to the degrees or

certificates offered; student learning outcomes; and assessment results which provide sufficient evidence that students are achieving course, institutional and program learning outcomes.

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

Clovis Community College credit is awarded based on the conventional Carnegie unit; each unit represents three hours of the student's time each week for one 18-week semester (54 hours total). Distance education courses require the same rigor and transferability that leads to the awarding of academic credit.

Evidence: PCAH, RC Catalog, Clovis Community College Curriculum Committee Handbook, COR and Program example(s) from CurricUNET

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

Analyses and evidence presented in the Self-Evaluation Report under Standard IIA demonstrates that CCCC as a satellite of Reedley College ensures that any awarded academic credits and degrees conform to commonly accepted practice including time invested and content mastered. Course Outlines of Record and corresponding syllabi, along with the class schedule, demonstrate that the appropriate amount of work is assigned to conform to the Carnegie unit. This is true of traditional lecture-based classes, as well as classroom-based courses with a laboratory, distance education courses, and courses that provide for clinical practice. CCCC's transfer of credit policies are publicly disclosed by the Reedley College Curriculum Committee on CurricUNET and include a statement of the criteria regarding the transfer of credit earned to another institution of higher education. CCCC does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable.

Evidence: Standard IIA, Blackboard Curriculum Committee Handbook, PCAH, Catalog, Curriculum Committee Handbook, COR and Degree example(s) from CurricUNET, syllabi, printed schedule of offerings, and the RC catalog

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

The state of California mandates an enrollment fee be charged to all students. Each student pays this enrollment fee based upon the number of units he/she registers for each semester. California residents are charged \$46 per unit. Fees are due on the date indicated in the Schedule and as posted on the Center's website. Beginning the first day of the semester, however, fees are due on the same day of registration. Effective Fall 2006, the Student Health Fee will no longer be

covered by the Board of Governors Fee Waiver. (E.C. 76300; 5 CCR 58500-58509). California Residents: \$46* per unit (with no cap). California residents may apply for Board of Governors Enrollment Fee Waiver through the Financial Aid Office. California residents are encouraged to apply for the Board of Governors Enrollment Fee Waiver through the Financial Aid Office.

* Fees are subject to change without notice

NOTE: Enrollment fees for California residents are subject to change without notice per California State Legislature and Governor. If enrollment fees are raised after enrollment, students will be notified of the additional amount.

Evidence: RC Catalog

Nonresident and international students are charged a tuition fee as follows (Education Code 76140):

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

Regular and Summer Sessions

Each full unit taken:

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

* Fees are subject to change without notice

Evidence: <http://www.cloviscenter.com/index.aspx?page=115>

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

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

Evidence: Program and Course Approval Handbook, 5th Edition (PCAH); CCC Curriculum Handbook

Each course includes in its course outline of record the specific standards for awarding course credit including student learning outcomes, course objectives, topics and scope, methods of

instruction, and methods of evaluation. The justification for the number of units awarded is based on these elements as well as on the traditional Carnegie Unit. The modality of delivering instruction is not a factor in determining any elements in the course scope, outcomes, or objectives and consequently is not a factor in the number of units awarded. The Curriculum Committee scrutinizes all of these details for adherence to standards of academic rigor and applicable state regulations. If approved by the Curriculum Committee, courses are submitted to the board of trustees. Faculty adherence to the content and objectives in the course outline of record is one component of the faculty evaluation process as well as the student learning outcomes assessments.

All grading and credit policies comply with the State of California Education Code and Title 5 of the California Code of Regulations and are approved by the board of trustees. This information is included in the college catalog. Instructors may establish a course grading policy within these parameters and such course grading policies are included in course syllabi.

The units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Clovis Community College as a satellite of Reedley College conforms to the commonly accepted 60-semester hours minimum program length for associate degrees. Clovis Community College has written policies and procedures in its handbook for determining a credit hour. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office and are consistently applied to all courses and programs.

Evidence: PCAH, Curriculum Handbook, RC Catalog

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Transfer Policies

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

degrees approved through the ACCJC. This information is also referenced in the accreditation document in Standard IIB.

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

Articulation agreements between the California State University (CSU) and University of California (UC) campuses can be found on the assist.org website. The CCCC has hired a part-time counselor to coordinate CCCC's articulation function and also ensure that all CCCC's courses are CID approved.

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

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

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Distance Education and Correspondence Education

The analyses and evidence in the Self-Evaluation Report presented under Standards II.A, II.B, and III.C. demonstrate compliance with this policy.

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

All courses, including those offered through Distance Education delivery, are approved through the College's faculty-driven Curriculum Committee, and must follow the approved Course Outline of Record (CORs). All courses must align with the college's mission and meet the same standards as face-to-face courses. All CORs establish stated Student Learning Outcomes (SLOs), which must be followed regardless of location or delivery method, and faculty are involved in ongoing assessment of SLOs.

Evidence: CurricUNET, Standard IIA, Blackboard PR/SLO organization

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

Faculty are required to complete the Distance Education supplemental application and submit to the College's faculty-driven Curriculum Committee.

Evidence: DE Handbook, CurricUNET, Standard IIA

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

The Center has a process to establish that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit. Specifically, the Center meets this requirement through a process of secure log-in and passcode.

Evidence: DE Handbook, Blackboard Log In Instructions, Standard IIIC

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

Online Courses

Appropriate technology is used to achieve course objectives. CCCC currently utilized the Blackboard Learning Management System to offer the majority of our online courses. Many instructors also utilize www.turnitin.com. Evidence – Standard IIIC and IIA, Blackboard

Online Student Services

A variety of online student services are available and the appropriate technology is used to meet student needs with each service: admissions application, academic counseling (including career and transfer services), orientation, SARS Early Alert, Financial Aid, Online Probation Workshop, and registration. Evidence – Standard IIB, Section 3a

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

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

Evidence – Standard IIA,

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Student Complaints

The analyses and evidence presented in the Self-Evaluation Report presented under Standard IIB demonstrates compliance with this policy.

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

CCCC has separate student complaint and grievance procedures which define the scope and manner in which they are resolved. Both are addressed in Administrative Regulation (AR) 5530. Student grievances are much more serious than student complaints. As per Administrative Regulation (AR) 5530, student grievances are limited to:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harassment
- Other illegal harassment or discrimination
- Financial aid

- Course grades, to the extent permitted by Education Code Section 76224(a)The exercise of rights of free expression protection by state and federal constitutions and Education Code Section 76120

All administrative regulations, including AR 5530, are available to students online under About Us/SCCCD Board Policies and Administrative Regulations website at www.cloviscenter.com.

CCCC is a center of Reedley College (RC) and as such has been operating under the Reedley College Catalog. AR 5530 is the basis for the grievance procedure described on page 48 of the 2014-2015 RC Catalog. The 2014-2015 CCCC Catalog is being developed which will address AR 5530.

The informal resolution process as addressed in AR 5530 is routinely used to resolve such minor grievances and is called the “Student Appeal/Complaint Form” which may be obtained from the Office of Instruction, Student Services, or found on the CCCC website under New Students/Forms Online or Current Students/Forms Online

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

Completed Student Appeal/Complaint Forms are maintained in files sorted by semester by the Office Instruction in CCCC-AC1-260 or the Dean of Students in AC2-133. Said complaint files demonstrate compliance with implementation of the complaint policies and procedures.

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

No response required.

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

The Accrediting Commission of Community and Junior Colleges (ACCJC) is the accreditation body for CCCC. Information concerning accreditation is located on the CCCC website under About US – Accreditation.

The CCCC Child Development Center (CDC) is licensed by the State of California and is accredited by the National Association for the Education of Young Children (NAEYC).

All complaint processes are available to our students on our website, under New Students/Student Support Services/Complaints or Current Students/Student Support Services/Complaints

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

Commission Policy on Representation of Accredited Status: CCCC has included the required statement from part B of said policy on the CCCC website under About Us – Accreditation.

Commission Policy on Student and Public Complaints: CCCC has a student grievance procedure in place which is available publicly.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Institutional Disclosure and Advertising and Recruitment Materials

Evidence provided throughout the Self-Evaluation Report demonstrates compliance with this policy.

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

Information regarding CCCC's programs, locations and policies is available to students and the general public via our website at www.cloviscenter.com Information is updated regularly to ensure accuracy of information disseminated to students and the general public.

- All programs are clearly described in the college catalog, available in hard copy or online under the heading Distance Learning/College Catalog.
- The location of our college is identified in the College Catalog on the college website homepage.
- Policies are stated in several areas for easy access: College Catalog, Schedule of Classes, Board of Trustees Policies and Administrative Regulations, Student Conduct Standards and Grievance Procedures Handbook.

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

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

- All institutional advertising and publications are reviewed regularly to ensure accurate and timely information;
- CCCC is an open-access institution and therefore admits all students who have graduated from high school or are 18 years of age. Outreach staff is available to assist students with admission and matriculation processes.
- Information about our Accreditation status is clearly outlined on our website under About Us/Accreditation.

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

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

Title IV Compliance

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

Clovis Community College Center does not process Title IV financial aid separate from Reedley College; therefore CCCC's information is included in Reedley College's audits. (Evidence 2012-13, 2011-12, 2012-11 District Financial Audits)

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc.

There have not been any issues raised by the USDE.

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

Clovis Community College Center does not have its own default rate at this time. However, Reedley College's most recent default rate, which includes Clovis Community College Center's students, is 39.3 percent. Therefore Reedley College is required to establish a Default Prevention Task Force and develop a Default Prevention Plan. The task force will have its first meeting in December 2014. Staff from CCCC will participate in these activities.

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

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

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

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

Clovis Community College Center complies with all Title IV requirements through Reedley College including:

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

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

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

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

F. Special Notes and Principles Related to Distance Education

While CCCC has offered DE courses since 1998, DE course offerings declined in 2009 to 2012 due to state budget restrictions and remain only a small portion of the programs and courses available at CCCC. Only within the past year have CCCC faculty, staff, and administration discussed increasing DE course offerings in both hybrid and completely online formats. However, all offerings are fully compliant with ACCJC standards and best practices, and all offerings conform to the course outlines of record.

The following chart demonstrates the number of courses offered in DE mode compared to face-to-face sections in the past five years:

CCCC Sections	# DE Sections	# FTF Sections
2008-2009	70	736
2009-2010	74	691
2010-2011	57	641
2011-2012	58	676
2012-2013	42	614
2013-2014	43	677

Data Source: ATERMs FTEs – excludes summer sessions

CCCC Sections	# DE Sections	# FTF Sections
2008 fa	27	362
2009 sp	43	374
2009 fa	40	354
2010 sp	34	337
2010 fa	26	320

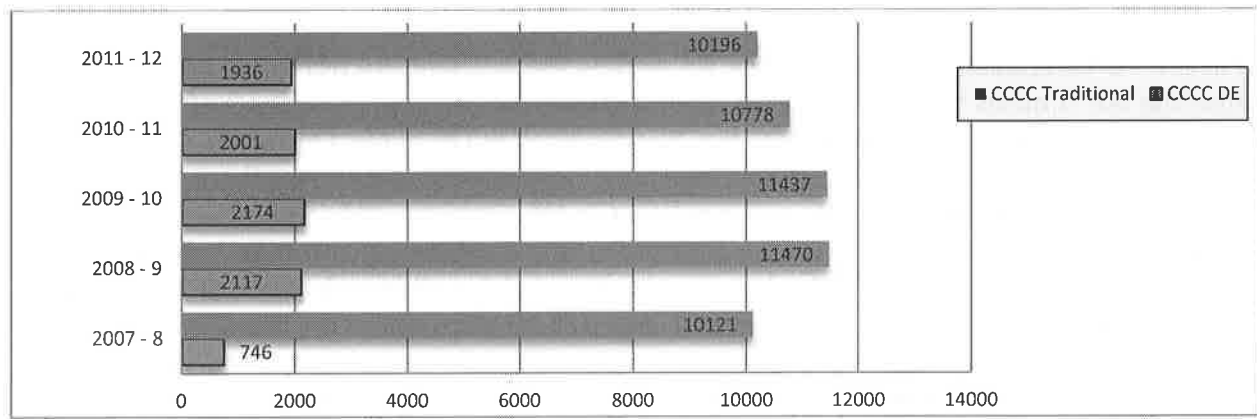
2011 sp	31	321
2011 fa	28	342
2012 sp	30	334
2012 fa	25	328
2013 sp	17	286
2013 fa	21	346
2014 sp	22	331

Data Source: ATERMs FTEs – excludes summer sessions

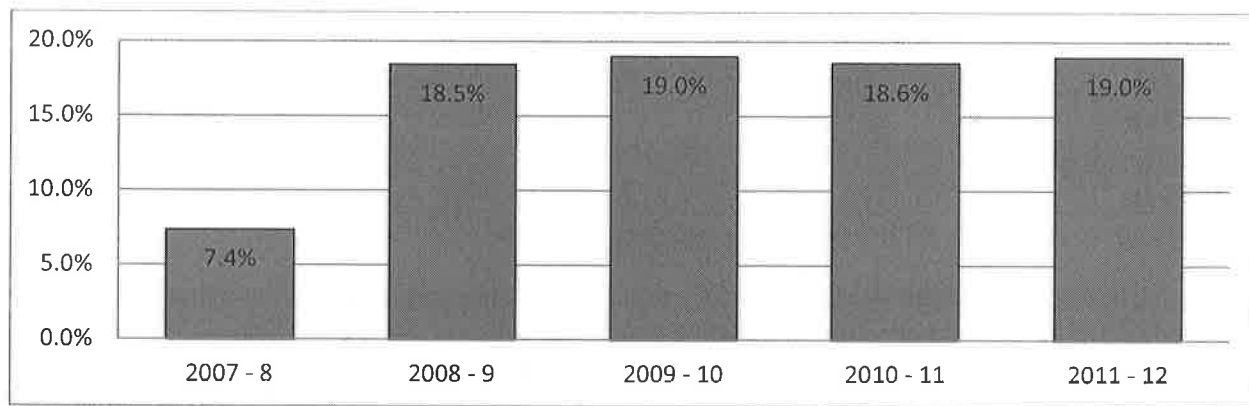
The charts below represent the Center’s DE population. The second chart shows that even with the reduction in students enrolled in distance education coursework, CCCC was able to maintain 19 percent of the overall student population taking DE courses from 2009 to 2012. The demographic data also shows that the majority of DE students at CCCC are Caucasian females between the ages of 20-24.

Because of the limited number of courses available in DE mode, students often take both face-to-face and DE classes in the process of completing their degrees or preparing for transfer. Even though students cannot complete an entire degree or program via DE, many of them benefit from the flexibility that DE courses give them. For example, a student who works during the day may take two evening classes during the week and take an additional class online in order to complete his or her schedule.

Traditional vs. DE Student Totals



Student Population Enrolled in DE



In order to facilitate the development of DE courses and services, CCCC established the Distance Education Technology Advisory Committee (DETAC), which has a subcommittee for distance education. The Vice President of Instruction and Student Services appointed two distance education co-coordinators in Fall 2013. According to the DETAC Operating Agreement, “The purpose of the Distance Education and Technology Advisory Committee (DETAC) is to report and make periodic recommendations to the College Center Council on all matters related to technology infrastructure, training, and support.” The DE Subcommittee “shall report and make periodic recommendations to the Academic Senate on matters related to instructional and student services technology and distance education” (DETAC Operating Agreement). The DE Co-Coordinators serve as the faculty co-chairs for DETAC and serve on the DE Subcommittee.

