STANDARD I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

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.

Descriptive Summary

The mission statement of Clovis Community College Center (CCCC) addresses the Center's broad educational purpose, intended student population, and commitment to achieving student learning. The current CCCC Mission Statement is:

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

The mission statement supports the State Center Community College District's mission, which reads as follows:

> State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

The following table helps to describe the rationale that the Student Success Committee distilled from the charrette held April 11, 2013 for each bullet point of the mission statement:

Excerpt from the CCCC Mission Statement	Rationale
Creating Opportunities—One Student at a Time	• Focuses on individual success as well as campus-wide success • Emphasizes importance of individuality
We embrace diversity and serve all students of the community;	• Demonstrates the Center's dedication and commitment to diversity and student equity • Addresses ACCJC Standard by defining the intended student population • Demonstrates the Center's desire to serve the entire community
We believe education is based on integrity, generosity, and accountability;	• Embraces core values of the Clovis Community College Center • Incorporates the core values into the mission statement • Aligns with General Education Learning Outcomes related to Personal Development • Demonstrates importance of accountability
We foster critical, creative, and engaged thinking	• Aligns with all major areas of CCCC's General Education Learning Outcomes
We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;	• Defines broad educational proposes as required by ACCJC • Aligns with the district mission statement • Meets Title 5 criteria for college missions in the California Code Section 66010.4
We cultivate community partnerships to enhance student learning and success;	• Promotes commitment of student learning by all campus employees • Indicates that student learning occurs campus-wide • Promotes the business and other community partnerships that help support student learning, active learning, job skills, and campus outreach
We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.	• Promotes all campus employees' commitment to student learning • Grounds planning for all functions in data, research, and innovation • Demonstrates that all planning is conducted in an atmosphere of continuous

	improvement
	• Promotes student learning-centered allocation of resources

The Center's planning process begins with the mission, vision, and values as stated in the CCCC Continuous Improvement – Collaborative Decision Making Process as described in the Integrated Planning/Participatory Governance Handbook from College Center Council 2013-2014. The Center's process for planning and evaluation allows the Center to assess how effectively the Center's programs and services reflect its mission. The mission and vision statements provide the foundation for all the Center's planning processes. <EVIDENCE: PDF of model and CCCC Handbook.>

The mission statement guides the planning and review cycle to ensure that it fully supports and constantly improves student learning through a process of assessment and evaluation. It addresses student learning, accountability, and assessment. It also expresses CCCC's commitment to community engagement and diversity. <CCCC Mission Statement approved by CCCC August 30 2013 minutes>

The common themes of diversity, full access, innovation, quality, and community involvement give purpose and direction to the CCCC's planning, from student learning and support programs through facilities management, staffing, and future programs. These efforts begin and end with reference to the Center's mission.

The Center presents itself to the community and the Center's stakeholders (students, faculty, and staff) primarily through its mission statement. Every classroom at CCCC prominently displays the mission statement; internal and external correspondence includes it.

CCCC's comprehensive curriculum offers general and specific educational opportunities and student services that help ensure student success. In addition, student and academic activities that focus on community involvement and diversity support the mission's emphasis on community participation. <Active Club List Fall 2014>

In terms of community service and outreach, community-based organizations utilize campus facilities. For example, the Clovis Chamber of Commerce Leadership Program participants meet at CCCC each month as part of a two-year leadership training program. Associated Student Body activities, such as the fall Rocktoberfest and Spring Extravaganza, include community-based organizations, local colleges' representatives, green industry representatives, and college-related community groups as part of the outreach efforts to bring the community onto the campus. ADD speaker series (Patrick, Brent, and Matt)

CCCC publicizes many of its activities such as concerts, debates, lectures, and film as open to students of all ages as well as to the public. <Student Activities Information: catalog, etc>

To support this continuous improvement strategic planning effort, CCCC has developed a vision

statement for the Center's future at the same time as and with the same process that we modified the Center's mission statement. The vision statement is:

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

Properly, this document looks forward, focusing on the future of CCCC. Moving forward requires that CCCC know the purpose and the values it honors. The mission statement provides the answer to purpose; the Center's core values are incorporated into both the vision and mission statements. These core values, such as integrity, generosity, and accountability, are the bedrock of the actions the Center takes in support of student success.

The vision statement supports and aligns with the vision statements of the district. Both the Center and the district emphasize student learning, success, access, and diversity through innovation and student support.

The State Center Community College District vision's statement is as follows:

> State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry that is well prepared professionally and personally to contribute to our community.

CCCC, a comprehensive institution, offers 754 courses per year in 39 areas of study leading to associate degrees and certificates through Reedley College. The state-of-the-art facilities include over 175,000 square feet of classroom, laboratory, office, and student services space supported by the most current technology. As described in Standard III, plans for programs, staffing, and facilities guide the Center in its goals of expanding career technical, academic, and student support services in the future. [Evidence # 329, 330] <Class schedule 2013, 2014>

In accordance with the mission and vision, counselors for career, transfer, and academic success, and tutorial services support student success by helping students in specific disciplines. Specialized counseling services assist veterans and disabled students. The acquisition of external funds has allowed the Center to provide additional support services through TRIO-Student Support Services and STEM (Science, Technology, Engineering, and Math) grants. Qualified students receive financial aid, and a professional staff assists students in applying for aid. A full-service library with a growing collection of resources and augmented by an inter-library loan program for the district gives students access to a large range of printed and electronic media.

Basic skills curriculum in reading, writing, study skills, and math support students who are underprepared for college work, and these students have access to tutorial services and workshops that help them acquire the necessary skills and discipline for success.

To support the mission of student learning, CCCC offers enrichment programs for students who qualify. These include an honors program, Alpha Gamma Sigma honors society, student government, and student organizations. For example, campus organizations include the

Gay/Straight Alliance, Latter-Day Saint Student Association, Clovis Art Collective, and clubs for health, philosophy, and environmentalism. Through the State Center Community College District, students can participate in a variety of sports and educational study abroad programs. <Student Activities information: catalog, etc.>

The Center and district's online educational and student services opportunities jointly support and extend the Center's reach to non-traditional students including, but not limited to, the disabled and remote populations. This supports the mission to provide educational opportunities to a diverse population. Students may receive academic and career counseling online and enroll and participate in approximately 26 online class offerings (some in multiple sections). The Tutorial Center is training tutors to use CCC Confer in preparation for launching online tutoring directly from CCCC. A district Blackboard Help Desk, which is available to answer questions and assist with course software problems, supports students. The district library system has a variety of databases and other resources that allow the online student to conduct research and complete reading without visiting the campus, and it also offers students the ability to check out books from any library in the district and have them delivered to the campus closest to the student. <Class Schedule for 2013 and 2014, Blackboard website, Library Database handout>

As explained in detail Standard IIA, one of the most significant outcomes of Program Review for academic programs is the revision of student learning outcomes, which become part of the course outlines of record (COR) and drive the next cycles of student learning outcome assessment, reporting, and evaluation. Although faculty often change the outcomes more frequently than during the periodic program review, they accomplish a complete analysis for revision and articulation with the program learning outcomes and the general education learning outcomes as a regular part of the program review. This also ensures that each class and program remains supportive of the Center's mission statement. [Evidence # 116, 258, 433]

Self Evaluation
CCCC meets this standard. The mission statement drives the constant improvement efforts for better student learning and more effective programs and services through its focus on student learning and student success. In addition, CCCC's mission and vision statements align with those of the district. <SLO and Assessment Bb site>

The mission and vision statements drive the program review process, a continuous systemic quality-improvement plan. The Program Review/Student Learning Outcomes Committee revises the processes for program review at the end of each full-college cycle and, if necessary, more often, to meet new challenges and opportunities. Thus, each program review leads to refinement, modification, and improvement that directly impact student learning and success.

CCCC's cyclical planning processes, including Program Review, Educational Master Plan, Strategic Plan, operational plans (e.g., Facilities, Technology, Enrollment Management, Matriculation, Student Success), and resource allocation requires reference to the mission statement as a part of the process. CCCC plans using a continuous, data-driven, systematic improvement process directed toward a commitment to the goals of student success and student learning through educational effectiveness. Collaborative planning includes a wide variety of

stakeholders present at the table. For example, the College Center Council includes students, administrators, classified personnel, and faculty, all with a voice in achieving consensus. CCCC makes every step of planning transparent and widely communicates through meeting minutes, Blackboard postings, e-mails, etc., and planning meetings are open to visitors. CCCC also scrutinizes the planning process itself for possible improvements. Each spring semester the College Center Council reviews and, if necessary, adapts the evaluation and planning processes. The College Center Council notes the deliberation and any changes in its meeting minutes and publishes in the annually updated Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 Handbook. [Evidence # 123, 85, 128; Integrated Planning/Participatory Governance Handbook from College Center Council 2013-2014 Handbook]

The Accreditation Staff Survey conducted in Fall 2013 shows that 94 percent of the faculty and staff of CCCC believe that "the college center programs, services, and planning are consistent with the mission of the center" and 96 percent responded that "The mission statement defines the broad educational purposes, its intended student population, and commitment to achieving student learning." [Evidence # 127 q. 1, 2]

The Community College Survey of Student Engagement (CCSSE), administered to students during the spring 2013 term showed that 84 percent of the students responding indicated that their personal college experience was excellent or good. They also found the faculty, administration, and staff to be helpful and available. [Evidence # 258 p. 43-49]

CCCC's mission statement demonstrates its commitment to serving the diverse community. CCCC reaches out through the school relations specialist to the demographic groups represented in the community to ensure that the campus reflects the community. For example, CCCC representatives participated in the Clovis North High School's Annual United Black Men Leadership Conference, the Clovis West Chicano/Latino Success Conference, the Clovis High School Latino Conference, the CalWORKS Job Faire, the Central Valley Teen Parents Conference, and specific outreach opportunities for the Chukchansi Native American tribe [Evidence # 141, 266]

The table below lists the area demographics for major ethnic groups as compared to CCCC's student population. Statistics for the area demographics are from 2010 U. S. Census Bureau data, and statistics for the school population are from CCCC's Institutional Researcher (Spring 2014).

Ethnic group	Area demographic	CCCC
White	71%	44%
African-American	3%	4%
American Indian	1%	2%
Hispanic	26%	35%
Asian/Pacific Islander	11%	13%
Race/ethnicity unknown	-	2%

This chart demonstrates that CCCC's student population is more diverse than its service area demographics, especially among students who come from ethnic groups that have traditionally not sought college educations. [Evidence # 141, 258]

Basic skills classes help underprepared students improve their skills so they are ready for the rigors of college work and careers. In order to support the mission, CCCC offers basic skills classes in English (Reading and Composition), math, and study skills. Tutorial services that are available to all students support these classes. [Evidence # 289]

Statewide 40.5 percent of basic skills students successfully complete a basic skills course. Both Reedley College and Fresno City College show similar results for basic skills completion. CCCC's experience is impressive by comparison: 81.8 percent of English basic skills students go on to successfully complete a higher level class in English, and 76.1 percent of math basic skills students go on to complete a higher-level class in math. [Evidence # 331, 141, Basic Skills Persistence 2014]

CCCC's mission includes transfer as a goal. The California State Chancellor's Office Research and Planning Group: Center for Student Success recognized Reedley College as a "higher than expected" transfer-rate college, and focused their attention on CCCC as a campus where the culture is defined as, "transfer is expected." They noted that the college campuses have a student-centered focus (page five) and "extremely strong relationships with feeder high schools" (page six). They also noted that tutorial services, transfer days, early alert, and honors programs contribute to the high transfer rate to four-year institutions. According to the National Student Clearinghouse, CCCC transferred 239 students to UC and CSU campuses after the 2012-2013 academic year and an additional 94 students to various other four-year institutions. That is a 26 percent transfer rate of students to UC or CSU schools whose last term was during the 2012-2013 academic year. [Evidence # 41][RC CCCC Transfer Report]

The breadth of CCCC's career technical education (CTE) programs is reflected in a growing enrollment of 18 percent. Career Technical Education programs currently being offered at the CCCC include child development, information systems, business, and criminology. CCCC is developing future academic and CTE programs as part of the Future Program/Staffing and Facilities Plans as the district looks forward to future local bond measure initiatives. The Center has worked with the Deputy Sector Navigator for Health Sciences Careers (Doing What Matters) to identify appropriate CTE programs. This included review of regional labor market data and discussions at the Campus President's Cabinet. In addition, the Campus President sits on the board for St. Agnes Hospital and for California Health Sciences University. Because of the Campus President's relationships with those institutions, she understands and can plan to address the community's needs. Based on this research, the Center plans to develop programs for occupational therapy technicians, physical therapy technicians, and pharmacy technicians. CCCC also utilizes funding from the Career Advancement Academy Grant in offering a Water Technology program and Information Technology program. Although the funding for this program will end in 2015, the Center will institutionalize this program and fund it through CCCC's base funding. In regards to academic programs, the passage of SB 1440 and SB 440 requires that Associate Degrees for transfer play a significant role in future course and program

additions. Also, the Student Success Taskforce recommendations influence the continued focus on increasing student success and student completion. [Evidence # 685] <Evidence: Cabinet meeting minutes, Deputy Sector Navigator website, hospital and university websites>

Actionable Improvement Plan
None

2. The mission statement is approved by the governing board and published.

Descriptive Summary
The Board of Trustees approved CCCC's new mission statement on July 2, 2013. The Center publishes it in all major Center documents, posted throughout the school buildings in each classroom, and added to administrator e-mails. This accomplishes the goal to have all stakeholders aware of the Center's mission in order to hold itself and others accountable. As evidenced by the accreditation survey results mentioned earlier, the mission statement, well recognized as the foundation for planning, is an integral part of CCCC's planning process. <Evidence: June 2, 2013 BOT minutes, WI Accreditation Survey results>

Self Evaluation

CCCC meets this standard. CCCC revises its mission statement, which every standing committee on campus annually reviews during the fall semester each year, periodically through a collaborative process. The Campus President submits the resulting mission statement to the Board of Trustees for approval, and upon approval, CCCC publishes it widely and uses it as the foundation of planning.

Examples of publication of the mission statement include the Center's website, all administrator e-mails (external and internal), all major publications, and postings in every classroom on campus. The Campus President reads it at the beginning of the two Duty Days each year as a reminder of CCCC's commitment to its principles, and the College Center Council prints it on each College Center Council meeting agenda to remind members that the mission is central to the continuous improvement process. <Duty Day Agendas>

The mission statement is in the center of CCCC's planning matrix, so every step of evaluation and planning requires reflection on the mission. In addition, the Accreditation Survey indicated that 93.9 percent of respondents agree and/or strongly agree that the "College Center's programs, series, and planning are consistent with the mission of the Center." Also, 96 percent of respondents indicated that the "mission statement defines the Center's broad educational purposes, its intended student population, and commitment to achieving student learning." <Evidence: Planning model, Accreditation Survey>

Actionable Improvement Plan
None

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.**

Descriptive Summary

The current mission statement went through a thorough review and modification process during Spring 2013. The Campus President initiated this process to review and modify the former mission statement to align with the district's 2012 Strategic Planning Council revised mission statement, vision statement, and strategic plan. <EVIDENCE> Faculty, staff, and administration worked to revise the vision statement as the Center transitioned from a center to a college upon receiving Candidacy Status from ACCJC in March 2013.