The DE Co-Coordinators are responsible for guiding the development of the DE program, ensuring that it meets federal and accreditation standards, evaluating the success of DE courses and services, and providing support for faculty who teach in DE mode. One of the DE Co-Coordinators’ first tasks was to complete the CCCC Distance Education Handbook/Strategic Plan. The Handbook/Strategic Plan outlines CCCC’s DE programs and services and addresses the parameters for teaching an online class so that it is in compliance with Title 5 regulations for DE, such as defining effective and substantive contact and describing education or experience requirements for DE instructors. In the initial stages of development of the Handbook/Strategic Plan, the Co-Coordinators solicited feedback from the DE Subcommittee, which includes DE instructors, then sent the completed draft to DETAC for approval. At that time, DETAC submitted the Handbook/Strategic Plan to the Academic Senate for review and approval. [Evidence: Academic Senate minutes]

Standard I.A.: Mission

CCCC considers its mission statement to address DE courses as it does all other courses. The Center’s mission statement identifies the purposes of the Center’s programs and courses as focused on career/technical certificates, degrees, and transfer programs; DE, including fully distance education and hybrid formats, are part of each of these components of the Center’s mission. DE course offerings extend access to students who cannot make it to campus or who need more flexible schedules. DE course offerings also allow students who work full time to

increase the amount of units they may take per semester. As stated in the DE Handbook/Strategic Plan, no center or college within the State Center Community College District offers enough coursework online that would allow students to complete the entire degree in DE mode.

Standard I.B.: Improving Institutional Effectiveness

CCCC integrates distance education course and services planning into the dialog about continuous improvement for all planning, program review, and student support services. CCCC ensures there is institutional commitment to achieving these identified goals by including Strategic Plan goals related directly to distance education:

Strategic Plan Goal 3.5: “Increase faculty development opportunities to support excellent teaching and learning in areas such as distance learning, innovative teaching methods, the use of technology for learning, and learning communities that support student success.”

Strategic Plan Goal 6.2: “Align and implement the objectives and strategies of the Center’s Technology/Distance Education Plan with the district Technology Plan.”

The Distance Education Technology Advisory Committee (DETAC) measures goals and objectives related specifically to DE.

The Distance Education Co-Coordinator lead faculty professional development opportunities to update faculty about federal regulations for DE. At the Spring 2014 Duty Day, one of the DE Co-Coordinator gave a presentation to all faculty about the definition of DE and the distinctions between DE and correspondence education, emphasizing the importance of effective communication. In addition, the DE Handbook/Strategic Plan ensures that faculty are knowledgeable about the federal regulations for DE programs. The DE Co-Coordinator have also done in-service training to familiarize faculty with the platform for DE courses, Blackboard, and closed captioning requirements and how to fulfill them. [Evidence: SP14 Duty Day minutes, Brent’s Blackboard and closed captioning trainings]

Because DETAC and the DE Subcommittee have dual reporting responsibilities to the College Center Council and the Academic Senate, they inform constituent groups on campus about DE needs and changes to DE policies. The DE Co-Coordinator have also presented to the Student Success Committee on multiple occasions in order to discuss the progress of the DE policies and support needed for DE students as well as to review retention and success data for DE courses compared to traditional courses. [Evidence: Student success committee minutes 5-1-14, 9-25-14]

Faculty, staff, and administration regularly assess the effectiveness of DE courses, programs, and services along with traditional face-to-face classes in an integrated review of success and retention data, satisfaction surveys, student learning outcomes assessments, and Program Review. Each service or department investigates the efficacy of its courses and services and uses the available data to improve those courses and services.

The integration of DE and traditional courses, and services ensures that processes for planning and assessment are consistent throughout the institution. Faculty identify and integrate fiscal, technical, and human resources needs for DE into the program review process, action plan funding requests, and certificated staffing requests.

Standard II.A.: Instructional Programs

As an integrated part of CCCC's programs and course offerings, DE courses help to meet the Center's mission of helping students successfully complete career/technical certificates, degrees, and transfer programs and to serve students of the community. CCCC holds all DE courses at CCCC, like face-to-face offerings, to high standards for quality.

Like traditional courses, the decision to offer a course in DE mode most often originates in department or discipline-specific meetings. Faculty may also review the DE Handbook/Strategic Plan for the DE Program and Course Development Process, which outlines the reasons faculty may choose to offer a course in DE mode and includes the Curriculum Committee's additional requirements. In addition to the usual curriculum process, faculty must complete an addendum to the course outline of record in order to offer a course entirely online or as a hybrid. The addendum includes a justification for offering a course in DE mode as well as the ways in which faculty will make regular effective contact with their DE students.

The DE Handbook/Strategic Plan defines regular effective contact in Appendix A. The policy directly quotes Title 5 regulations and the *Distance Education Guidelines for the California Community Colleges* and builds its guidelines from those sources. The DE Handbook/Strategic Plan defines regular effective contact as follows:

- Instructors will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. One example would be to provide students with an open-ended forum for questions about course assignments.
- Distance Education courses are considered the "virtual equivalent" to face-to-face courses. Therefore, the frequency of contact between instructor and students will be at least the same as would be established in a regular, face-to-face course
- A policy describing the frequency and timeliness of instructor initiated contact and instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course and/or a group e-mail that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

The DE Handbook/Strategic Plan also defines faculty certification requirements for instructors who teach courses in DE mode. Administration may deem faculty as certified to teach in DE mode through either previous experiences or satisfactory completion of a recognized certificate program. The policy also notes that a new DE instructor must make his or her course available to the appropriate dean or department chair for review, and the instructor must make the course available to the appropriate supervisor during instructor evaluations. DE courses may also go under review if a student files a complaint and in the case of long-term faculty illness.

In order to verify DE students' identities and enforce academic honesty policies, students access DE courses through the Center's course management system, Blackboard, which requires a college-administered authentication process. The DE Handbook/Strategic Plan also requires instructors to assess students through a variety of methods, to monitor student activity and participation in the course, and to define academic honesty.

CCCC's Institutional Researcher provides faculty, staff, and administration with data on the success and retention rates for DE courses and students. The comparative data demonstrates that students in DE courses have comparable success and retention rates as students taking face-to-face equivalent courses. If the data reveals that there is a significant discrepancy between DE and face-to-face success and retention rates, then faculty from those disciplines work with the DE Co-Coordinator to re-evaluate the online offering or to improve the course delivery methods. [Evidence: Comparative data from Michelle; breakouts for demographics in SSSP?]

Standard II.B.: Student Support Services

Distance education and traditional students benefit from comparable online student services. With the increase in online student services, students can avoid standing in long lines during peak registration periods and have access to these services if they are not able to make it to campus. Students can complete the college admission application online on California Community College Apply (CCCApply), which contains a section that allows students to identify their support needs. The Center may use this data to contact students and provide them with the appropriate information about the services requested. Students also attend an online orientation that provides students with the necessary information to prepare for a successful college experience. Other online services available to students include course registration utilizing WebAdvisor, online academic counseling (Live Help), counseling appointment scheduling through eSARS, and financial aid information on FAFSA.edu and WebAdvisor. Counselors are currently in the process of researching and eventually implementing an online student educational planning tool. Currently, they provide students who are taking all online classes and are not able to make it to campus with an SEP.

Follow-up student services are also available online. Students who are on probation can attend the online probation workshop that provides valuable information and intervention(s) to assist students in understanding what they need to do to succeed in the classroom. Most student follow-up activities utilize web-based technology with the Scheduling and Reporting System (SARS) Alert process that allows instructors to identify students who need assistance in succeeding in their coursework. Students can also conduct degree audits on WebAdvisor to determine what courses they have completed or need to complete to earn their associates degree and/or certificate.

Student support services faculty and staff continuously update online services to meet students' needs and state legislation. They review online services as part of outcomes assessments and during the program review process in order to evaluate how well student support services meet students' needs. Many of the online services have student satisfaction surveys to allow students to contribute to the program and service improvement processes. Online services like the online orientation and probation workshops also have embedded quiz questions to demonstrate that students have retained and understood the information provided. Furthermore, the online

counseling service Frequently Asked Questions (FAQ) has a tracking mechanism that lists the time and dates of student inquiries and can track response times. The Live Help component for online counseling records a transcript of all live asynchronous communications and has a reporting module that assists counselors in identifying periods of high demand for counseling services. This information allows counselors to adjust their schedules to better meet students' needs. From the data counselors have collected, students are generally satisfied with the online services provided. [Evidence: online survey data]

Distance education and traditional education students work under equal policies and can equally access all student services and learning resources. Distance Education Technology Advisory Committee (DETAC) is currently discussing how to provide information in the catalog about to online instructional delivery. However, the CCCC website provides information on how to become a successful online student. Many instructors also utilize Blackboard as a means for continuous interaction between faculty and students. This platform serves as an access point for the majority of online instruction. Instructors post the course syllabus and outlines, course assignments, and instructor contact information for students. Instructional access to Blackboard is password protected. Blackboard also features a discussion board and e-mail communications module to maintain frequent interaction between instructor and student. Students can access the catalog on the CCCC website in electronic format and on campus in print format. [Evidence: link to CCCC website info about being a successful online student (I couldn't find it), catalog]

Admission policies and requirements for students enrolling in distance education courses are the same as enrolling in traditional programs. Course fees are the same and students do not incur any additional costs when taking distance education courses. All distance education students can access information regarding fees and/or financial obligations. The CCCC website, college catalog, schedule of courses, and all registration materials list fee information.

Opportunities for students to develop personal and intellectual attributes are available for distance education students as they are for traditional students. These opportunities also exist in their virtual classroom and are inherent in the student's learning experience. There are several campus committees that contribute to the dialogue that promote student involvement and encourage a positive learning environment. The Distance Education Technology Advisory Committee (DETAC) engages in continuous dialogue to determine what CCCC can do to promote a positive learning environment for distance education students. Some examples of the dialogues that occur include communication regarding on campus meetings for online courses, online instructional workshops, standard statements for online and hybrid courses in the schedule and on WebAdvisor, student e-mail accounts, distance education accessibility guidelines, student tutorial for online courses, reviewing and updating the technology plan, and Blackboard upgrades.

District-wide discussions have occurred throughout the various campus committees: Distance Education Technology Advisory Committee, Information Systems (IS) Priority/Datatel Users Group, and the district Technology Coordinating Committee. The committee memberships have representatives from all levels of administration and faculty, and in Fall 2014, DETAC amended its operating agreement to include a student representative. Members engage in continuous dialogue in support of these services to ensure that these services are meeting student needs. The

discussions focus on how to maintain and improve the quality and effectiveness of technology-based programs and services. Given the evolving and rapid change in technology, the Director of Technology continuously implements upgrades and improvements.

Standard II.C.: Library/Learning Support Services

Library and learning support services are available to DE students using online resources. Both DE and traditional students make use of the library's extensive online resources, which include access to two academic e-book collections, 26 research databases, the district-wide online library catalog, a collection of selected and evaluated websites, tutorials and guides to finding and using information, forms for requesting books, media and library instruction sessions, and general information about library resources and services. Students can access the library's online catalog and databases from off campus by logging in with their student identification numbers. The librarian also offers Library Skills 1: Research Skills, a one-unit course on information competency, in DE format.

The CCCC Tutorial Center offers online access to handouts and on demand workshops through its Blackboard page, and synchronous online tutorial services will be available in Spring 2015 through CCCC Confer.

The library and Tutorial Center seek input from faculty, staff, and administration and assess and evaluate their services in the same manner as they do face-to-face services. The library seeks input through the Library Liaison Committee, and both the library and the Tutorial Center receive feedback from the Student Success Committee. The library and the Tutorial Center assess and evaluate services as part of student learning outcomes assessment and analysis and the program review process.

Standard III.A.: Human Resources

Faculty who teach DE courses are subject to the same minimum qualifications as all other faculty. In addition, the Distance Education Handbook/Strategic Plan addresses the supplementary qualifications, such as prior experience or training, that faculty must meet in order to teach DE.

Standard III.B.: Physical Resources

Although DE courses are not dependent on physical resources in the conventional sense, the Center does provide for physical and equipment needs for distance education. The equipment needs for distance education are addressed below.

Standard III.C.: Technology Resources

The Distance Education Technology Advisory Committee reviews and assesses equipment and software applications that support distance education courses.

Standard III.D.: Financial Resources

Faculty costs for teaching DE courses and programs, administrative costs for oversight of DE, and the associated technology resource needs are all fully integrated into the Center budget.

Standard IV.A.: Decision-Making Roles/Processes

CCCC's governance processes assume DE courses and programs to be an integral part of the overall Center offerings.

Standard IV.B.: Board/Administrative Organization

The Board of Trustees and the Campus President view DE programs, courses, and services as part of the fabric of the institution.

G. Responses to Previous Recommendations

After a comprehensive visit in October 2011, the Center received a letter dated February 1, 2012 from ACCJC that indicated three areas that CCCC needed to address. This included one Eligibility Requirement, a Center recommendation, and a District recommendation. The Center submitted an Addendum to ACCJC addressing these areas on October 15, 2012. The Commission responded with a letter on March 6, 2013 that indicated the Center "has met all of the requirements of Candidacy and will not require state approval until the time it applies to the commission for Initial Accreditation." In the fall of 2013, the Center submitted its Needs Assessment Report to the California Community College Board of Governors for review and approval. In May 2014, the Center received state approval from the California Community College Board of Governors.

Evidence: Feb 1 2012 ACCJC Letter, WICCC Addendum Oct 15 2012, March 6 2013 ACCJC Letter, Needs Study, BOG Approval

As indicated above, the February 1 2012 ACCJC Letter delineated three areas that needed to be addressed (Eligibility Requirement, Center Recommendation, and District Recommendation). These issues were addressed in the October 15 2012 Addendum that the Center submitted to the Commission. The Center received a letter on March 6 2013 stating that the Center "has met all of the requirements of Candidacy" and directed the Center's next step is to seek state approval before applying for Initial Accreditation. These responses and further information can be found in the October 15 2012 Addendum, Reedley College's Follow-Up Report. (Currently, Clovis Community College is still a Center of Reedley College). In addition, an updated response to the District Recommendation #1 can be found in the Reedley College Mid-term Report that was submitted in October, 2014.

Evidence: Feb 1 2012 ACCJC Letter, WICCC Addendum Oct 15 2012, March 6 2013 ACCJC Letter, Needs Study, BOG Approval, RC Follow Up Report, RC Mid-term Report

Eligibility Requirement 4 – Chief Executive Officer: The institution has a chief executive officer appointment by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.

The Board of Trustees took action on March 6, 2012 to appoint Dr. Terry Kershaw as the Campus President of Willow International Community College Center (WICCC).

Evidence: BOT minutes Feb 7 2012, BOT Minutes March 6 2012

The Board of Trustees initiated a search for a new WICCC Campus President due to Dr. Kershaw's retirement on June 30, 2012. After a national search, the Board named Deborah J. Ikeda as the new Willow International Community College Center Campus President at the June 5, 2012 Board of Trustees meeting. President Ikeda's full-time responsibility is to lead only the WICCC, and she has the requisite authority to administer board policies. President Ikeda reports directly to the SCCCDC Chancellor. The institution now meets this eligibility requirement. Evidence: BOT Minutes June 5 2012

Recommendation 1: *In order to meet the Standards and to assure adequate quality, the team recommends that institutional functions currently housed at Reedley College and functioning on behalf of Willow International, be established at Willow International prior to its application for initial accreditation. The Center must develop its own processes related to the development and oversight of instructional programs, including an academic senate, curriculum committee, and the articulation function, and must develop its own processes for support of institutional planning and governance, such as program review and a Classified Senate. (Standards I.B.5, II.A, II.B.1, II.B.3.c, II.B.3.f, II.B.4, IV.A.2, IV.A.2.a)*

As stated in the recommendation above, the Commission indicated that the Center develop "its own processes" in order to meet the standards and function independently from Reedley College (where appropriate). The Center submitted an Addendum to ACCJC in October 2012 and received a letter dated on March 6, 2013 stating that the Center "has met all of the requirements of Candidacy.

Below the table summarizes the Center's progress since 2012:

Committee/Function	Summary of Progress	Evidence
Academic Senate	The Academic Senate is actively involved and works closely with the Center's faculty and the other Academic Senate presidents in the District. The Academic Senate President meets monthly with the other presidents in the District to discuss District and Legislative matters. The Academic Senate has updated their operating agreement and by-laws to reflect a stand-alone Senate. The Center's Academic Senate President is now a standing member on the Chancellor's Communication Committee and sits with the other two AS presidents at the Board of Trustees meetings. Academic Senate representatives also attend all regional and plenary meetings, as well as sit on State Academic Senate Committees.	<ul style="list-style-type: none"> • CCCC AS Meeting Agendas and Minutes • Board of Trustees Agendas and Minutes • Communication Council Agendas and Minutes • Academic Senate Constitution and By-laws
Academic Standards Committee	The Academic Standards Committee is a standing committee of the Center's	<ul style="list-style-type: none"> • Operating Agreement

	<p>Academic Senate. This committee reviews and revises the operating agreement each year to be sure that it is meeting the needs of our students and the committee. The committee meets regularly to review student appeals. While agendas and minutes can be provided, they are not public due to student confidentiality.</p>	<ul style="list-style-type: none"> • Committee agendas and minutes, if requested
<p>Articulation</p>	<p>During the 2013-2014 year, the Center appointed a part-time counselor to the sole duty of Articulation Officer (AO) for the Center. The Duties and Responsibilities have been defined and the current AO has attended multiple training workshops and conferences related to articulation. In addition, this position was added as a standing member of the Center's Curriculum Committee. The Center's Articulation Officer works very closely with the Articulation Officer from Reedley College and also attends all of the Reedley College Curriculum Committee meetings. Works closely with faculty in establishing C-IDs and ADTs. The Center's Articulation Officer also attends the district-wide pre-Educational Coordination and Planning Committee (pre-ECPC) and ECPC to review curriculum submitted by all campuses for review before submitting to the Board of Trustees.</p>	<ul style="list-style-type: none"> • Articulation Officer Duties and Responsibilities • Curriculum Committee Operating Agreement • Curriculum Committee Agendas and Minutes • Reedley College Curriculum Committee Agenda and Minutes • Travel & Conference Forms with conference agendas • ADT and C-ID spreadsheets
<p>Equivalency Committee</p>	<p>The Equivalency Committee continues to meet on an as-needed basis and is a sub-committee of the Center's Academic Senate. The committee continues to review and modify the operating agreement as needed. For the 2013-2014 academic year, the committee focused on reviewing equivalency forms and developing a checklist for petitioners to ease their way through the process. In Spring and Summer 2014, the committee approved one petition and denied one</p>	<ul style="list-style-type: none"> • Equivalency Operating Agreement • Committee Agenda and Minutes • Equivalency Petition • Equivalency Checklist

	petition. In Fall 2014, the committee has approved two petitions	
Program Review	The Program Review/Student Learning Outcomes Committee has met on a regular basis since FA 2012. The PR/SLO Committee adapted the Reedley College Program Review Handbook to use for the remainder of the five-year cycle of program reviews (Cycle 3) which ended FA 2014. The Center began a new cycle of program review (Cycle 4) with a new handbook FA 2014. The Cycle 4 handbook places all programs on a six-year cycle of program review instead of the five-year schedule of the previous cycles. All programs (instructional and non-instructional) will complete comprehensive reviews over the next six years on a schedule specified in the Cycle 4 handbook. The Cycle 4 handbook includes a schedule on which CTE programs will complete legally mandated supplemental reviews every two years. In addition to a comprehensive program review every six years, all programs submit an annual PR/SLO Progress Report to review and analyze the results of SLO assessment and progress toward achievement of the goals articulated in their program reviews. The program review process continues to focus reflection, improvement, data-driven decisions, and integrated planning.	<ul style="list-style-type: none"> • PR/SLO Operating Agreement • Link to Program Review BlackBoard Site • Program Review Cycle 3 Handbook • Program Review Cycle 4 Handbook • PR/SLO Committee Agendas and Minutes • Annual PR/SLO Progress Report Template • 2012-2013 Annual PR Report to College Center Council • 2013-2014 Annual PR Report to College Center Council • College Center Council Agenda and Minutes
Student Learning Outcomes	The Program Review/Student Learning Outcomes Committee continues to meet on a regular basis to review the assessment and timelines for student learning outcomes. During the 2013-2014 year, the Student Learning Outcomes Coordinator grouped all academic disciplines into four SLO “areas” and meets with the faculty from these areas to discuss their assessments and timelines. In addition, the SLO Coordinator also meets with other non-instructional	<ul style="list-style-type: none"> • PR/SLO Operating Agreement • Link to SLO BlackBoard website • PR/SLO Committee Agendas and Minutes • Annual PR/SLO Progress Report Template • 2013-2012 Annual SLO Report to

	<p>departments to discuss the program outcomes for their areas. In addition, the SLO Coordinator gives regular updates during the College Center Council meetings and at every Duty Day event.</p>	<p>College Center Council</p> <ul style="list-style-type: none"> • College Center Council Agendas and Minutes • SLO “areas”, agendas discussion items
Classified Senate	<p>The Classified Senate is a very active committee and meets on a regular basis. They are involved with many campus activities such as Veteran’s Day and Roctoberfest. The Classified Senate provides representation for classified staff on district and campus committees. They also engage in at least two campus-wide fundraising event each year. Just this past Halloween, they raised over \$600 for the Classified Senate. These funds are used to support classified employees in areas such as staff development, staff enrichment, and charitable contributions to our students and campus community.</p>	<ul style="list-style-type: none"> • Classified Staff Operating Agreement • Classified Agendas and Minutes • Classified email about Halloween Fundraiser
Curriculum Committee	<p>The Curriculum Committee, a sub-committee of the Academic Senate, has been very active this semester. As the Center transitions from Center to college status, the Curriculum Committee developed a Curriculum Handbook for the Center that was approved by the Academic Senate. In addition, the committee reviewed and modified the operating agreement to fit the needs of the committee. An example was adding the Articulation Officer and Curriculum Analyst as standing members. The Curriculum Committee Chair, Curriculum Analyst, and administration attend the Curriculum Institute every summer which is very helpful as the Center starts to establish an independent Curriculum Committee. In addition, the Center is working with CurricUNET to establish an independent curriculum system from Reedley College. However, all curricula continue to be approved by</p>	<ul style="list-style-type: none"> • Curriculum Committee Operating Agreement • Curriculum Committee Agendas and Meeting Minutes • Curriculum Committee Handbook • Calendar invites with CurricUNET representatives • Proposed Course and Program Spreadsheet for Clovis Community College

	the Reedley College Curriculum Committee until the Center reaches College status.	
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The following committees continue operate as committees to promote the success of the Center. These committees meet regularly and update their operating agreements as necessary. When necessary, the committees may submit agenda items to the College Center Council or to the Campus President to address matters discussed by the committee.

These campus committees are as follows:

- Accreditation Steering Committee
- Campus President’s Cabinet
- Commencement Committee
- Community College Center Advantage Program
- Department Chairs Committee
- Enrollment Management Committee
- Environmental Health and Safety Committee / Facilities
- Honors Program Advisor Committee
- Literary Art Journal
- Scholarship Committee
- Staff Development Committee
- Strategic Planning Committee
- Student Success Committee
- Distance Education and Technology Advisory Committee

District Recommendation 1

“In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a, III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

Response to District Recommendation #1

Introduction

In October 2011, Fresno City College, Reedley College, and Clovis Community College Center (CCCC) had comprehensive site visits for reaffirmation and candidacy status for CCCC. At its January 2012 meeting, the Accrediting Commission took action to place Fresno City College and Reedley College on “Warning.” In February 2012, both colleges received letters indicating “Warning” status with notice to correct the deficiencies and submit Follow-Up Reports by October 2012 (850, 851). On October 15, 2012, both colleges submitted Follow-Up Reports along with an Addendum from the Center to the Commission to demonstrate that the institutions had met the district and College recommendations (852, 853). The reports detailed the district’s and Center’s actions and processes implemented in order to meet the Standards. ACCJC representatives also visited both colleges in November 2012. ACCJC interviewed several CCCC representatives as part of this process. As a result of the colleges’ response to the recommendations, in February 2013 the ACCJC acted to remove the “Warning” and reaffirm accreditation for Fresno City College and Reedley College (854, 855). Again, on October 15, 2013, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had continued to address the recommendations and meet the Standards, and Reedley College had an additional site visit in November 2013 (856, 857). In February 2014, Fresno City College and Reedley College received letters from the Commission confirming that both colleges have met the District and College recommendations (858, 859).

State Center Community College District is at the forefront of district-wide coordination and planning efforts. In order to provide background and recommendations for implementation to the interim Chancellor the district conducted a District-wide Documents Review Retreat (860). Retreat participants assessed the usefulness of resource documents and will make recommendations for implementation to the interim Chancellor. The following section of the Midterm Report details district activities related to District Recommendation 1 since the October 15, 2013 Follow-Up Reports.

District Strategic Plan

As detailed in the 2013 Follow-Up Reports, the Board of Trustees, the district and its colleges and centers have approved and implemented the 2012-2016 State Center Community College District (SCCCD) Strategic Plan and the Colleges’ aligned campus-level 2013-2017 Strategic Plans (856, 857, 861, 862, 863, 864). Since the October 15, 2013 Follow-Up Reports, the district and each campus have finalized and implemented several components of the district and campus Strategic Plans. The District Strategic Planning Committee (DSPC) continues to provide ongoing oversight of the 2012-2016 SCCC Strategic Plan and met several times in Fall 2013 to finalize the scorecard assessment for the strategic plan annual report and a draft glossary of planning terms (865, 866, 867, 868). DSPC continued to meet on a monthly basis in Spring 2014 (869). The committee worked with the colleges, centers, and district office to assess progress on the second year of the 2012-2016 SCCC Strategic Plan. In Fall 2013, a Strategic Plan Annual Assessment

was presented to the Board of Trustees, as well as a scorecard in Spring 2014 ([867](#), [870](#), [871](#), [872](#), [874](#), [896](#)). These reports updated the Board and campus constituencies on the status of the strategic plan goals and objectives. In Summer 2014, institutional research updated the Strategic Plan Annual Assessment based on Fall 2012-Fall 2013 data. In Fall 2014, DSPC met to finalize the second year strategic plan evaluation ([923](#)). The district presented the annual evaluation to the Board on October 7, 2014 ([924](#), [925](#)). DSPC will continue to meet to oversee implementation of the District Strategic Plan.

In December 2013, the Board of Trustees approved the District Integrated Planning Model and Manual ([875](#), [876](#)). The district developed the planning model and manual to identify ways constituent groups contribute to district-level long- and short-term planning, as well as provide an overview of the planning process and timeline for each component in the model.

To ensure district-wide understanding of integrated planning, thirty-three faculty, staff, and administrators who are actively engaged in district and campus-level planning completed the Society for College and University Planning (SCUP) training in Spring and Fall 2013 ([877](#)).

As discussed in the 2013 Follow-Up Reports, the District Office participates in the District Office Administrative Services Unit Review (ASUR) to facilitate continued improvement and planning toward meeting the district mission, goals and objectives ([852](#), [853](#)). The district presented status updates on ASUR to Chancellor's Cabinet in August 2013 and the Board of Trustees in November 2013 ([878](#), [879](#), [880](#)). As of Spring 2014, fourteen district offices have completed ASUR and received recommendations and commendations from the Response Team. The Response Team continues to meet to review the ASUR reports ([881](#)).

Developed in Fall 2013, the District-wide Grants Process Taskforce was implemented to establish a districtwide process for initiating grant applications ([882](#)). District-wide constituent groups reviewed the grant process, and Chancellor's Cabinet approved it in February 2014. ([883](#)). It is scheduled for implementation in Fall 2014 ([884](#)).

In addition to the district-wide strategic planning committees, the Enrollment Management Taskforce (EMT) and the District Decision-Making Taskforce (DDMT) further district-wide planning efforts ([885](#), [886](#)).

In Spring 2013, the district developed the Enrollment Management Taskforce to define enrollment management, assess and recommend district-wide policies and procedures affecting enrollment management, and develop a district-wide strategic enrollment management plan to support student success. In December 2013, the Enrollment Management Taskforce presented an Enrollment Priorities Draft to Chancellor's Cabinet and the Board of Trustees and the draft subsequently approved and implemented by Chancellor's Cabinet in May 2014 ([875](#), [887](#), [888](#), [919](#)). In Fall 2014, the Enrollment Management Taskforce will develop an Enrollment Management Plan to be completed December 2014. It is anticipated the taskforce will transition to a standing committee during Spring 2015.

In Spring 2012, the District Decision-Making Taskforce (DDMT) developed the 2013 Decision-Making Resource Manual. The manual describes how district decisions are made in order to improve district-wide communication and trust ([889](#)).

Facilities

The Facilities Master Plan includes district-wide projects and priorities for implementation to guide the annual five-year construction plan and the upcoming 2016 bond measure (890, 922). These are the priorities as the district works toward securing local and state funding. The District-wide Facilities Planning Committee continues to meet to discuss implementation of the Facilities Master Plan and communicate with constituent groups (891).

Technology

A significant level of planning has been achieved in the area of technology, including the Technology Taskforce, the District-wide Technology Committee Operating Agreement, the SCCCD Strategic Information Technology Plan, Technology Visioning, District-wide Technology Summit, and a confidential Information Technology (IT) Security Assessment and IT Staff and Organization Assessment.

As indicated in the 2013 Follow-Up Reports, significant progress has been made in the area of district-wide technology planning (856, 857). In Fall 2013, the colleges' academic senates approved the District Technology Committee Operating Agreement (873).