The modification process of the mission statement began with a charrette held on April 11, 2013 in the CCCC Library. The charrette included campus, district (faculty, staff, students, and administration), and community representatives and focused on gathering input to rewrite a new mission and vision statements for the campus. Participants at the charrette completed activities that assisted the campus in developing a modified mission statement. Administration gathered input using a collaborative activity in which groups wrote feedback on 8 by 11" paper and then placed them on the wall for everyone to see. Discussion followed to identify and prioritize the direction of the Center. The Vice President of Instruction and Student Services collected this input and presented it to the Student Success Committee for review in developing a new mission statement.
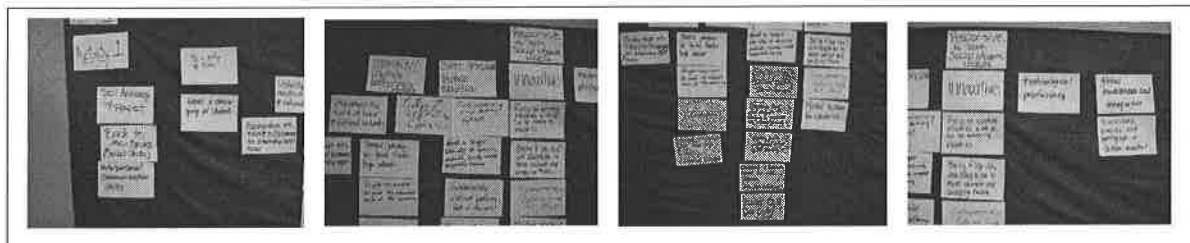
Starting in late April 2013, the Student Success Committee reviewed all of the feedback from the charrette. Utilizing this input, they drafted a mission statement to present to the College Center Council for a first read. The College Center Council consists of all campus constituency groups. After a second read, the College Center Council approved the proposed mission statement in May 2013. <EXACT DATE>. The Board of Trustees then approved the mission statement on July 2, 2013.

To ensure the mission and vision statements remains relevant, every committee on campus reviews and discusses the vision and mission statements at its first meeting every year. The committees submit proposed changes to the College Center Council for review. If a revision is necessary, the College Center Council will create an ad hoc committee or standing campus committee to be charged with rewriting the mission statement to address any and all comments. This ad hoc committee will consist of a broad range of representatives from all constituent

groups (faculty, staff, students, and administrators). The College Center Council charges this committee with rewriting the mission statement to address any and all comments. After the ad hoc committee determines the new draft mission statement(s), a review and approval process takes place in which all constituents will have input on the mission statement(s), with the College Center Council and the Board of Trustees approving the final draft. <CCCC Integrated Planning/Participatory Governance Handbook>

Self Evaluation
CCCC meets this standard. During the last revision of the mission statement in Spring 2013, the Student Success Committee, comprised of administrators, instructors, and classified personnel, initiated a comprehensive process of reviewing and modifying the Center's mission statement. This process centered on input from the charrette that occurred on April 13, 2013, which the Student Success Committee later utilized to draft a proposed mission statement that the College Center Council and Board of Trustees then approved. <Evidence Charrette evidence, student success minutes, College Center Council minutes>

Upon the Board of Trustees' approval, administrators and staff attached the mission statement to all major Center communications. E-mails from administrators, faculty, and staff, and all newsletters list the mission statement. CCCC displays the mission statement on placards throughout the campus.

Other opportunities for participation and input occur through regular meetings of the College Center Council, Academic Senate, Classified Senate, and Department Chairs. The College Center Council charges these committees with reviewing the mission statement at least once per year, generally at the first meeting of every academic year. <CCCC Integrated Planning/Participatory Governance Handbook>

Furthermore, the program review process, which takes place every five years, involves making direct connections between the Center's mission and the programs it offers. By going through the program review process, the Center systematically assesses instructional programs, student support services, and administrative services using quantitative, qualitative, and student learning data to assess the degree to which programs and services effectively support the mission and the strategic plan. <Program Review Cycle Handbook>

Actionable Improvement Plan
None

4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary
As the foundation of the Center's planning process, CCCC faculty, administration, and staff use the mission statement in conjunction with the Educational Master Plan for an integrated planning process. CCCC implements the annual strategic plan based on the previous year's assessment of the strategic plan goals and objectives within the following basic themes:

- Student Success
- Student Access
- Teaching and Learning Effectiveness
- Economic and Workforce Development
- Communication
- Organizational Effectiveness
- Community and Resource Development
- Accreditation
- Fiscal Oversight

Each year, after a review of data and needs for each of these themes, administration, faculty, and staff prioritize Strategic Plan goals consistent with the mission statement. Faculty and administration develop these goals through dialogue at the Duty Day workshops, through specific committee reports, and through administrative review. Faculty and administration align the specific goals with the district strategic plan. As faculty and administration implement specific efforts, they gather data and review the programs for constant improvement and to determine future strategic goals.

As stated in our Educational Master Plan, "The most critical elements of planning are:
- [Clovis Community College Center's] commitment to a process which engages in a deep, honest, self-evaluation
- Hard analysis and observation of community need
- Open-ended brainstorming of possibilities
- The making of clear choices; reflected in specific goals and objectives
- Realistic plans for implementation

Setting realistic objectives in a timely manner is essential to successful planning."
<2013-2017 Strategic Plan, Strategic Plan Report for 2012-2013 and 2013-2014, Education Master Plan,>

The institution's mission is central to the development of the Center's planning and decision making process as evidenced by the Continuous Improvement- Collaborative Decision Making Process in which CCCC uses the cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation to improve student learning. Section I.B.3 describes this process in detail, with the mission and vision being at the core of the process resulting in all planning efforts revolving around the mission statement. <CCCC Integrated Planning/Participatory Governance Handbook>

The Center's budget development process and allocation of funds integrates the strategic planning goals and objectives. As described in Standard III. D.1.d, each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, each division may request additional resources for program needs as identified through program review recommendations. Completing an "Action Plan Funding Request" form defines the proposed project or budget request, along with the connection of the funding request to the strategic planning goals and

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objectives, Educational Master Plan, Enrollment Management Plan, Technology Plan, Student Success Plan, student learning outcomes, or any other planning document which justifies the support of the request. All staff receive this form via email, and the CCCC website houses the form. <Action Plan timeline and template>

Department Chairs, on behalf of department members, present these requests at College Center Council meetings. The College Center Council consists of the Campus President (co-chair), Vice President of Administrative Services (co-chair), Vice President of Instruction and Student Services, deans of instruction and students, Department Chairs, Academic Senate President, Past Academic Senate President, Classified Senate President, Classified Representative, Secretary to Campus President, Associated Student Government Representative, Student Learning Outcomes Coordinator, Program Review Coordinator, Director of Student Success, Equity, and Outreach, Director of Technology, Institutional Researcher, and an adjunct faculty representative.