In October 2013, a comprehensive report on technology was provided to the Board of Trustees (920, 921). The Board approved the Technology Visioning Statement presented by CampusWorks and the vice chancellor of educational services to guide the development of a District technology plan (896, 900). The Technology Taskforce has worked continuously to finalize the SCCCD Strategic Information Technology Plan. In January 2014, district-wide constituent groups reviewed a draft plan. In February 2014, CampusWorks facilitated district-wide open forums to receive feedback and revise the draft plan (897). In Spring 2014, the Communications Council reviewed a final draft (898, 899). In Fall 2014, the review process will continue with 2014-2015 implementation.

In November 2013, CampusWorks also conducted an Information Technology (IT) security assessment and an IT staff and organizational assessment. In December 2013, CampusWorks provided an update to Chancellor's Cabinet (887). The assessment provided recommendations for district improvement in securing data, information, and systems. The IT Staff and Organization Assessment provided recommendations in the areas of organizational structure, staff readiness, and staffing allocation. On June 3, 2014, as a result of a recommendation to provide district-wide information services, the Board of Trustees approved a new position and classification specification for Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services (901). The assessments informed the development of the district-wide technology and technology staffing plans.

Organizational Reporting Relationship of Centers

ACCJC granted Clovis Community College Center (CCCC) Candidacy status effective March 6, 2013 (902). ACCJC sent a follow-up letter on April 4, 2013 requiring CCCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" (903). To finalize the CCCC organizational reporting structure, on July 2, 2013, the Board of Trustees aligned the governance structure of the State Center Community College

District to reflect the reporting status of CCCC (892). The CCCC Campus President reports directly to the Chancellor and indirectly to the Reedley College President (904). Additionally, in Fall 2013, the Board of Trustees approved a Needs Assessment for CCCC and adopted a resolution in support of the transition of CCCC towards college status as Clovis Community College within a multi-college district (893, 894, 895, 896).

Location of Signature Programs

In Fall 2013, the Signature Programs Taskforce developed a district-wide signature program definition and program application process (905). Chancellor's Cabinet and Communications Council reviewed the definition and application template and forwarded to constituent groups for review and feedback (906, 907, 908). In Fall 2014, the taskforce will meet to review the constituent group recommendations.

Funding Allocation

The October 2013 Follow-Up Reports discussed the collaborative process implemented to develop a districtwide resource allocation model (856, 857). In Fall 2013, the District-wide Budget and Resource Allocation Advisory Committee (DBRAAC) and constituent groups approved the model (909). In January 2014, the Board of Trustees approved the model to be implemented in the 2014-2015 fiscal year (910, 911).

At the April 4, 2014 DBRAAC meeting, the Funding Model options were presented and the committee evaluated the tiered allocation option/component as part of future considerations for the Allocation Model (945). At the April 29, 2014 Communications Council meeting, the RC President formally requested that DBRAAC agendaize the review and sustainability of the DRAM with consideration of a modified DRAM before the end of the semester (944).

In May 2014, under the guidance and direction of the interim Chancellor, the resource allocation model was modified because the adopted model did not provide stable and sufficient funding in future years of the plan and as such the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. Remaining funds available are funded to the campuses on an FTES basis. The Chancellor presented the modified model to DBRAAC and it was approved by acclamation. It will be evaluated during the 2014-2015 fiscal year using the district's planning process that incorporates data-driven reflection and revisions when necessary. The campus presidents also presented it to their constituent groups (912, 913). In September, 2014 it was approved by the Board of Trustees with the adopted budget, and has been implemented in the 2014-2015 fiscal year (926).

Human Resources

As outlined in the 2013 Follow-Up Reports, the Human Resources Staffing Plan Taskforce was charged to engage in district-wide collaboration to recommend a Human Resources Staffing Plan to Chancellor's Cabinet (856, 857). The Staffing Plan will ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and district office/centralized

services. Additionally, the plan will integrate district-wide Human Resource Staffing Plans and resource allocation decisions with other planning processes within the District.

The Human Resources Taskforce met throughout the 2013-2014 academic year (914). In Spring 2014, Chancellor's Cabinet, Communications Council, and the constituent groups reviewed the draft Human Resources Staffing Plan and provided recommendations to the taskforce (898, 915, 916). A revised plan was reviewed in Spring 2014. The final plan went to the Board of Trustees for a first reading in September, 2014 (917, 926) and approved the Human Resources Staffing Plan at their October 7, 2014 Board Meeting.

Research Capacity

Comprised of college and district researchers, the District Research Workgroup continues to meet to focus on providing district-wide research to support student success (918). To increase research capacity, in Fall 2013-Spring 2014, two full-time and one part-time research assistants were hired to assist with district-wide research needs. The workgroup's effort is focused on providing district-wide data to support planning and decision-making to improve the quality and effectiveness of programs and services. In summer 2014, institutional research updated the Scorecard and the Strategic Plan Annual Assessment based on Fall 2012 – Fall 2013 data (924).

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, district and college planning processes continue to be implemented and assessed on an ongoing basis. The colleges' 2013-2017 Strategic Plans align with the district's 2012-2016 Strategic Plan and were implemented in Fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.

Scheduled evaluation and planning processes are in place to ensure that district-wide dialogue continues, plans and that processes are aligned, implemented, and assessed. These structures are designed to ensure that the district, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

<<ABSTRACT>>

Standard I: Institutional Mission and Effectiveness

A. Mission

The institution revisited the mission statement, vision, and core values during the Spring 2013 semester by gaining input and feedback at the CCCC charrette that included faculty, staff, students, administration, district representatives, and community and business partners. In addition, CCCC utilized the recently-modified district mission and vision statements in developing its own revised mission and vision statement. All of the feedback from the charrette was shared with the Student Success Committee for analysis and review. The Student Success Committee, using the district mission and vision statements, along with feedback from the charrette, revised the CCCC mission and vision statements. The Student Success Committee also incorporated the core values into the mission statement to ensure these values were incorporated into the Center's culture. The

revised mission and vision statements were then sent to the College Center Council for review, distribution to constituency groups, and approval. The Board of Trustees approved the CCCC mission and vision statements in July, 2013. In addition, every committee reviews the mission and vision statement at the beginning of every fall semester to ensure that both still meet the needs of our students and campus. [Evidence: College Center Council Minutes Approving Mission & Vision 8-30-13, BOT Agenda to Approve Mission & Vision Statements 7-2-13, BOT Minutes Approving Mission & Vision Statements 7-2-13]

B. Improving Institutional Effectiveness

CCCC is committed to an ongoing process to improve student learning and institutional processes. The dialogue to improve student learning is centered on data-driven processes and takes place in all the Center committees. The Center has established an “Institutional Effectiveness-Collaborative Decision Making Process” to ensure that it fulfills its mission and that the Center maximizes student learning outcomes. The process includes evaluation, integrated planning, resource allocation, implementation, re-evaluation, and improvement. Central to the success of this participatory governance model is dialogue and communication. This ongoing process is accomplished through Center committees, workshops, and electronic and paper communications.

The College Center Council oversees the Collaborative Decision Making Process. The College Center Council is the representative governance group of the Center. All major recommendations from committees flow through the College Center Council. The College Center Council is responsible for accepting both the five-year comprehensive Program Review reports as well as the annual progress reports. The College Center Council is also responsible for integrated planning of the Center’s activities. The annual planning processes, including program review, educational master plan, operational plans, and resource allocation, are all integrated through our Strategic Plan Priorities and Strategic Plan Assessment Matrix. The College Center Council’s role is to assess and improve upon the existing process of evaluation, planning, and improvement for CCCC with an emphasis on the strategic planning and implementation processes. [Evidence: 2013-2017 Strategic Plan Priorities Year 14-15, Strategic Plan 2014-2015 Assessment Matrix]

Standard II: Student Learning Programs and Services

A. Instructional Programs

CCCC offers high-quality instructional programs culminating in certificates and associate degrees, employment, and transfer to baccalaureate degree-granting institutions. The Center systematically reviews and evaluates the quality of courses and programs through the student learning outcome and program review evaluation processes. Faculty, staff, and administrators complete comprehensive Program Reviews every five years and complement them with annual program review and student learning outcome progress updates. In addition, the student learning outcomes assessment and improvement process have been universally adopted by Center faculty and staff in the Annual Program Review

and Student Learning Outcomes Report submitted by all departments and student services.

CCCC uses a variety of teaching methodologies to meet the varied needs of students. This includes face-to-face, online, and hybrid (combination of online and traditional face-to-face) delivery methods of instruction. The student learning outcomes of a course must be the same regardless of the delivery method. Classes in the distance education mode are evaluated in the same way all other classes are evaluated. The instructor is evaluated by peers, administration, and students according to the normal evaluation cycle as delineated in the contract. All course curricula must be updated every five years at a minimum as a result of the program review and/or the SLO process.

Units of credit, degrees, and certificates are awarded according to fixed criteria that are recorded on course outlines, syllabi, and in the college catalog. Course syllabi include student learning outcomes, evaluation methods, and grading standards. Institutional standards of scholarship, expectations for student honesty, and faculty conduct are all clearly defined in board policy and the college catalog.

B. Student Support Services

CCCC provides the full range of student support services as tools to directly support the many goals of the mission that includes student access, student learning, and student completion. The Reedley College/CCCC catalog contains a comprehensive list of support services and programs. The CCCC website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services programs distribute brochures and other written materials specific to their programs while maintaining their individual websites. The matriculation/student support and success program at CCCC provides a comprehensive assessment of students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling/student educational planning, registration, and follow-up activities, in both face-to-face and online formats.

C. Library and Learning Support Services

CCCC has a library, Tutorial Center, and open computer lab. The CCCC library has 11,800 circulating and reference print sources, 612 media items, 40,000 full-text fiction and nonfiction e-books, 25 subscription databases, and two-day turn around access to the holdings of 125,000 print books from Reedley College, Fresno City College, and the Madera Center. There is one State Center Community College District library catalog that is used by all the centers and colleges in the district. CCCC students have access to the entire district catalog of print resources. In addition, free wireless internet access is available on campus and free computer access is provided in the library and open computer lab. Free tutorial services are available in a variety of subjects, including chemistry, engineering, information systems, math, physics, psychology, Spanish, and writing.

The collection development process includes input from the faculty library liaison committee and from any faculty member who perceives a need for specific library

resources. Twenty-four access is available to the online catalog and databases and ADA compliant workstations are also available. The librarian has been given significant additional fiscal resources to build the collection of the new library.

Standard III: Resources

A. Human Resources

CCCC is committed to hiring the best qualified faculty and staff available. The Center follows the district hiring processes and provides training to all employees who serve on hiring committees. State Center Community College District (SCCCD) is a Merit System District; therefore, the hiring of classified professionals is coordinated by a classified personnel director who reports to the SCCC Personel Commission. All employees must meet the minimum qualifications required for the positions they hold.

All employees are evaluated on a regular basis in accordance with board policy and contractual requirements. The evaluation form for certificated evaluation was recently updated to improve the process. All Center staff uphold the written codes of professional ethics as outlined in board policy. The recently approved full- and part-time certificated contracts include professional responsibilities to maintain ethical standards in accordance with American Association of University Professors ethical standards statement.

The Center is committed to exploring strategies to increase the diversity of the applicant pool and ultimately hiring a workforce that is reflective of the students and communities we serve.

B. Physical Resources

CCCC first opened in the fall 2007 semester after completion of the first 80,000 square foot Academic Center building (AC1). A child development center, cafeteria, bookstore, and maintenance plant became operational between Fall 2007 and Spring 2008. The campus doubled in size with the opening of a new 80,000 square foot Academic Center building (AC2) in Fall 2010. As in the initial planning stages for the new campus, current planning for campus physical resources focuses on actions that best support the college mission and are consistent with the college Strategic Plan and Educational Master Plan. Faculty and staff at all levels participated in collaborative planning for these new campus facilities. The campus utilized the strategic plan and program review processes as well as participation on important oversight committees, including the College Center Council, in order to ensure that safe and sufficient physical resources are available to support and assist in the continuous improvement of college programs and services. CCCC also rents a swimming pool from Clovis Unified School District. The pool is located at Clovis North High School which is directly across the street from CCCC and is used for CCCC physical education classes.

CCCC facilities were designed with faculty and staff input to ensure the most efficient and effective instructional and student service program space. The entire campus is wireless and includes 50 classrooms including lecture, library, an approximately 88 station open computer lab, café, bookstore, allied health and sciences laboratories, fitness

lab, dance studio, student services, tutorial center, assessment center, art studio, and multi-media graphics lab.

C. Technology Resources

The opening of new facilities starting in Fall 2007 provided Clovis Community College Center state-of-the-art technology for all programs. This technology includes an infrastructure that will easily grow with the campus, multiple video conferencing rooms, three full video conferencing classrooms, an 88 station open computer lab that includes Mac and PC stations, a 35 station MAC dual processor computer lab (multimedia graphics lab) with 30-inch monitors for the graphic art classes, and the latest in student services technology software. The video conferencing meeting rooms allow for CCCC faculty to participate in district-wide meetings.

The campus has a technology advisory committee that incorporates distance education and is responsible for developing and implementing the Technology Plan and aligning it to the District-wide Technology Plan. The district has an Information Systems Priority Committee to develop priorities for administrative computing projects in Datatel.

D. Financial Resources

CCCC uses a budgeting process that is integrally linked to planning and Program Review. The budgeting process includes the use of Action Plan Funding Requests that are driven by Program Review recommendations, strategic plan initiatives, annual reports, and/or recommendations coming from other standing committees.

Financial planning for the district sites starts with funding projections made by the district's Vice Chancellor of Finance and Administration. Based on information current at the time, an estimate of state revenue is combined with an estimate of miscellaneous revenue in order to determine the total allocation available for district distribution to all sites. Each site is given their base allocation from the prior year. Step increases, COLA, benefits, and other increases are then allocated to each site. Allocations for new staffing are added at each site and the remaining funds are allocated based on FTES. At the Center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. These goals directly support the center's mission and are developed through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Funding Request recommendations. Through a collaborative decision-making process, constituents evaluate and prioritize requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements.

The district has received unqualified audits for a number of years as performed by an independent auditor. The reserves for the district for the last several years have been above ten percent and this has helped to maintain fiscal stability when the state allocations have been late. The District Budget Resource Allocation Advisory Committee

is working on adjustments to our current district resource allocation model to ensure all colleges and centers have the fiscal resources necessary to carry out their missions.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

CCCC staff and students are committed to a culture that leads to institutional excellence. Open communication and collaboration in a collegial environment is encouraged in the decision-making process. Open forums have been held on various topics including accreditation and the budget to answer questions, address concerns, and discuss issues and possible options. The Academic Senate, Classified Senate, and the Associated Student Government have a strong voice in the improvement of programs and services to improve student learning. CCCC seeks to improve processes annually through strategic planning, program review, and assessment of student learning outcomes.

B. Board and Administrative Organization

The State Center Community College District Board of Trustees is composed of an independent body of seven elected members, in staggered terms, representing seven different geographical areas. Members are elected by geographical areas that they reside in as opposed to an at-large basis. The Board of Trustees has developed a set of Board Policies which reflect the mission, vision, and core values of the district. The Center's mission reflects the mission of the district. The Board has adopted policies to ensure they provide fiscal oversight and this includes receiving a district financial status report on a quarterly basis. An annual audit is conducted by an independent auditing firm and findings are presented to the Board for review and action. The Board has a comprehensive trustee orientation and board development program. The Board regularly evaluates the Chancellor and conducts a self-evaluation annually.