Through the collaborative decision-making process, this broad based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans as well as accreditation requirements. As mentioned above, all of these plans contain goals, objectives, and activities which are reflective of the mission of the institution. <CCCC Integrated Planning/Participatory Governance Handbook, AR 7120: recruitment of faculty, Certificated request memo>

Self Evaluation
CCCC meets this standard. The mission and vision of the institution form the core of the Continuous Improvement-Collaborative Decision Making Process described in section I.B.3, with all planning efforts revolving around these elements. Also, the Educational Master Plan, Strategic Plan, and operational plans (e.g., technology, enrollment management, student success, facilities, and matriculation) tie to the mission statement, and the College Center Council reviews these plans for consistency with the mission and vision of the institution.

Program Review reports include direct discussion of how the program supports the mission statement, as well as the allocation of resources by tying the funding requests to existing Program Review recommendations or planning goals and objectives. <Evidence: Cycle 3 Program Review Handbook>

To ensure that the mission statement remains central to the decision-making process, administration distributes it throughout the campus community via posters, e-mail correspondence, and electronic screens in the Academic Center foyer, newsletters, and committee agendas.

The accreditation survey of faculty, staff, and administration conducted in Fall 2013 specifically addressed the mission statement through the following questions shown with the results:

1. The College Center's programs, services, and planning are consistent with the mission of the Center. (93.9 percent of the 99 respondents agreed or strongly agreed to this statement).

2. The mission statement <u>defines</u> the College Center's broad educational purposes, its intended student population, and commitment to achieving student learning. (96.0 percent agreed or strongly agreed to this statement).

Actionable Improvement Plan
None

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.

Descriptive Summary
Collaborative and continuing dialogue at CCCC aims to constantly improve the student learning environment and student achievement through appropriate allocation of resources and through programs and processes. All stakeholders have designated roles in the planning process, base planning on solid evidence, and refine it through constant re-evaluation. Stakeholders have access to the entire planning process as described in the Faculty Handbook and in the Integrated Planning / Participatory Governance Handbook.
Evidence: Faculty Handbook 2014-2015; CCCC Integrated Planning/Participatory Governance Handbook

The Center accomplishes this improvement through a process of planning and implementation that uses research to create plans consistent with its mission. At every step, the key component of collaborative discussion takes place during the planning. CCCC allocates resources on the basis of these plans and implements the plan while maintaining strict oversight and monitoring (both subjective experience with the program and data analysis) to create reports for re-evaluation of the plan. This information, in turn, leads to further planning, refinement, or change. The following chart provides a graphic model of the Center's Continuous Improvement – Collaborative Decision Making Process:

Continuous Improvement – Collaborative Decision Making Process
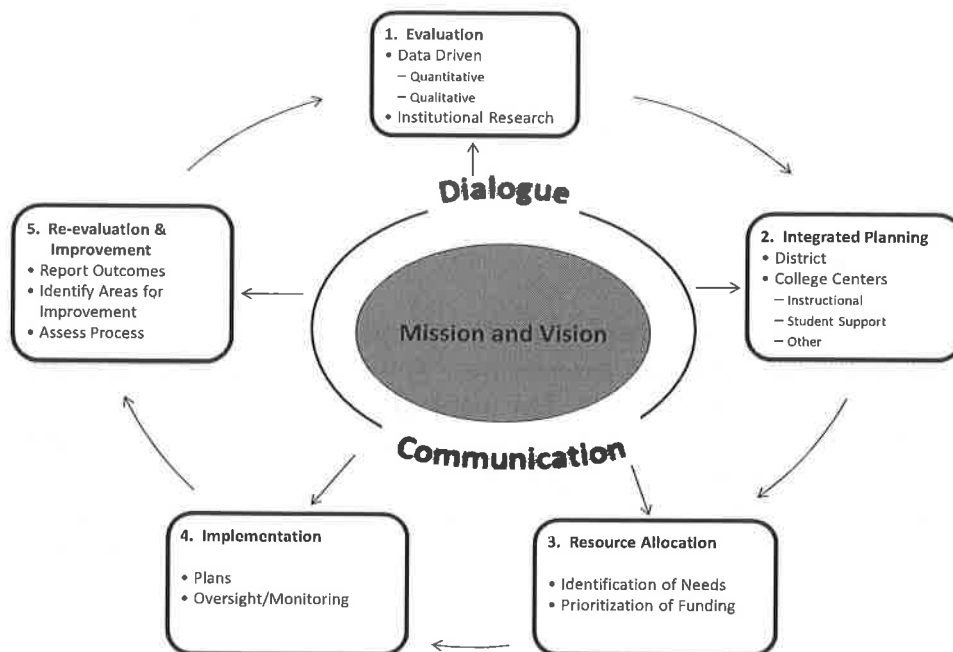
Throughout the planning processes, communication is key. Faculty, staff, and administration have established a culture of communication through extensive formal and informal dialogue with stakeholders through newsletters and meeting minutes and through ready access to data and meeting minutes on the Clovis Community College Institutional Planning website on the Blackboard portal, readily available to all stakeholders. Some pages have private pages, accessible to password holders, for confidential information.

Discussions and review of data occur at College Center Council, Program Review/Student Learning Outcomes Committee, Flex Day activities, and the Student Success Committee to name a few. Through these five steps of the Center's integrated planning model, ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes take place:

(1) Evaluation, driven by qualitative and quantitative data, enriches conversations with appropriate stakeholders. Decision-makers draw on such tools as surveys; community conversations; Program Reviews; student learning outcome assessments for courses, programs, and institutional goals; Student Success Scorecard, etc. CCCC recently transitioned from a part-time researcher to a full-time researcher which was a part of CCCC's transitional Staffing Plan. The Center will have a full-time Institutional Researcher in place by the end of the Spring 2015 semester. The Center draws additional data from the SCCCD Institutional Research Department, which maintains a data bank webpage available to all stakeholders (www.ir.scccd.com). Evidence: Clovis staffing plan; CCC Handbook, Survey Data (accreditation, CCSSE), PR/SLO data, office of institutional research link

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(2) Integrated planning ensures the CCCC Strategic Plan fully supports the SCCCD Strategic Plan and so strategic goals directly affect the overarching goal of continual improvement of student learning through innovative and sound instructional programs and through student support programs such as tutorial and library services.

CCCC has developed various planning documents and engage in the cycle for improvement and revision as necessary. For example, through consultation and collaboration among the faculty, classified staff, student representatives, and administration, the Center developed an Educational Master Plan and a four-year Strategic Plan with annual updates, and living plans for enrollment management, student success, matriculation (Student Success and Support Program), technology, and future needs (program reviews and annual reports, facilities, and staffing). Additionally, the Needs Study Report that CCCC submitted to the state Chancellor's Office has also provided insight and direction for the Center.
Evidence: SCCCD Strategic Plan 2012-2016; CCCC Strategic Plan 2013-2017; Education Master Educational Plan; Enrollment Management Plan; Student Success Plan; Technology Plan; Staffing Plan, Needs Study Report

The College Center Council has responsibility for the process of developing and implementing a plan. In Fall 2014, the College Center Council established the Strategic Planning Subcommittee to assist the College Center Council committee with the planning and assessment of the Center's Strategic Plan. This subcommittee consists of the Institutional Researcher, Vice President of Instruction and Student Services, two faculty (instructional and non-instructional), and a student. The Campus President's Cabinet approved the subcommittee during the Campus President's Cabinet and the College Center Council meetings in Fall 2014.
Evidence: Strategic Planning Subcommittee Memo, Campus President's Cabinet agenda and minutes, CCC Agenda and minutes

The College Center Council includes representatives of all constituent groups (administration, faculty, classified, and students). As stated in Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015, the College Center Council aims to "assess and improve upon the existing process of evaluation, planning, and improvement for the Clovis Community College Center, with an emphasis on the Center's strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource allocation, implementation, and reevaluation will become part of the organizational culture of the center."
Evidence: Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015

(3) Resource allocation, an integral part of the planning process, begins with identification of needs. Although the district determines and allocates the general budget, the College Center Council plans and approves most of the projects not covered by the general fund. Faculty and staff members complete an Action Plan Funding Request, which identifies projects and expenditures that may be covered by lottery funds, grant funds, etc. The form requires that the project directly support the mission statement and specific planning documents (Strategic Plan,

Enrollment Management Plan, Student Success Plan, etc.) and/or to Program Review or student learning outcomes assessments. The request also requires that the originator establish a time line, set goals, explain the need for the funds, and designate an individual responsible for the implementation and monitoring of the project.
Evidence: Action Plan Funding Request Template and Guide

As a part of resource allocation, a Staffing Plan establishes future needs for academic and classified personnel to provide for growth and establish sufficient personnel for all of the college functions currently performed on CCCC's behalf by Reedley College. The Campus President's Cabinet regularly reviews this Staffing Plan to ensure the Center meets its staffing needs.
Evidence: CCCC Staffing Plan, Campus President Cabinet agendas and minutes

The deans of instruction and student services in collaboration with discipline faculty, the Vice President of Instruction and Student Services, and the Campus President develop externally funded grant resources and community partnership resources to ensure appropriate expenditures.

(4) Implementation. Once the College Center Council approves resources and makes them available, responsible individuals in cooperation with administration and appropriate faculty and staff implement the program and make regular reports to the College Center Council for oversight.
Evidence: CCC Handbook, CCC minutes

(5) Re-evaluation and improvement. The Institutional Researcher collects qualitative and quantitative data, compares data with the goals of the program, and those results guide decisions. Through the collaboration and consultation with stakeholders, College Center Council may set new goals, change processes, or make other changes to ensure effective utilization of resources that support the goal of student learning.
Evidence: CCC Handbook, PR/SLO Progress Reports, CCC minutes

The availability of materials generated by committees and programs makes the work at CCCC transparent to the community, potential and current students, and to out-of-area potential stakeholders such as distance education students. Interested persons use the web resources maintained by the campus, thus allowing both on-site and remote participants to feel involved and connected with CCCC.

Self Evaluation
CCCC meets this standard. Results from the Accreditation Survey conducted in Fall 2013 support the engagement of the program review process, with a cumulative 92.6 percent of respondents marking either "agree" or "strongly agree" when asked if "Review of programs and services is integrated into the College Center's planning process."
Evidence: Accreditation Survey Question 4

Regarding campus-wide participation in the dialogue and communication process, faculty and staff stated in the same survey that they had adequate opportunities for input, with 94.7 percent choosing "agree" or "strongly agree" in response to the statement that "The College Center's

planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees." Faculty and staff value this engagement in the process as evidenced by the survey respondents' overwhelming agreement with the statement that the "College Center facilitates an ongoing dialogue about improving student learning and institutional processes," with 62.5 percent strongly agreeing, and 31.3 percent agreeing with the statement.
Evidence: Accreditation Survey Question

In consultation with faculty, the SLO Coordinator has-established processes for evaluating student learning. Since 2008, the SLO Coordinator has given presentations or workshops on SLOs almost every Duty Day. 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.
Evidence SLO PLO GELO Discussion Groups and Agenda, SLO Workshop FA 2014

An example of campus-wide dialogue and communication occurred Fall 2014 Duty Day when faculty and staff reviewed all of the Strategic Planning Agendas, which resulted from the accreditation self-evaluation process and identified which objectives CCCC has met, suggested specific strategies to reach the remaining objectives, and recommended specific and measurable objectives and strategies.
Evidence: Fall 2014 Duty Day Agenda and photos, 2014-2015 Priorities for CCCC Strategic Plan

Actionable Improvement Plan
None.

2. **The institution sets goals to improve its effectiveness consistent with its stated purposed. 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.**

Descriptive Summary
The criteria used to set goals come from multiple data sources. Data outlined in the Educational Master Plan provide the foundation for CCCC's long-term goals, while the 2013-2017 Strategic Plan contains data that drive the next year's planning goals and objectives. These data include community demographics, trends, and the full-time to part-time faculty ratio by institutional departments and enrollments. Program review is also data-driven, and the College Center Council reviews the resulting recommendations. Programs produce reports from their respective reviews, available on the CCCC PR/SLO Blackboard site. Student learning outcome assessment tools are now in place, and faculty are assessing learning outcomes systematically. Faculty analyze and use student learning outcomes assessment data to improve instruction and student services continuously. Similarly to Program Reviews, faculty share student learning outcomes, assessment tools, and data derived from assessment implementation on Blackboard. Faculty use

funding such as grants and awards, and California State Lottery funds to support institutional improvement and set fiscal goals as formally laid out in the annual budget.

All members of the CCCC community understand and participate in the goal-setting process, and as a result, both develop goals they believe in and work hard to reach. The Faculty Handbook and Integrated Planning/Participatory Governance Handbook from College Center Council 2013-2014 outline the processes used in establishing the annual goals and objectives. Monthly board reports and e-mail correspondence communicate the process used in allocation of resources through Action Plan Funding Requests. On Duty Day, CCCC faculty, staff, and administration validate goals and priorities for the 2013-2017 Strategic Plan.
Evidence: Faculty Handbook, Duty Day Agendas, Campus Ikeda's Board Reports, CCCC 2013-2017 Strategic Plan, CCC Handbook, Duty Day Presentations

CCCC monitors success in meeting goals by periodically assessing the Strategic Plan throughout the year. The College Center Council receives a mid-term report and then a final update on objectives and accomplishments each spring. To formulate the next year's goals and objectives, CCCC uses data from the Strategic Plan Matrix. Lottery funding supports instruction, student services, and operational services based upon the Strategic Plan as well as departmental Action Plan Funding Requests, the Educational Master Plan, Technology Plan, Enrollment Management Plan, Matriculation Plan, and Student Success Plan.
Evidence Mid Term Final Update Strategic Plan 2011-12 1-19-12

The Center utilizes a Strategic Plan that includes clear and measureable goals that align directly with the goals of the district Strategic Plan. The Center also collaborates to identify priorities for each academic year. This process includes campus participation coupled with data metrics in also identifying goals that have been completed. For example, the College Center Council along with the Accreditation Steering Committee completed a strategic plan prioritization process in 2013-2014. The Center's Institutional Researcher verified these results and shared them with the College Center Council. During the Duty Day activities on August 7, 2014, the Vice President of Instruction and Student Services led a campus-wide workshop to repeat the Strategic Plan prioritization process. Again the Institutional Researcher verified the results and shared the final Strategic Plan Priorities at the College Center Council for discussion.
Evidence: 2013-2017 CCCC Strategic Plan, 2013-2014 Strategic Plan Priorities, 2014-2015 Strategic Plan Priorities

The Center has created a Strategic Plan Annual Report that summarizes the progress made thus far in achieving the Center's goals. As a result, the institution can see real data of the degree to which it has met goals and objectives. In addition, the Center works with the Vice Chancellor of Educational Services in creating a Using the Strategic Plan Outcomes Matrix. This matrix ensures the coherence of the Strategic Plan with other documents such as the Educational Master Plan, accreditation actionable improvement plans, and the district Strategic Plan.
Evidence: CCCC 2013-2014 Strategic Plan Annual Report, SCCCD Strategic Plan Matrix 2013-2014