Organization for the Clovis Self Study

The Clovis Community College Center developed an organization process and timeline in completing the Center's Self-Evaluation Report that provided the opportunity for all faculty, staff, students, and administrators to participate in the process, utilizing technology to facilitate writing, editing, and communication. The Campus President of the Clovis Community College Center, Ms. Deborah Ikeda, appointed Kelly Fowler, Vice President of Instruction and Student Services, to be the Accreditation Liaison Officer for the self-evaluation process. Ms. Ikeda, in consultation with the academic senate president, asked Mr. Christopher Graves, math faculty member, to serve as the faculty co-chair. In addition, Ms. Jennifer Simonson, an English faculty, is serving as the editor/writer during the final stages of the process. Since the Center had recently completed a comprehensive visit, the majority of committee composition was continued throughout this process. When new faculty, staff, and administrators were added to the staffing at the Center, they were appointed to a standard committee. As a result, every faculty, staff, and administrator is a part of at least one standard committee.

The Accreditation Steering Committee is composed of all of the standard co-chairs from each standard including the ALO, editor/writer, and is led by the Accreditation Steering Committee Co-chairs. Each standard sub-committee committee (representing Standard I, Standard IA, Standard IIB, Standard IIC, IIIA, IIIB, IIIC, IIID, and IV) each have an administrator, classified staff, and faculty co-chair leading the writing of the Self Evaluation Report. All full-time faculty, staff, and administrators at the Clovis Community College Center work on one of the committees demonstrating full support of the Initiation Accreditation process. The exception is for our Child Development staffing which includes the Early Childhood Education Specialists and the Instructional Aides. It is challenging for them to actively participate on an accreditation sub-committee since the children are their top priority and it is challenging to schedule meetings when they are with the children. Comprising the child to staff ratio is in violation of the administrations' commitment to the Center as well could be out of compliance with licensing.

The Accreditation Steering Committee met monthly during the Fall 2013 semester and then approximately once a month during the Spring 2014 semester in review of the Self-Evaluation Report process. Drafts of each standard were reviewed throughout the Fall 2014 semester by the Accreditation Steering Committee with a comprehensive review of the entire report at the December 5, 2014 Steering Committee Meeting. To ensure campus review of the entire Self-Evaluation Report, feedback was collected during the December 5, 2014 meeting in which the entire campus was invited to provide input and feedback. In December 2014, the Academic Senate, Associated Student Government, and the Classified Association also reviewed the Self-Evaluation Report and provided feedback. The feedback and comments from these committees were reviewed and incorporated into the final drafts of the Center's Self-Evaluation Report. The Board of Trustees reviewed the draft of the Self Evaluation Report at the December 9, 2014 Board Meeting and approved the report at the January 13, 2015 Board Meeting.

In addition to campus and district-wide opportunities for feedback, the Center also posted an advertisement in the Clovis Round-Up encouraging the community to provide feedback and input regarding the Self Evaluation Report. Community members could provide feedback by visiting the ClovisCenter.com website and entering comments under the Accreditation tab. This feedback was collected, reviewed, and incorporated into the final document that was presented at the January 13, 2015 Board of Trustees meeting.

**Clovis Community College Center
ACCREDITATION STEERING COMMITTEE
Membership**

Standard	Name	Position
Self-Evaluation Co-Chair	Kelly Fowler	Administration, Vice President of Instruction and Student Services
Self-Evaluation Co-Chair	Chris Glaves	Faculty, Engineering
Self-Evaluation Co-Chair	Leslie Ratá	Classified Staff, Administrative Assistant to the Vice President of Instruction and Student Services, Classified Senate President
Self-Evaluation Editor/Writer	Jennifer Simonson	Faculty, English
Self-Evaluation Editor/Writer	Melanie Sanwo	Faculty, English
Standard I Co-Chair	Kelly Fowler	Administration, Vice President of Instruction and Student Services
Standard I Co-Chair	Melanie Sanwo	Faculty, English
Standard I Co-Chair	Linda Little	Classified Staff, Secretary to the Campus President
Standard IIA Co-Chair	Thomas Mester	Administration, Dean of Instruction
Standard IIA Co-Chair	Joseph Libby	Faculty, History
Standard IIA Co-Chair	Margee Loya	Classified, Curriculum Analyst
Standard IIB Co-Chair	Doris Griffin	Administration, Dean of Students
Standard IIB Co-Chair	Erica Johnson	Faculty, Counseling
Standard IIB Co-Chair	Jittapaun Inthavong	Classified Staff, Administrative Aide to the Dean of Students
Standard IIC Co-Chair	Gary Sakaguchi	Administrative, Director of Technology
Standard IIC Co-Chair	Cynthia MacDonald	Faculty, Librarian
Standard IIC Co-Chair	Susan Hansen	Classified Staff, Library Services Assistant
Standard IIIA Co-Chair	Candy Cannon	Administration, Director of Financial Aid
Standard IIIA Co-Chair	William Allen	Faculty, Mathematics
Standard IIIA Co-Chair	Veronica Jury	Classified, Student Services Specialist
Standard IIIB Co-Chair	Lorrie Hopper	Administration, Vice President of Administrative Affairs
Standard IIIB Co-Chair	Naomi Forey	Faculty, Nurse
Standard IIIB Co-Chair	Sergio Salinas	Classified, Lead Custodian
Standard IIIC Co-Chair	Gary Sakaguchi	Administration, Director of Technology

Standard IIIC Co-Chair	Brent Nabors	Faculty, Information Systems
Standard IIIC Co-Chair	Bob Gafford	Classified Staff, Microcomputer Resource Technician
Standard IIID Co-Chair	Lorrie Hopper	Administration, Vice President of Administrative Services
Standard IIID Co-Chair	Karen Hammer	Faculty, Foreign Languages Spanish
Standard IIID Co-Chair	Kim Duong	Classified, Accounting Clerk III
Standard IV Co-Chair	Deborah Ikeda	Administration, Campus President
Standard IV Co-Chair	Jeff Burdick	Faculty, English
Standard IV Co-Chair	Leslie Ratá	Classified, Administrative Assistance to the Vice President of Instruction and Student Services, Classified Senate President
Standard IV Co-Chair	Valerie Binion	CCCC Student

ACCREDITATION STANDARDS CO-CHAIRS COMMITTEE

ACCREDITATION STANDARDS COMMITTEES

2015

Self-Evaluation Co-Chair: Kelly Fowler
Self-Evaluation Co-Chair: Chris Graves
Self-Evaluation Co-Chair: Leslie Ratá

Self-Evaluation Editor/Writer: Jennifer Simonson

Standard 1 – Institutional Mission

Administration Co-Chair: Kelly Fowler
Faculty Co-Chair: Melanie Sanwo
Classified Co-Chair: Linda Little
Committee Members: Debbe Cardoza
Ann Fallon
Gurdeep He'Bert
Arla Hile
Jim Ryan
Barbara Wilson

Standard 2 – Student Learning Programs and Services

Subcommittee A - Instructional Programs

Administration Co-Chair: Tom Mester
Faculty Co-Chair: Cynthia Elliott
Joseph Libby
Classified Co-Chair: Margee Loya
Committee Members: Ann Brandon
Erik Fritz
Jennifer Heyne
Michelle Johnson
Phil Johnson
Anna Martinez
Stacy McArron
Jon McPhee
Diane Schoenburg
Michael Stannard
Marci Suvanto
Nancy Vagim

Subcommittee B - Student Support Services

Administration Co-Chair: Doris Griffin
Faculty Co-Chair: Erica Johnson
Classified Co-Chair: Jittapaun Inthavong
Student Co-Chair:
Committee Members: Karen Ainsworth
Candy Cannon
Shawn Fleming
Naomi Forey
Ryen Hirata
Tasha Hutchings
Veronica Jury
Rachel Moring-Garcia
Ralph Munoz
David Navarro
Melanie Sanwo
Carla Stoner-Brito
Patrick Stumpf
Gina Vang

Subcommittee C - Library and Learning Support Services

Administration Co-Chair: Gary Sakaguchi
Faculty Co-Chair: Cynthia McDonald
Classified Co-Chair: Susan Hansen
Committee Members: Karen Anderson
Naira Danielyan
Steve Dent
Cynthia Elliott
Teresa Ishigaki
Liz Romero
Jennifer Simonson

Standard 3 – Resources

Subcommittee A – Human Resources

Administration Co-Chair: Candy Cannon
Faculty Co-Chair: Bill Allen
Classified Co-Chair: Veronica Jury
Committee Members: Matt Alanis
Leah Edwards
April Farkas
Charles Francis

Russell Hickey
Jon Renwick

Subcommittee B – Physical Resources

Administration Co-Chair: Lorrie Hopper
Faculty Co-Chair: Naomi Forey
Classified Co-Chair: Sergio Salinas
Committee Members: Tony Abbott
Becky Allen
Anthony Avalos
Jose Campos
Joyce Clark
Steven Estes
Austin Fite
Jacob Gingold
Tom McSwain
Dan Pattillo
Tony Romero
Sallie Turpen

Subcommittee C – Technological Resources

Administration Co-Chair: Gary Sakaguchi
Faculty Co-Chair: Brent Nabors
Classified Co-Chair: Bob Gafford
Committee Members: Courtnie Choate
Nico Escobar
Erik Fritz
Brandon Huebert
Kirtley King
Cheryl Lock
Ray Tjahjadi
Howard Wu

Subcommittee D – Financial Resources

Administration Co-Chair: Lorrie Hopper
Faculty Co-Chair: Karen Hammer
Classified Co-Chair: Kim Duong
Committee Members: Lee Brown
Jose Castaneda
Melody Critchfield
Debbie Curtis
Diane Hatai
Roger Hitchcock

Debbie Nieto
Cathy Ostos

Standard 4 – Leadership and Governance

Administration Co-Chair: Deborah Ikeda
Faculty Co-Chair: Jeff Burdick
Classified Co-Chair: Leslie Ratá
Student Co-Chair: Valerie Binion
Committee Members: Garry Elliott
Jason Gardner
Robin Huigen
Brian Shamp
Carole Sullivan

Clovis Community College Center

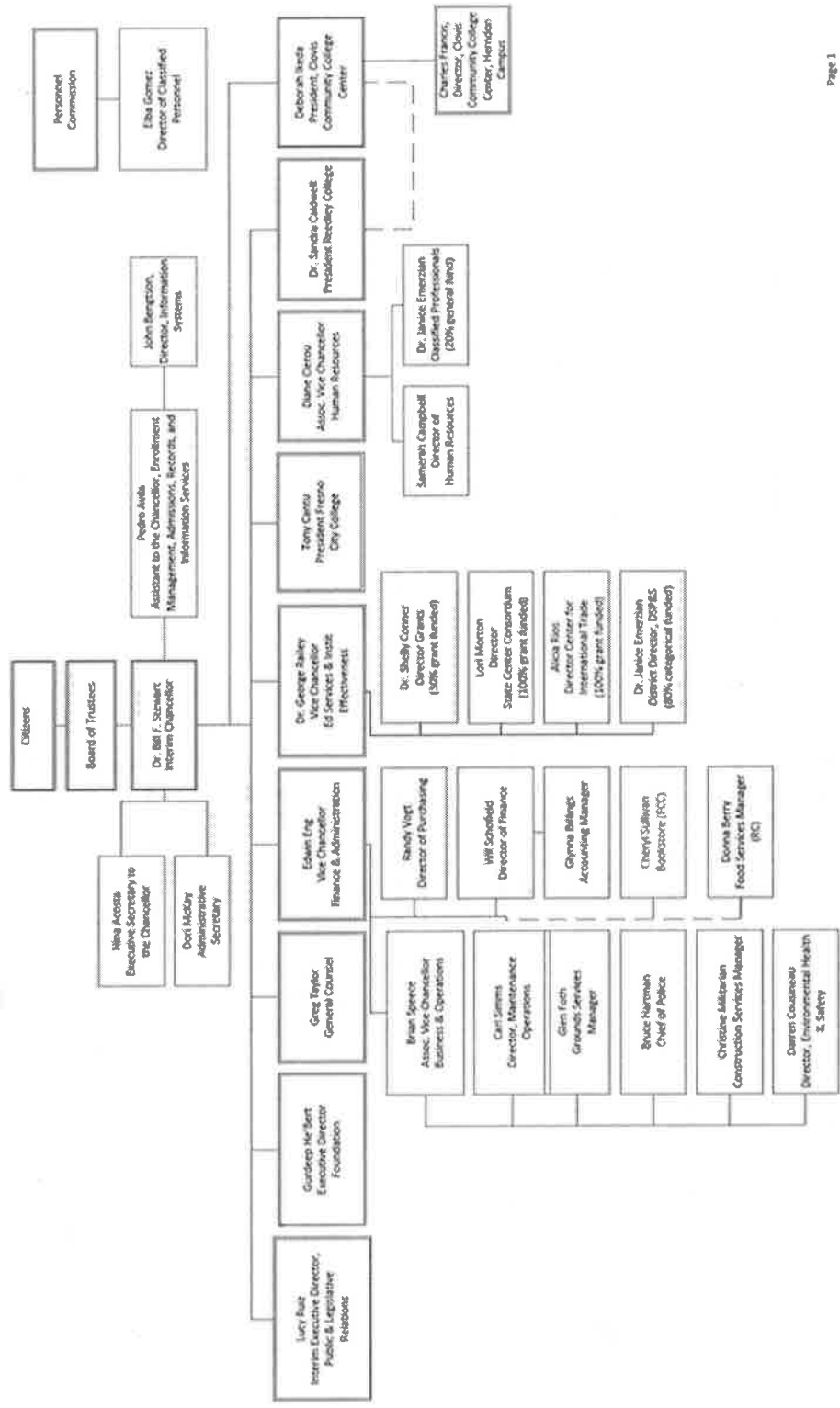
Self Evaluation for Initial Accreditation Timeline