Self Evaluation

CCCC meets this standard. The 2013-2017 Strategic Plan included nine goals. CCCC has already fully or substantially fulfilled three goals. For example, the Center met the objective to implement a process to identify gaps in program needs that could be addressed through appropriate grants and other resources. Faculty, staff, and administration prioritized objectives and established objectives for 2014-2015, 2015-2016, and 2016-2017. Annually reviewing the Strategic Plan on Duty Day involves all major stakeholders, assuring that institutional members understand these goals and work collaboratively toward their achievement.
Evidence 2012-2013 Strategic Plan Matrix; 2013-2017 WI Strategic Plan Priorities Jan 2014; 2013-2014 Clovis Strategic Plan Annual Progress Report

Participants in the process agree that the dialogue and review process have a positive impact on planning. Results of the Accreditation Survey conducted in Fall 2013 indicated that 92.6 percent of the respondents agreed or strongly agreed that the "review of programs and services is integrated into the College Center's planning progress." An example given for this survey was that "Program review recommendations are reviewed by the College Center Council and Strategic Planning for Implementation." This indicates strong support for the value of the program review process in actual implementation of improved day- to-day teaching, counseling and other student-oriented functions of the Center.
Evidence: 2013-2017 WI Strategic Plan Priorities Jan 2014, Accreditation Survey q.4

During Fall 2014 Duty Day, the faculty, administration, and staff met together and collectively reviewed each of the 2013-2017 Strategic Plan goals as part of a prioritization process. Faculty, staff and administration participated in this prioritization activity. Participants reviewed the Spring 2014 priorities and worked in groups in determining the level for all of the goals in the Strategic Plan. Groups determined if they thought each goal was considered complete, ongoing, 2014-2015, 2015-2016, or 2016-2017 goals. Each group shared and discussed its results with the all of the participants until consensus was met for each goal classification. As result of this activity, CCCC updated the 2013-2017 Clovis Strategic Plan Prioritization.
Evidence: Fall 2014 Duty Day Agenda, Prioritization "blue wall" photos, Updated 2013-2017 Clovis Strategic Plan Prioritization document

During Fall 2014, the Vice President of Instruction and Student Services and the Institutional Researcher presented the 2013-2014 Clovis Community College Center Strategic Plan Annual Update. Members of the College Center Council reviewed the report, made suggestions, and the College Center Council approved the report in December 2014. The 2013-2014 Clovis Community College Strategic Plan Annual Update report describes all of the goals that were determined to be "complete" as part of the Duty Day activity described above, including supporting evidence. The 2013-2014 Clovis Community College Center Strategic Plan Annual Update report replaces the previous method of the assessment matrix in assessing and analyzing the Center's strategic plan.
Evidence: CCC Agenda and minutes, 2013-2014 Clovis Community College Center Strategic Plan Annual Update, 2012-2013 Strategic Planning Matrix

Additionally, during Fall 2014, the College Center Council approved the Vice President of Instruction and Student Services' and the Institutional Researcher's proposal of a Strategic Planning Sub-committee. In order to meet the needs of assessment, planning, and continuous improvement, the College Center Council approved the establishment of a planning subcommittee charged with overseeing all areas of strategic planning in November 2014. This committee would be a small working group that addresses the campus's needs of strategic planning and assessment. This committee consists of the Vice President of Instruction and Student Services, the Institutional Researcher, one instructional faculty, one non-instructional faculty, and a student.
Evidence: College Center Council Agenda and Minutes, Strategic Planning Subcommittee proposal

Actionable Improvement Plan
Purchase a strategic planning software system such as TracDat to better serve the planning process.

3. **The institution assesses progress toward achieving its state goals and makes decision 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.**

Descriptive Summary
The Center engages in decision-making processes that are cyclical and ongoing. Institutional planning begins with the district's Board Policy 3250 on Institutional Planning. This policy ensures that the district "implements a broad-based comprehensive, systematic and integrated system of planning." The Center's planning processes consists of both short-term and long-term planning components. The integrated planning process relies on the Center's model, called the Continuous Improvement – Collaborative Decision Making Process model, to drive the cyclical planning and assessment processes. This planning process has five major steps: evaluation, integrated planning, resource allocation, implementation, and re-evaluation (as also described in I.B.1). This planning process includes regular review of the plans and planning process in which are driven by the Center's mission and vision statements. The Center's planning processes include evaluation of the planning processes via program review, assessment of student learning outcomes, strategic planning annual reports, action plans, and campus-wide surveys. The action plan process (resource allocation requests) is integrated with the multiple planning processes of the Center.
Evidence: BP 3250, CCC2014-2015 Integrated Planning/Participatory Governance Handbook

The Center employs the following resources to guide the Center's planning processes: the Educational Master Plan, the Needs Assessment Report, the District's 2012-2016 Strategic Plan, the Enrollment Management Plan, the Student Success Plans (Student Success and Support Program Plan and Student Equity Plan), and the Distance Education Handbook/Strategic Plan. Each plan is integrated into the work of the College Center Council and its subcommittees and is key to the resource allocation process.

One of the Center's major planning processes is program review. There are two major categories of the Program Review reports. The first is the comprehensive program review process. This process follows a five-year cycle and includes all instructional and non-instructional programs to submit a comprehensive five-year Program Review. The comprehensive program review process includes all instructional programs, non-instructional programs, and administrative. The Center's comprehensive program review process systematically assesses instructional using qualitative and quantitative data for the purpose of demonstrating, improving and communicating program effectiveness; identifying program strengths and difficulties and emerging trends; and facilitating improvements through substantiated goals. The comprehensive Program Review report also demonstrates how programs and services effectively support the mission, vision, Strategic Plan, and Educational Master Plan. All of these elements are included in each comprehensive Program Review report and rigorously reviewed by the Program Review/Student Learning Outcomes Coordinator. All comprehensive Program Review reports are posted on the Program Review/Student Learning Outcomes Blackboard website.
Evidence: Program Review Cycle 3 Handbook, Comprehensive Program Review Reports (History, Child Development), PR/SLO Website

Additionally, the comprehensive review report includes a section dedicated to student learning outcomes and program learning outcomes. Faculty, staff, and administrators highlight the results of their outcomes assessment results and improvement strategies as a result. This section also includes any additional resources needed to support the improvement of student learning or address gaps found. These resources may include additional staffing/faculty, equipment, or technology. These request for these resources are also included in the goals section of the report that the Program Review/Student Learning Outcomes Committee substantiates at the end of each semester. If the committee substantiates the request, then the department representative will submit an Action Plan to support the request.

The comprehensive program review process is also critical in the planning of the Center with the goals that are substantiated each semester. These goals are a result of a reviewing the data and progress made within the department over the last five years. Department representatives (faculty, staff, and administrators) take this opportunity to evaluate the program from all perspectives. Once this is complete, goals are indicated at the end of the document that may or may not need additional resources. All of these goals are substantiated via a rigorous review process each semester. These goals drive the planning of the department in support of the Center's mission and Strategic Plan.

Another important planning document is the Program Review/Student Learning Outcomes Annual Progress Report (APR). Faculty, staff, and administrators submit this annual report in updating progress towards the goals delineated from the most current comprehensive Program Review report. This annual progress report also includes addressing the assessment results of student learning outcomes and program learning outcomes. This document is also critical to the planning process as any new program needs and a rationale are included in the report. The co-chairs of the Program Review/Student Learning Outcome Committee present APRs annually to the College Center Council. All APRs are posted on the Program Review/Student Learning Outcomes Blackboard website.

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Evidence: APR Template, APR examples (History, Child Development), PR/SLO Blackboard website

The Center's Strategic Plan is a four-year plan that addresses nine major areas: student success, student access, teaching and learning effectiveness, economic and workforce development, communication, organization effectiveness, community and resource development, accreditation, and fiscal oversight. The goals of the Center's Strategic Plan align directly with the district's Strategic Plan with the exception of goals 8 (accreditation) and 9 (fiscal oversight). These goals are vital to the Center's planning processes as the Center transitions from center to college status. Evidence: 2013-2017 CCCC Strategic Plan, 2012-2016 SCCCD Strategic Plan

Objectives of each goal are assessed annually through a planning matrix and/or annual report. For the 2013-2014 academic year, the Vice President of Instruction and Student Services worked closely with the district's liaison to planning and accreditation in finalizing a matrix that lists all of the activities and data to demonstrate assessment and progress. During the Fall 2013 semester, a collective representation from the College Center Council committee and the Accreditation Steering Committee participated in a prioritization exercise to review and prioritize all of the goals of the Center's 2013-2017 Strategic Plan. These results were used to identify goals that were considered complete, ongoing, 2013-2014 goals, 2014-2015 goals, and 2015-2016 goals. Faculty, staff, and administration reviewed these goals again during the Duty Day Strategic Plan workshop. Campus-wide participants (faculty, staff, and administration) reviewed the goals and determined updated the goals to fall into one of the following categories: completed, ongoing, 2014-2015, 2015-2016, or 2016-2017. This allows the Center to have focus and clarity regarding the goals of the Center. Later in the semester, the Vice President of Instruction and Student Services presented the 2013-2014 Strategic Plan Annual Update report to College Center Council, and the College Center Council approved it in December 2014.
Evidence: 2012-2013 Strategic Plan assessment matrix, 2013-2014 Strategic Plan Progress Report

A collaborative decision-making process connects planning and resource allocation. The funding process for the overall operation of the district and its colleges and centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by approval by the Board of Trustees. The College Center Council uses an Action Plan Funding Request form for the allocation of resources for projects not covered by the general fund budget. Lottery and grant funds (e.g., Perkins) require the individual faculty or staff member to complete the Action Plan form, which asks the writer to show how the funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Matriculation Plan, Technology Plan, Student Success Plan), and/or student learning outcomes and Program Review recommendations. A work plan in this document outlines the specific activities or items desired, funding needed, person responsible and timeline as well as organizational areas that the item/activity desired will impact. Based upon the budget development calendar, the College Center Council discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year. [Evidence # 85, 27, 38]

In terms of academic staffing, department chairs work collaboratively in prioritizing requests, which they send to the Campus President for consideration. Department chairs also share and discuss these results at College Center Council meetings. The Future Programs/Facilities/ Staffing Plan document developed in response to the Educational Master Plan's data and recommendations identifies classified staffing positions. Section III.A of the self-evaluation describes this process in detail.

The deans of instruction and student services develop externally-funded grants and community partnerships (e.g., Workforce Investment Boards) in collaboration with the Vice President of Instruction and Student Services and district grant personnel. The district SCCCD Foundation also provides mini-grants for instruction and student support projects as well as student scholarships.

Institutional-set standards are another way the Center assesses progress towards achieving its goals. The development and implementation of institution-set standards came from the work of the Student Success Committee. The Institutional Researcher presented and vetted data in a variety of metrics 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 the Center hopes to achieve. Once the standards were set, the Institutional Researcher presented them to the College Center Council, which accepted the document and to whom the Institutional Researcher will give a report annually.
Evidence: Institution set standards, program review data analysis, action plans, Student Success Agendas and Minutes, CCC Agenda and Minutes

Self Evaluation
CCCC meets this standard. The Center continues to participate in ongoing and integrated planning processes. Planning is clearly part of the Center's culture. With the five major steps of the Center's Continuous Improvement – Collaborative Decision Making Process, the Center is clearly at the Sustainable Continuous Quality Improvement level of the ACCJC's Planning Rubric for Evaluating Institutional Effectiveness. The Center continually engages in ongoing, robust, and pervasive channel of communication occurs relative to planning, resource allocation and improvement. The Institutional Researcher collects and analyzes data as described above, with ongoing review and adaption of evaluation and planning processes done primarily through the College Center Council, department chairs, the Campus President Cabinet, and Duty Days. Evidence: ACCJC Rubric, College Center Council Agendas and Minutes, Resource Allocation Guide, Office of Research reports, Duty Day Agenda and Minutes, Campus President's Cabinet Agenda and Minutes

In addition, the 2013 Accreditation Survey indicated that the Center engages in ongoing dialogue and the Center's planning process and the Center's. These results are summarized below.

2013 Accreditation Survey Question	Percentage of respondents that indicated either "strongly agree" or "agree" to the question
3. The College Center facilitates an ongoing dialogue about improving student learning and institutional processes: Examples could include duty day workshops, Program Review process, Student Success Committee activities & workshops (Basic Skills Initiative), Action Plans, Department meetings, etc.	**93.8%**
4. Review of programs and services is integrated into the College Center's planning process. Examples could be how Program Review recommendations are reviewed by the College Center Council and Strategic Planning for implementation.	**92.6%**

Evidence: 2013 CCCC Accreditation Survey

Examples of evidence for each step of the Continuous Improvement Collaborative Decision Making Process that CCCC is using in the improvement of institutional effectiveness include the following:

One: Evaluation – The analysis of quantitative and qualitative data is the driving force behind the Center's dialogue and integrated planning efforts. Examples of sources of data to be reviewed include survey results, community input through comprehensive program review reports, APRs (Annual Progress Reports), Educational Master Plan, SCCCD District Fact Sheets, and Strategic Plan 2013-2014 Annual Update reports, Strategic Planning Assessment Matrix and other relevant data such as the Scorecard report (for Reedley College) from the California Community College Chancellor's Office.
Evidence: Program Review Cycle 3 Handbook, comprehensive program review reports, APRs, Strategic Plan Annual Report for 2013-2014, Strategic Plan Assessment Matrix for 2012-2013, Scorecard report

Up until November 2014, CCCC has shared an Institutional Researcher with Reedley College, during which 50 percent of her time was dedicated to CCCC. However, with additional funds from Student Equity, the Board of Trustees approved a full-time researcher on November 6, 2014. The Center now employs a full-time institutional researcher whose duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision-making model. The SCCCD Department of Institutional research provides additional statistical support used in the evaluation process. The SCCCD Department of Institutional Research website (www.ir.scccd.com) provides the Center and community with accessible information about CCCC and the district. Also, the SCCCD Fact Sheets, issued

annually, contain summary information on the district and its centers and colleges that CCCC uses as part of the data analysis for planning.
Evidence SCCCD Fact Book, November BOT agenda and minutes, www.ir.scccd.edu

Two: Integrated Planning – The relationships among the various planning efforts at the district and the Center levels prove key to the efforts of integrated planning. The CCCC 2013-2017 Planning Matrix presents a graph of the interrelationships among various planning documents: the Educational Master Plan, previous year's Strategic Plan goals, accreditation actionable improvement plans, and the district Strategic Plan. The State Community College District's Strategic Plan goals directly connect to the Center's plans as evidence of continuity between the district and its colleges and centers. In regards to the integration at the site level, instructional programs, student support programs, and related support (e.g. library) inter-connect with the overarching goal of continuous improvement of student learning.
Evidence: 2013-2017 Strategic Plan, 2013-2014 Strategic Plan Priorities, 2014-2015 Strategic Plan Priorities, Strategic Planning Assessment Matrix, 2014-2015 Strategic Plan Annual Update