August 2014

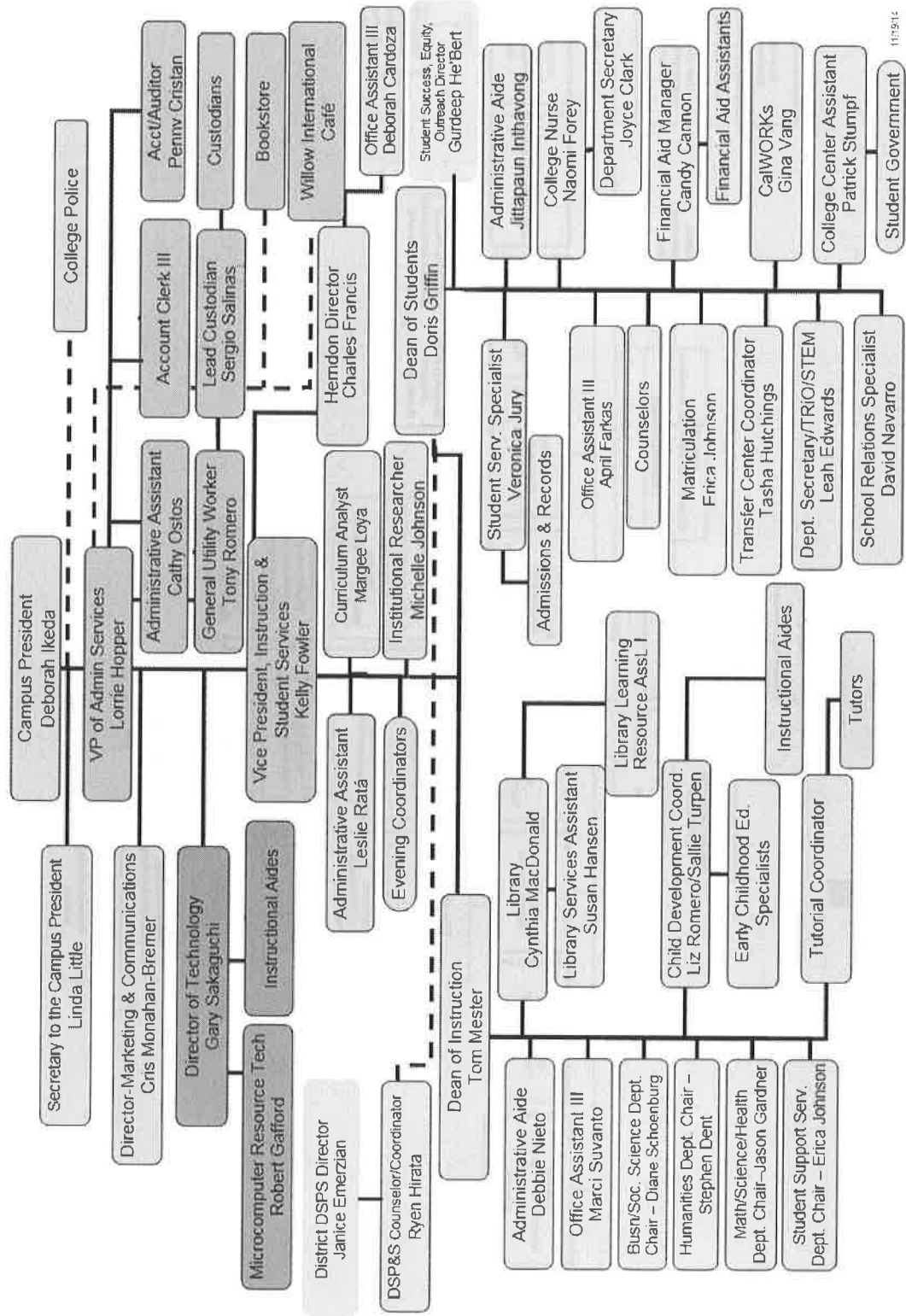
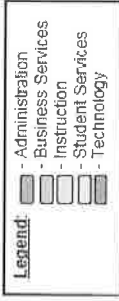
TASK	PERSON RESPONSIBLE	DATE OF COMPLETION	EVIDENCE OF COMPLETION
I.D. Steering Committee	Fowler	Spring 2013	List
Memo-Committee Volunteers	Fowler	April - May, 2013- send out email	Membership list completed May 17, 2013
I.D. Committee Co-chairs	Fowler	August 12, 2013	List
Orientation Meeting-Steering Committee and Co-Chairs (combine with CCC)	Ikeda/Fowler	August 16, 2013	Timelines, References, Evidence File Process, Binders ** Committee members apply to be on a team!
Surveys- Students Surveys- Staff	M. Johnson	August, 2013 – May, 2014	Survey Data Complete
Data Collection- Ed Master Plan, Strategic Plan, Tech Plan, EMR, etc.	Fowler/M. Johnson	August, 2013 – May, 2014	Evidence File
ACCJC Templates and Planning Agenda Documents to verify written responses are addressing template prompts and planning agendas	Fowler/Glaves	August – October, 2013	Completed Narrative portions in Self Evaluation
ACCJC Training	Fowler/Glaves	October, 2013	Training completed
Descriptive Summaries and Self Evaluations are completed for each committee (Draft)	Fowler/Glaves	November, 2013 – March 3, 2014	Draft summaries completed
DRAFT Document DEADLINE	Fowler/Glaves	March 3, 2014	Draft summaries submitted to Leslie Rata
Review and Revision of Draft documents	Fowler/Glaves/ Ikeda/Simonson/ Sanwo	April – May, 2014	Draft narrative completed
Planning Agendas Workshop	Fowler	Duty Day- August, 2014	Identification of draft planning agendas
Draft Self-Evaluation Completed	Fowler	Duty Day- August, 2014	Validation of draft plan

Continue to update final draft based upon Duty Day input, Distance Education, etc.	Fowler/Glaves/Ikeda/Simonson/Sanwo	September – October, 2014	Draft to Chancellor and BOT
Final Campus Review	Fowler/Glaves/Ikeda/Simonson/Sanwo	December 5, 2014	Campus comments, feedback, and input
Initial BOT Approval	Ikeda	January, 2015	First Read
Final BOT Approval	Ikeda	February, 2015	Final approval
Final editing and printing	Fowler/Glaves/Ikeda/Simonson/Sanwo	January, 2015	Completed Document
Pre-visit by team chair and assistant	Ikeda/Fowler	February, 2015	Visit
Mail Self Evaluation to Commission and Team Members	Fowler	January, 2015	
Review and finalize evidence and documentation	Fowler/M. Johnson	January, 2015	Evidence files (electronic)
Prepare for visit-accommodations, etc.	Fowler/Ikeda/Hopper	January – March, 2015	All logistics completed
Prepare and mail Self Evaluation Update to commissions and team members	Fowler	February, 2015	Mailed
Visit by Team (3 days)	Ikeda/Fowler/Hopper	March, 2015	Visit Completed
Commission Meeting to take action on team recommendations	Ikeda	June, 2015	
Recommendations published	Ikeda	July, 2015	Letter

State Center Community College District



**Clovis Community College Center
Organizational Chart - All**

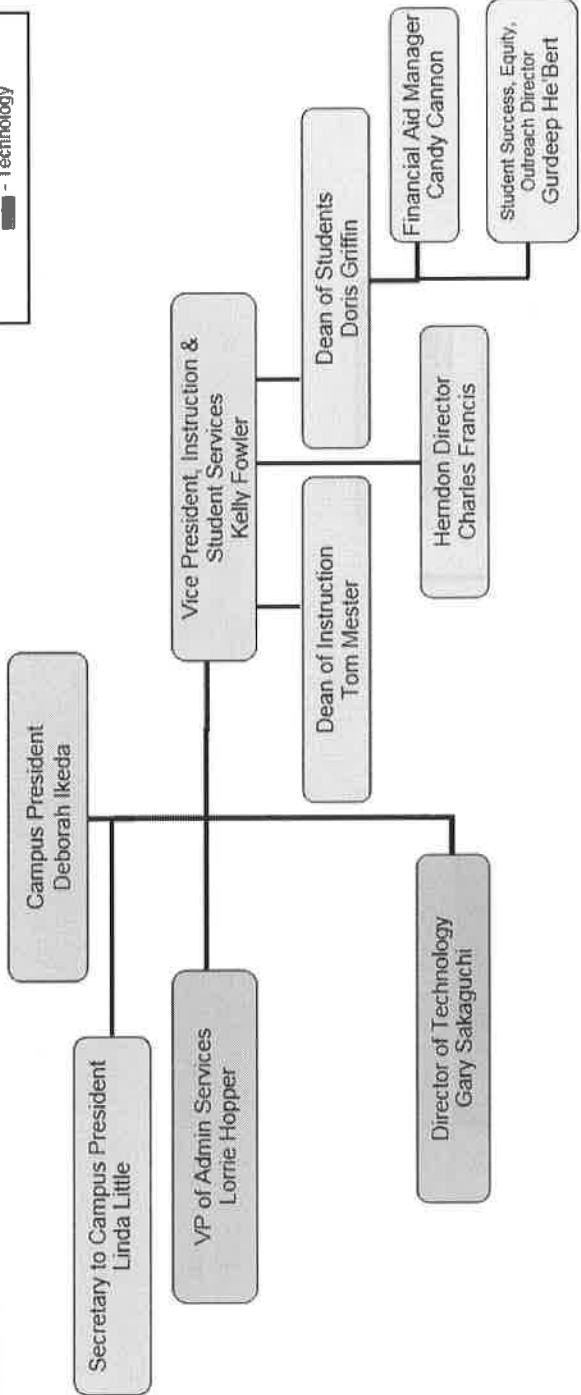


11/19/14

**Clovis Community College Center
Organizational Chart - Administration**






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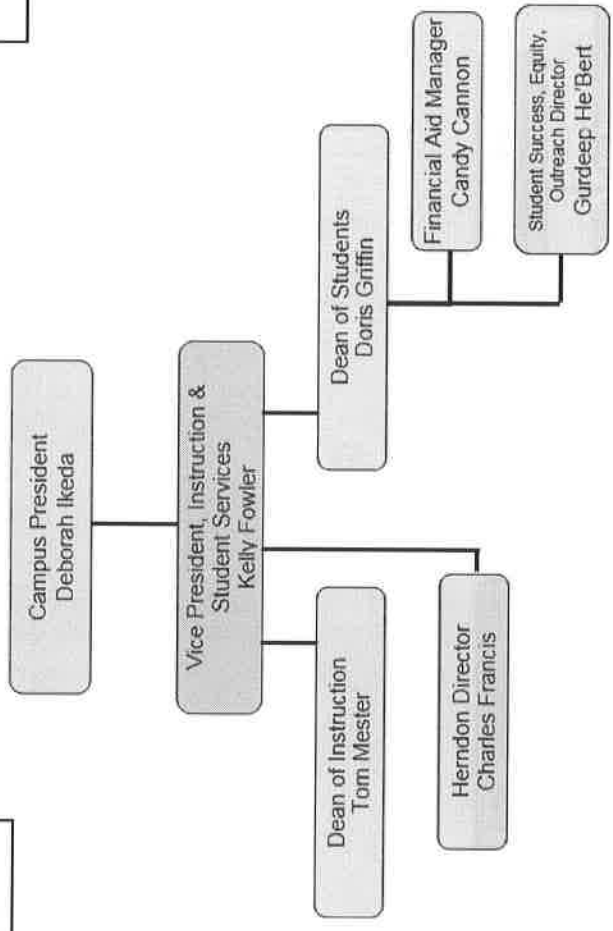
- Administration
- Business Services
- Instruction
- Student Services
- Technology



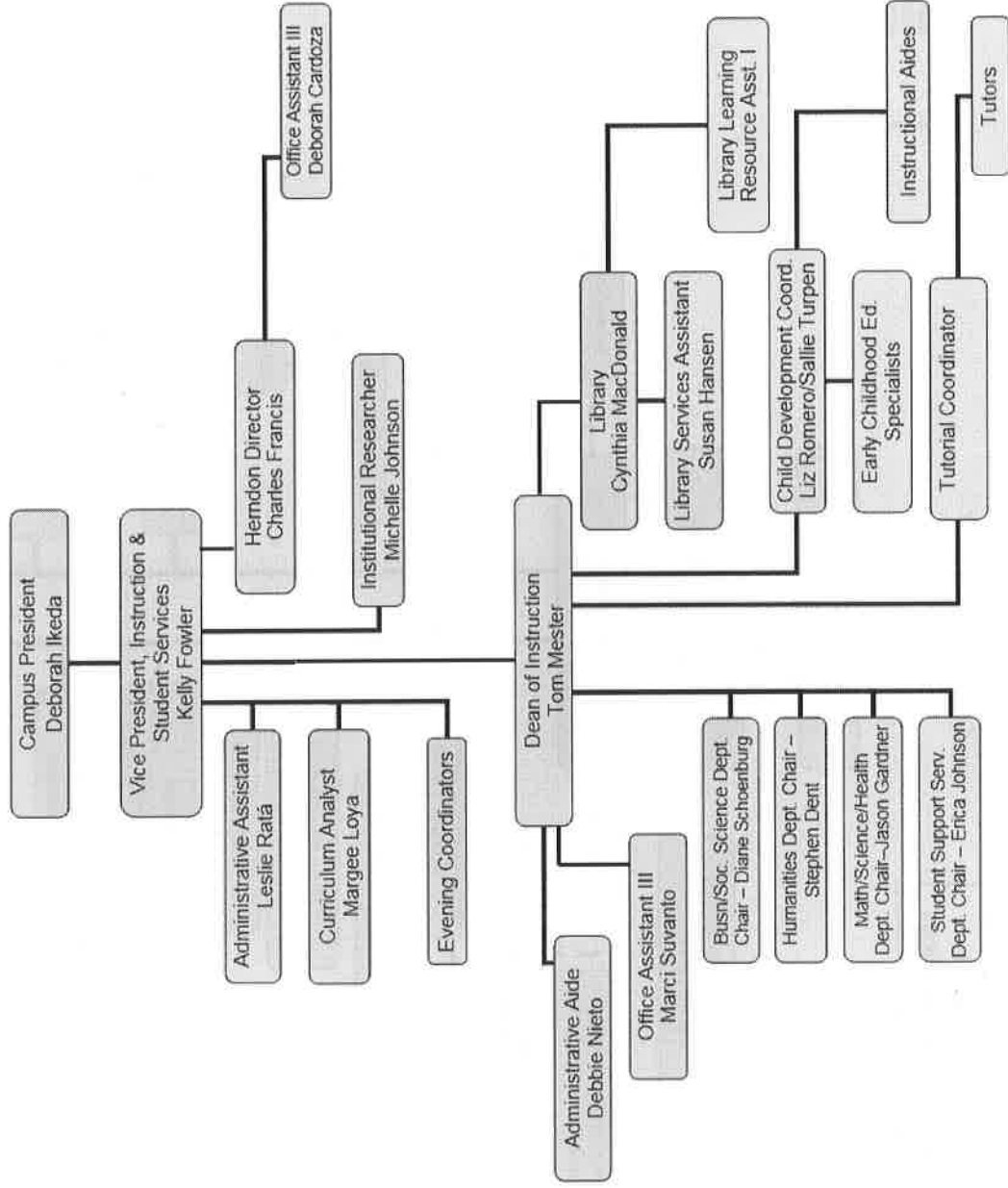
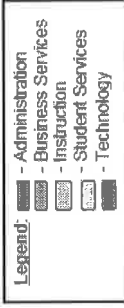
**Clovis Community College Center
Organizational Chart – Administration of
Instruction & Student Services**

Legend:

-  - Administration
-  - Business Services
-  - Instruction
-  - Student Services
-  - Technology



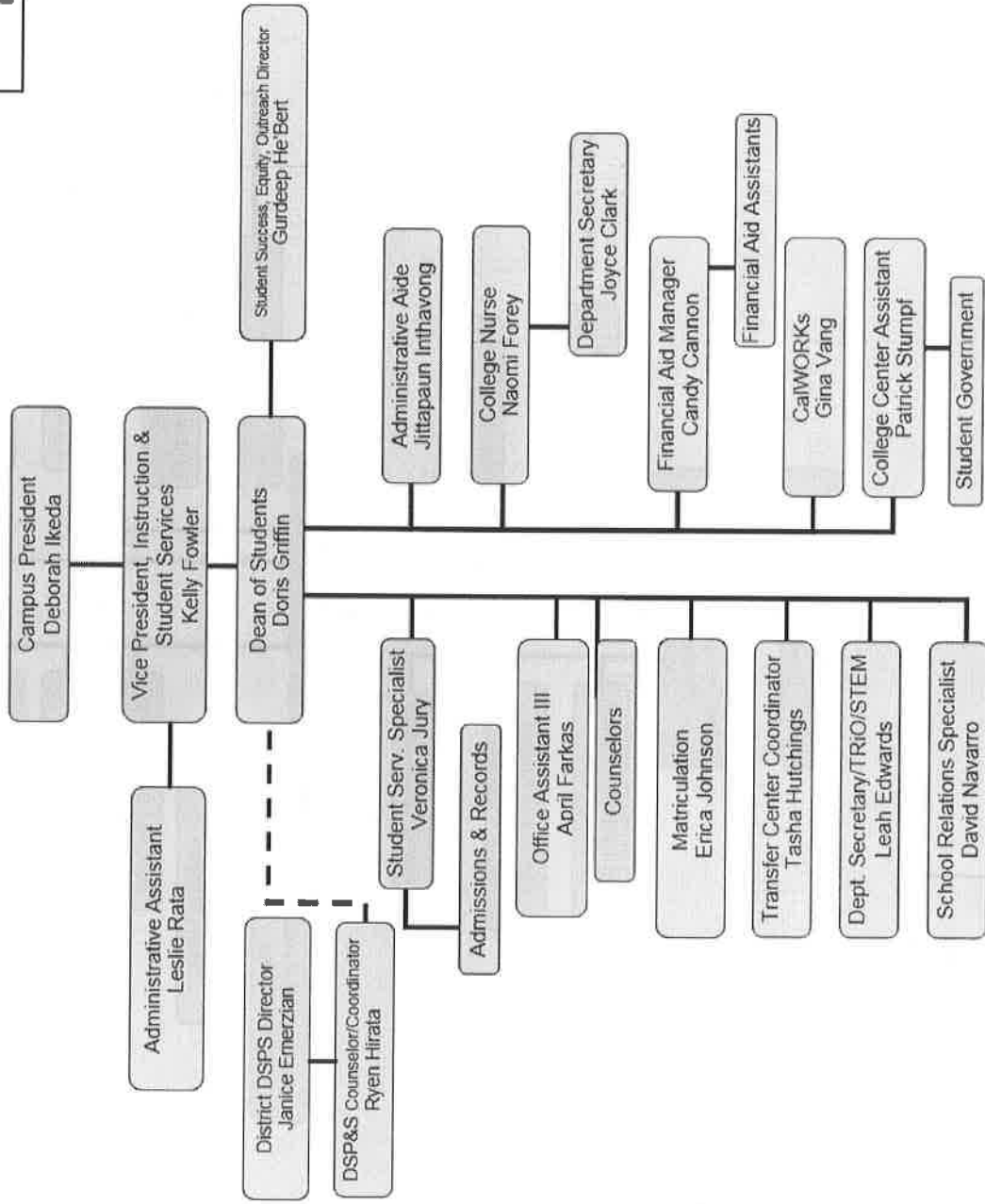
**Clovis Community College Center
Organizational Chart - Instruction**



**Clovis Community College Center
Organizational Chart – Student Services**






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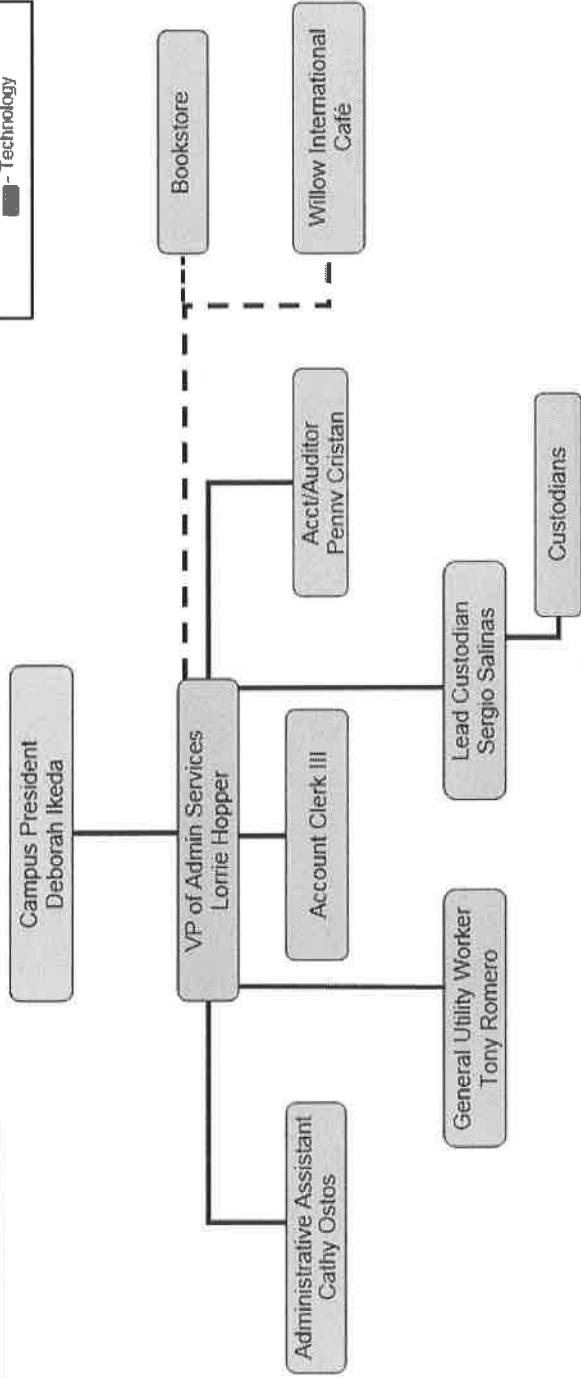
- Administration
- Business Services
- Instruction
- Student Services
- Technology



**Clovis Community College Center
Organizational Chart – Business Services**






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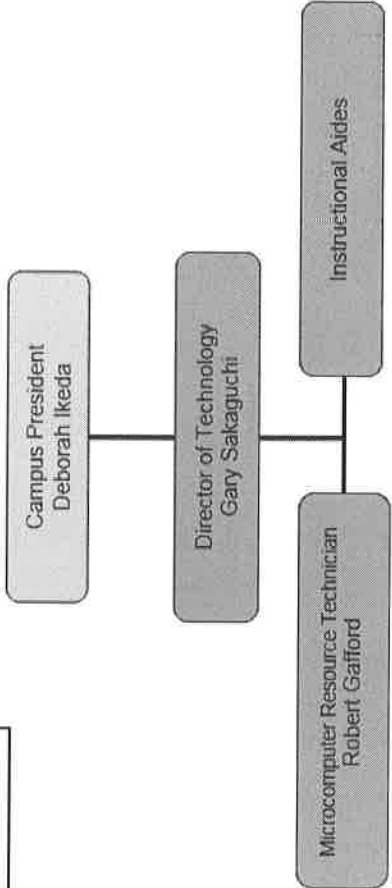
-  - Administration
-  - Business Services
-  - Instruction
-  - Student Services
-  - Technology



**Clovis Community College Center
Organizational Chart – Technology**

Legend:

-  - Administration
-  - Business Services
-  - Instruction
-  - Student Services
-  - Technology



District and Campus Functional Map

For the 2005 accreditation self-studies, the State Center Community College District developed a functional map to delineate responsibilities between the District and the two colleges. The functional map was based on accreditation standards and indicated whether each standard was met primarily by the District, primarily by the colleges, or by both.

In completing the 2011 self study, the District Office Accreditation Liaison Designee from the District Office met individually with the Accreditation Liaison Officers of each campus to discuss the roles and functions and to determine if any changes had occurred in the District since the last self-studies were written. It was recommended that the District consider a new format to map out the responsibilities for meeting accreditation standards, one that more accurately depicted how functions are shared across the colleges and centers and between the colleges/centers and the District Office. After several models were considered, a mapping model based on a similar process and document recently used in the Los Rios Community College District and the San Mateo Community College District was selected. The selected format was chosen because it is organized by accreditation standard, and as such is simple to follow. Furthermore, the designations of primary, secondary and shared responsibilities have meaning for individuals on our campuses.

The new format was presented to the Chancellor's Cabinet on January 26, 2011, for review and approval. On February 15, the draft functional map was presented for discussion at a joint meeting of the Accreditation Liaison Officers, after which it was disseminated to constituency groups at the colleges and college centers for review and input. Recommendations were discussed at a district-wide team meeting with representation from each college or center on March 10, 2011. Input from the various groups was incorporated, and the functional map was presented and approved by Chancellor's Cabinet on June 6, 2011.

In November 2014, the three Accreditation Liaison Officers in the district reviewed the document and submitted comments and changes at the Vice Presidents Group meeting on November 14th, 2014. These changes were incorporated and presented to Chancellor's Cabinet in December for final review, input, and approval. Chancellor's Cabinet approved the updated documents on TBD.

The State Center Community College District Functional Map illustrates how the colleges and the District manage the distribution of responsibility by function in relation to the ACCJC/WASC accreditation standards. The functional map depicts the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
Standard I: Institutional Mission and Effectiveness		
A. Mission:		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	S	P
2. The mission statement is approved by the governing board and published.	S	P
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	S	P
4. The institution's mission is central to institutional planning and decision making.	S	P
B. Improving Institutional Effectiveness		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	S	P
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	S	P
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	S	P
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	SH	SH
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.		P
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.		P
Standard II: Student Learning Programs and Services		
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		
A. Instructional Programs The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	S	P
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	SH	SH
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	S	P
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.		P
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.		P
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		P
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.		P
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.		P
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		P
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.		P
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.		P
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	S	P
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.		P
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	S	P
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	S	P
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	S	P
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	S	P
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.		P
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.		P
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	S	P
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	S	P
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	S	P
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	Not applicable	Not applicable
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
<p>B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>		
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	S	P
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	S	P
a. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution • Educational Mission • Course, Program, and Degree Offerings • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	S	P
b. Requirements <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer 	SH	SH
c. Major Policies Affecting Students <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees 	S	P
d. Locations or publications where other policies may be found	SH	SH
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.		P
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.		P
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.		P
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.		P
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	S	P
C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.		P
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.		P
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.		P
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		P
d. The institution provides effective maintenance and security for its library and other learning support services.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.		P
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		P
Standard III: Resources		
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.		
A. Human Resources		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	S	P
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	P
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
d. The institution upholds a written code of professional ethics for all of its personnel.	S	P
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	SH	SH
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	S	P
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	S	P
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	S	P
B. Physical Resources		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
C. Technology Resources		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	S	P
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
D. Financial Resources		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.		
1. The institution relies upon its mission and goals as the foundation for financial planning.	S	P
a. Financial planning is integrated with and supports all institutional planning.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	S	P
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Standard IV: Leadership and Governance

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.		
A. Decision-Making Roles and Processes		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.		P
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	S	P
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
B. Board and Administrative Organization		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/ system and the colleges.		

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	P	
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	P	
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	P	
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	P	
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	P	
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	P	
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	P	
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	P	
i. The governing board is informed about and involved in the accreditation process	P	S
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	P	
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		P
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 		P
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.		P
d. The president effectively controls budget and expenditures.		P
e. The president works and communicates effectively with the communities served by the institution.		P
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	P	
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	P	
b. The district/system provides effective services that support the colleges in their missions and functions.	P	
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S
d. The district/system effectively controls its expenditures.	P	S
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	P	S
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	P	

Certification of Compliance with Eligibility Requirements

1. Authority

Clovis Community College Center is authorized to operate as a center of Reedley College within the State Center Community College District by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the California Community College Board of Governors Office. In March of 2013, ACCJC awarded Clovis Community College Center Candidacy Status. [Evidence: ACCJC Letter- Candidacy for Accreditation Granted 3-6-13]

2. Mission

The Center's mission statement below is a result input and feedback from the campus, district, and community:

CCCC Mission Statement: Creating Opportunities – One Student at a Time

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

[Evidence: College Center Council Minutes Approving Mission & Vision Statements 8-30-13, BOT Agenda to Approve Mission & Vision Statements 7-2-13, BOT Minutes Approving Mission & Vision Statements 7-2-13, Planning Charette Information 3-11-13, Student Success Committee Minutes Discussing Mission Statement 5-2-13]

3. Governing Board

The SCCCD Board of Trustees is composed of seven public members who are elected by region on alternating years for a term of four years. The Board of Trustees is responsible for the quality of the college's educational programs and services. The Board of Trustees makes decisions pertaining to educational programs, financial health and stability, and the college's integrity. The Board of Trustees is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board of Trustees members submit conflict of interest forms annually. [Evidence: BP 2010 Board Membership, BP 2012 Role of the Board]

4. Chief Executive Officer

Ms. Deborah J. Ikeda serves as the Campus President of the Willow International Community College Center. She received her Bachelor of Science degree in Elementary Education in 1974 and her Master of Education in Counseling Psychology degree in 1977, both from the University of Illinois in Champaign Urbana.

Ms. Ikeda started as a counselor for Loop City College in 1977 in Chicago and eventually became an Assistant Dean of Academic Support Services before becoming the Associate Dean of Students, Counseling and Guidance at Fresno City College in 1981. She served as the Interim Vice President of Instruction for Fresno City College for one year (2003-2004) and six months as the Dean of Library and Instructional Support Services before becoming the Vice President of Instruction and Student Services for the North Centers in 2005, where she led the accreditation effort to start a new college, Clovis Community College. She became Campus President of Willow International Community College Center in July 2012. Ms. Ikeda served on the California Community College Board of Chief Instructional Officers. She has served on the California Community College Chancellor's Office Advisory Committee for Matriculation and served in a similar capacity for the Counseling Advisory Committee. She and her husband were inducted into the City of Clovis Hall of Fame in June 2013, named a Portrait of Success by KSEE News, and awarded the Top Ten Professional Women of 2014 by the Marjaree Mason Center.

Campus President Ikeda currently serves as a member of the St. Agnes Hospital Board of Trustees, serves on the Economic Development Strategic Update Committee for the City of Clovis, the Citizens Review Panel for Measure B (a sales tax passed to support the Fresno County Public Library), and the Board of Trustees for California Health Science University. She has also served on the California State Superintendent of Education Advisory Council for Asian Pacific Islander Affairs, the Federal Department of Education Consultant to review and rank submitted grant applications, Fresno Assembly Center Memorial Project Committee, and Pinedale Assembly Center Memorial Plaza Committee. Additionally, she has served on the Board of Directors for the Women's Foundation of California, the Board of the Golden Valley Girl Scout Council, President of Friends of the Fresno County Library, President and Board Member of the Central California Asian Pacific Women's Group, President of Fresno Japanese American Citizens League, and Chairperson for the National Japanese American Citizens League Strategic Planning effort for the 2014-16 Biennium. [Evidence: BOT Minutes Appointing Deborah Ikeda as Campus President 6-5-12]

5. Administrative Capacity

CCCC has a Campus President, Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Students, Dean of Instruction, Director of Technology, and a Financial Aid Manager to provide adequate administrative structure to support the institution's mission, size, and complexity.

The District's Administration which includes a Chancellor, Vice Chancellor of Finance and Administration, Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Human Resources, Associate Vice Chancellor of District Operations, Director of Human Resources, Assistant to the Chancellor, Enrollment Management/Admissions and Records/Information Services, General Counsel, Director of Grants, District Director of Disabled Student Programs and Services, Director of Classified Personnel, Director of Finance, Director of Purchasing, Executive Director of the Foundation, and Director of Information Systems

provide additional administrative support to the potential college. [Evidence: Willow International Org Chart, District Admin Org Chart 6-18-14]

6. Operational Status

Brief History:

The State Center Community College District (SCCCD) built Clovis Community College Center on 110 acres in Fresno, CA, to replace an existing CCCC operational outreach site that was considered to be insufficient for serving the growing population of California’s Central San Joaquin Valley.

Clovis Community College Center currently has an Academic Center One facility with 80,000 square feet, Academic Center Two with 80,000 square feet, a 12,000 square foot Child Development Center, a bookstore, café, and central plant. Each classroom at CCCC is a “smart” classroom that contains a digital overhead projector, desktop computer, internet connectivity, and DVD/VCR player. The entire campus is wireless and includes 50 classrooms including lecture, library, an approximately 88 station open computer lab, café, bookstore, allied health and sciences laboratories, fitness lab, dance studio, student services, tutorial center, assessment center, art studio, and multi-media graphics lab.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Willow International College Center	1730.11	1651.58	1636.15	1612.91	1678.67	1912.34*

Enrollment of FTES: Fall 2009 through Fall 2014

Since opening the relocated campus of the Clovis Community College Center, the enrollment growth has exceeded the projections with approximately 6,200 unduplicated student headcount and 1,912.34 FTES (Fall 2014).

Table 1: Clovis Community College Center FTES – Fall 2009 – Fall 2014*

Data Source: SCCC ATERMS_FTES file,
* Unofficial FTES as of 9.29.2014

[Evidence: Educational Master Plan 2010, BOG Approval to Pursue College Status for Willow International, Capacity Report FA14]

7. Degrees

The educational programs at Clovis Community College Center are designed to lead students to certificates, associate degrees, and/or transfer to a four-year institution. CCCC offers the requirements for over fifty degree and/or certificate programs. In addition, the proposed college offers programs in pre-collegiate, remedial or developmental improvement, and general education. The proposed college also offers a selection of distance education courses, including hybrid and online courses, to provide options for students in alternative delivery modes. Cooperative work experience courses are also available. Most students enrolled at CCCC are in

one of the degree or certificate programs. CCCC complies with the substantive change requirements that were approved through Reedley College, and ACCJC approved a substantive change for distance learning programs. [Evidence: Reedley College Catalog 2014-2016, ACCJC Letter Approving Sub Change for Reedley College 5-14-13, ACCJC Letter Approving Sub Change for Reedley College Distance Ed 5-19-14]

The degree requirements and educational programs at Clovis Community College Center align with the Center's mission statement. Faculty from the Center serve on Reedley College's Curriculum Committee. All programs are reviewed through the CCCC program review process and by Reedley College's Curriculum Committee, and the CCCC Curriculum Committee meets and is prepared to perform independently upon initial accreditation. This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and can be measured with identifiable student learning outcomes.

8. Educational Programs

Clovis Community College Center offers degree programs which align with the Center's mission statement. Requirement for the Associate of Arts and the Associate of Science degrees are described in detail on pages 51-55 of the Reedley College catalog. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas. The general education and graduation requirements for the degrees are detailed on pages 54-55 of the catalog. All associate degrees are two years in length. Student learning outcomes for degree programs are reviewed and assessed as part of the Program Review – Student Learning Outcomes Annual Report that is submitted annually. The program review process ensures that the degree programs are conducted at levels of quality and rigor appropriate to the degree offered. [Evidence: Reedley College Catalog 2014-2016, Program Review Cycle Three Handbook]

The Center also offers programs that provide for guaranteed transfer to selected University of California campuses. In addition, transfer programs are offered to California State University campuses, private four-year colleges, and out of state college and universities.

9. Academic Credit

Through Reedley College, CCCC awards credit consistent with the Education Code and Title 5 regulations. The standard measurement of college course work is a unit. The Center uses the Carnegie unit as the base measurement for credit. One unit equals one hour of classroom lecture plus two hours of study per week. The Center operates on a semester basis and all references to units of academic credit in the catalog are to semester units. The criteria on which credit is based are described on page 33 of the Reedley College Catalog and in the Reedley College Curriculum Handbook. [Evidence: Reedley College Catalog 2014-2016, Reedley College Curriculum Handbook]

10. Student Learning and Achievement

Faculty are responsible for establishing student learning outcomes, improvement processes, and assessment timelines for every course and program. Faculty map all course SLOs to program learning outcomes, which are, in turn, mapped to the general education learning outcomes. During a series of SLO workshops held during the Spring 2014 semester, the SLO coordinator met with faculty SLO workgroups to address SLO-related questions, review reporting policies and deadlines, and review and update, where necessary, SLO-PLO-GELO mapping grids and assessment timelines. Every course outline of record includes student learning outcomes that

have been approved by the curriculum committee and are assessed by a variety of methods. The Reedley College Curriculum Committee Handbook describes the requirement to establish student learning outcomes for every course and the program review handbook has a clear description of the process for developing and assessing student learning outcomes and program learning outcomes. [Evidence: Duty Day Agenda FA14, SLO Workshops SP14, SLO & Assessment Blackboard Website, SLO-PLO-GELO Discussion Group 1 3-5-14, SLO-PLO-GELO Discussion Group 2 3-28-14, SLO-PLO-GELO Discussion Group 4 2-26-14, SLO Discussion Groups SP14]

11. General Education

The Reedley College Catalog defines requirements for general education and incorporates these requirements into all degree programs. The general education requirements include natural sciences, social and behavioral sciences, humanities, communication, demonstration of writing competency, and computational skills. These general education elements are reviewed and analyzed for rigor and quality by the curriculum committee. The Center's curriculum committee decided in May 2014 to continue with the established Reedley College General Education Learning Outcomes for CCCC. [Evidence: Curriculum Committee Minutes 3-3-14, Curriculum Committee Minutes 5-12-14]

12. Academic Freedom

CCCC is committed to providing an environment that allows for free and open discourse representing all points of view as supported by the SCCC Board Policies 4030 and Administrative Regulations 4030. This board policy is disseminated in the faculty handbook and catalog. Collaborative open decision-making is a standard practice as evidenced in our processes as outlined in the Integrated Planning-Participatory Governance CCC Handbook. [Evidence: AR 4030 Academic Freedom, BP 4030 Academic Freedom, Reedley College Catalog 2014-2016, Integrated Planning-Participatory Governance CCC Handbook 2014-2015]

13. Faculty

All faculty hired by the Center meet or exceed the minimum qualifications established for their faculty areas. These qualifications are specified in the California Community College Chancellor's Office (COCCC) "Minimum Qualifications for Faculty and Administrators in California Community College, March 2012." The district has allocated additional full-time faculty positions to CCCC in anticipation of becoming an independent college. The Center has a core faculty of sufficient size, experience, and expertise to fully support all the institution's educational programs. The agreement between the district and the State Federation of Teachers, faculty handbook, and Administrative Regulation 7122 clearly spell out faculty responsibilities including development and review of curriculum and assessment of student learning. [Evidence: SCFT Full-Time Final Agreement, Faculty Handbook 2014-2015, AR7122 Duties and Responsibilities of Instructors, Minimum Qualifications for Faculty and Admin]

Clovis Community College Center employs 51 instructional and non-instructional full-time faculty (including tenure-track and non-tenure faculty). This includes a full-time librarian, a full-time nurse, two temporary instructional faculty positions, and two grant-funded counselor positions. Full-time faculty and their respective degrees are listed in the catalog. CCCC also employs approximately 178 part-time faculty (instructional and non-instructional) each semester who meet the minimum qualifications. [Evidence: Full-time Faculty List with Degrees FA14, Reedley College Catalog 2014-2016 p. 359]

14. Student Services

CCCC provides appropriate students services that support student learning and are tied to the Center's mission. These services include admissions and records, assessment, CalWORKS, counseling, student activities, financial aid, tutoring, DSPS, bookstore, health services, food services, psychological services, library services, and college relations. [Evidence: [Student Services Information](#), [Willow International Org Chart](#)]

15. Admissions

Admissions policies are developed by the State Center Community College District. These policies are clearly outlined in the Reedley College/CCCC Catalog; CCCC adheres to these policies as a center under Reedley College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

Students are required to submit an admissions application, either in paper-pencil format or online via CCCApply. Students also submit transcripts of any high school or college work completed and GED or high school proficiency exam results if applicable.

The admissions and records function is a centralized district function that is overseen by the Assistant to the Chancellor: Admissions, Records, Enrollment Management, and Information Systems. The CCCC admissions and records office personnel is comprised of one Student Services Specialist (SSS) who is the lead admissions person for the daily operation of the admissions functions, two Office Assistant III staff persons, and three student aides. The SSS reports to the Dean of Students who oversees all student services functions and works closely with the Assistant to the Chancellor: Admissions, Records, Enrollment Management, and Information Systems to coordinate all admissions and records functions. The Dean of Students reports to the CCCC Vice President of Instruction and Student Services. [Evidence: [CCC Apply Website](#), [Admissions Application Paper Version](#)]

16. Information and Learning Resources

The State Center Community College District has a centralized library and learning resource cataloging system with library facilities on each campus. Students at CCCC have access to books and resources at CCCC, Madera Center, Fresno City College, and Reedley College. This provides students access to the following:

- Subscription databases available on all campuses and remotely:
Current subscriptions include access to twenty six (26) general periodical and subject specialized databases providing authoritative information from thousands of scholarly journals, research reports, magazines, newspapers, government documents, reference sources, and more.
- e-Book collection from e-Books on EBSCOhost:
Current subscription includes over 25,000 full-text fiction and nonfiction titles suitable for the community college student, available on campus and remotely, through the Online Library Catalog, and through direct access in the e-Books on EBSCOhost database.
- e-Book collection from Ebrary, a multidisciplinary collection of over 25,000 fiction, non-fiction, and reference titles is available through direct access in the Ebrary database.
- The combined library and learning support resources of CCCC are currently adequate to support student learning needs. Through intra-district loans, CCCC students have access to approximately 125,000 circulating print resources among the four State Center Community

College District libraries. Requests can be made on any computer with internet access and materials are delivered within one to two days. E-book collections of 50,000 fiction, non-fiction, and reference titles also enhance access to full-text comprehensive resources for students on and off campus.

[Evidence: [Library Online Research Databases](#), [Library Brochure](#)]

17. Financial Resources

The funding base for the State Center Community College District (SCCCD) comes through a number of allocations. The District's Vice Chancellor of Finance and Administration allocates funds to all district sites. As a result, CCCC has had a separate allocation from Reedley College for over 20 years. SCCCDD provides budget sufficient to support student learning programs and services at CCCC, thereby ensuring institutional effectiveness and financial stability.

CCCC is also supported by community donations for student scholarships through the district's Foundation. In addition, the Center has several grants to provide additional student support such as two Student Support Services (SSS) grants to provide additional support to Science, Technology, Engineering and Math (STEM) Students and to students interested in transferring to four-year colleges. [Evidence: [Final Budget 2014-2015](#)]

18. Financial Accountability

The SCCCDD financial accountability is validated by external financial audits performed on an annual basis. The annual audit includes the student financial aid program as well as other district-wide programs. This Eligibility Application contains copies of requested budgets, certified independent audits with the management letters, financial aid program reviews/audits, and student loan default rates and USDOE reports. SCCCDD audits follow the Governmental Accounting Standards Board requirements and the last several audits had an unqualified opinion. The district has no annual or cumulative operative deficit. [Evidence: [Financial Audit Report 6-30-13](#)]

19. Institutional Planning and Evaluation

Clovis Community College Center utilized an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The nine strategic areas of the 2013-2017 Strategic Plan correspond to the SCCCDD Strategic Plan, with the nine major goals driving the annual work plan for the center. Since this is a four year plan, a review and prioritization of the objectives and activities occur as part of the continual evaluation process as the plan is modified for the subsequent year. A diagram of this cycle is included in the Integrated Planning-Participatory Governance CCC Handbook. Additional operational plans that have been developed collaboratively and address the educational goals include technology, basic skills, enrollment management, staffing, matriculation, and facilities. [Evidence: [Integrated Planning-Participatory Governance CCC Handbook 2014-2015](#)]

In terms of resource allocation for discretionary funds, CCCC has established a process by which all proposed funding action plans need to be directly tied to program review recommendations, annual reports, strategic plan objectives, future programs, and/or operational plans. Also, individuals representing their respective areas present their program review recommendations to College Center Council for consideration for future planning and resource allocation. [Evidence: [Action Plan Funding Request](#)]

The collaborative decision-making processes at CCCC are outlined in the Integrated Planning-Participatory Governance CCC Handbook which includes the mission statement, committee structure and governance, organizational structure, strategic plan, and supplemental information. The cycle for collaborative decision making is included in the handbook as well. [Evidence: Integrated Planning-Participatory Governance CCC Handbook 2014-2015]

Regarding research, CCCC has a full-time Institutional Researcher who assists in collecting data for program review, planning, assessment, the evaluation of the operations, and student learning outcomes.

WICCC has a comprehensive Educational Master Plan that started in 2009 and projects out twenty-five years. [Evidence: Educational Master Plan 2010, 2013-2017 Strategic Plan Priorities Year 14-15, Strategic Plan 2014-2015 Assessment Matrix]

20. Public Information

Clovis Community College Center information is published in the Reedley College and other appropriate places such as the website, campus fliers, and bulletin boards. Accurate and current information that describes the college's mission, purposes and objectives, admission requirements, procedures, fees and other financial information, course, program, and degree offerings, rules and regulations directly affecting students, complaint and grievance policies and procedures, names and academic credentials of administrators and faculty, and other information related to attending the college are in the catalog. The catalog is available on the website <http://www.willowinternationalcenter.com>, and any revisions to the catalog are noted. The catalog includes all the required information. In addition, a Public Information Officer is assigned part-time to support the marketing and media advertising for CCCC. Currently, CCCC is creating a separate campus catalog that will be finalized by spring 2015 that will focus only on programs, courses, services and other relevant information for the Clovis Community College campus. [Evidence: Reedley College Catalog 2014-2016]

21. Relations with the Accrediting Commission

The SCCCD Board of Trustees provides assurance that Clovis Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of CCCC being approved as Clovis Community College. Although CCCC continues to be included under Reedley College for purposes such as Curriculum, CCCC was granted Candidacy Status in March, 2013. [Evidence: Willow International Eligibility for Candidacy Application, ACCJC Letter Candidacy for Accreditation Granted 3-6-13]

The SCCC Board of Trustees provides assurance that the Clovis Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of Clovis being approved as Clovis Community College. Clovis continues to be included under Reedley College for accreditation by ACCJC. [Evidence # 722]

Statement of Assurance

We certify that Clovis Community College Center meets the eligibility requirements for initial accreditation.

TBD

President, Board of Trustees
State Center Community College District

Deborah J. Ikeda
Campus President
Clovis Community College Center

Evidence for Introduction