The College Center Council identified a four-year Strategic Plan starting in 2013 that is assessed on an annual basis. The College Center Council reviews the annual report of completed goals to ensure that progress is being made in achieving the Center's goals. Faculty, administration, and staff are an integral part in prioritizing the goals of the Strategic Plan for each academic year. This allows the Center to focus on a set of particular goals each academic year. The Institutional Researcher, in collaboration with administration, establishes baseline data for the objectives as part of the evaluation of the progress made towards the respective goals. The Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 includes a list of the committees and information on their respective roles.
Evidence 2013-2017 Strategic Plan, 2013-2014 Strategic Plan Priorities, 2014-2015 Strategic Plan Priorities, Strategic Planning Assessment Matrix, 2014-2015 Strategic Plan Annual Update, 2014-2015 Integrated Planning/Participatory Governance Handbook, Duty Day Agenda Fall 2014

Three: Resource Allocation – A collaborative decision-making process connects planning and resource allocation. The funding process for the overall operation of the district and its colleges and centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by approval by the Board of Trustees. The College Center Council uses an Action Plan Funding Request form for the allocation of resources for projects not covered by the general fund budget. Lottery and grant funds (e.g., Perkins) require the individual faculty or staff member to complete the Action Plan form, which asks the writer to show how the funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Matriculation Plan, Technology Plan, Student Success Plan), and/or student learning outcomes and Program Review recommendations. A work plan in this document outlines the specific activities or items desired, funding needed, person responsible and timeline as well as organizational areas that the item/activity desired will impact. Based upon the budget development calendar, the College Center Council discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year.

Evidence: 2014-2015 Integrated Planning/Participatory Governance Handbook , Action Plan Request Form, Action Plan Guide, Enrollment Management Plan

Four: Implementation – Once finalization of the plans and resources occurs, the implementation process involves collaboration among the administration, faculty, and staff, depending upon the nature of the project and funding. The College Center Council conducts oversight of the implementation of the plans with regular updates on the projects conducted throughout the year. Evidence: College Center Council Agendas and Minutes

Five: Re-evaluation and Improvement – This final step includes the process of collecting data and reporting the outcomes relative to the degree to which the project met the targeted planning goals, followed by the identification of areas for improvement. This information becomes the focus of dialogue and communication leading into step one (Evaluation) of the next cycle. Also, the College Center Council annually assesses the collaborative decision-making process itself, leading to modifications and further improvements of this model.
Evidence: 2014-2015 Integrated Planning/Participatory Governance Handbook, Administrative Regulations (all), 2013-2014 Faculty Handbook, Program Review/Student Learning Outcomes Blackboard website, SLO Assessment Timelines, Strategic Planning Assessment Matrix, Strategic Plan Annual Update

Actionable Improvement Plan
None.

4. **The institution provides evidence that the planning processes broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Descriptive Summary
To ensure that the Center provides an opportunity for input from all parties who have a stake in the development and continuous improvement of the institution, the Center has implemented processes that allow input by all appropriate constituencies. This Continuous Improvement-Collaborative Decisions Making Process, as described in detail earlier in this section, driven by continuous dialogue and communication using a number of standing committees, Duty Day discussions, and written and electronic communications, guides the planning and resources allocation process. Comprised of representatives from all constituent groups, this committee engages in the decision-making process of evaluation and its oversight, integrated planning, resource allocation, implementation, and re-evaluation, along with the annual evaluation of the continual improvement process itself.
Evidence College Center council Policies and Procedures, Clovis Mission Statement

During Duty Day at the beginning of each semester, full-time faculty, administration, and classified staff participate in the decision-making processes. Examples include the selection of the mission statement, results of the previous year's Strategic Plan objectives and validation of draft goals and objectives for the year, Educational Master Planning review, and recommendations for improvement by the College Center Council.

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Evidence: Duty Day Agendas (all), College Center Council Agendas and Minutes (all)

All interested parties can stay apprised of current planning processes by accessing planning documents and minutes of committee meetings posted on Blackboard and the CCCC website
Evidence: Clovis Institutional Planning Blackboard website, Clovis website

Regarding the allocation of resources, the institutional planning processes and the collaborative decision-making processes described earlier allow for the establishment of priorities among competing needs for funding. Each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. The process involves each department requesting additional resources for program needs as identified through Program Review recommendations. The process begins by members of constituencies completing an Action Plan Funding Request form that defines the proposed project or budget request. Vice President of Administrative Services e-mails this form to all staff and posts it on the CCCC website. On behalf of their respective constituents, department chairs and classified managers present these funding requests at College Center Council meetings.

The College Center Council approves the CCCC budget development calendar each year, with an early October deadline for submission of Action Plan Funding Requests. Any staff member, faculty member, of administrator can submit an Action Plan Request. To assist with this process, the Vice President of Administrative Services created an Action Plan Funding Request Guide and presented this to College Center Council for their input and approval in Fall 2014. The calendar identified in the guide allows sufficient time for review of requests by department chairs, deans, the Campus President's Cabinet, with a final review by the College Center Council. The Campus President makes the final review of all Action Plans, and the process concludes in mid-December with the drafting of the approved projects and associated budget proposal for the following academic year.
Evidence: 2014-2015 Integrated Planning/Participatory Governance Handbook, Action Plan Request form, Action Plan Funding Request Guide

In terms of obtaining external funds, the Center's Institutional Researcher, administration, and faculty work closely with the district's Director of Grants and External Funding to write and submit proposals for competitive grants. CCCC also obtains funding for categorical programs. The Finance Department at the District Office determines the final categorical funding for the Center. The majority of the grant-funded programs primarily support the success of students who are low-income and first-generation college students, to provide outreach programs, and support program development.
Evidence: SCCCD Grants website

CCCC receives grant funding from the following: TRIO-Student Support Services and TRIO-STEM (Science, Technology, Engineering, and Math) grants, Perkins Act (VTEA) for its career technical education programs, computer/information systems, business, and child development programs, State of California Lottery funds, Basic Skills, Credit Matriculation, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini Grants program.

Evidence: Grant Summary Abstracts

The Center's Associated Student Government has many club organizations. Seventeen active club organizations at the Center include Alpha Gamma Sigma, Science Club, GSA (Gay-Straight Alliance), CEO Business Club, Meditation Club, Philosophy Club, Planeteers Environmental Awareness Club, The Way Christian Club, Veterans Club, Skeet and Marksman's Club, Latter-day Saints Student Association, Dance Club, Pre-professional Health Club, Early Childhood Education Club, Criminology Club, Clovis Center Health and Fitness, and the Carpe Diem Club.

Evidence: Associated Student Government constitution, agendas, and minutes; Clovis Club list

Self Evaluation
CCCC meets the standard. The continual improvement planning process allows for broad-based participation in Center planning as well as resource allocation. The College Center Council serves as the key to this process as the umbrella organization. Membership in this committee includes representatives of the following constituency groups: administration, faculty (e.g. department chairs, Academic Senate President, Academic Senate Past President), adjunct faculty, classified senate, classified union (CSEA), research (Institutional Researcher), and students.
Evidence: 2014-2015 Integrated Planning/Participatory Governance Handbook

In addition, the following standing committees operate under the auspices of the College Center Council and play a major role in allowing for input by all interested parties relative to the planning process for the Center. These committees are Academic Senate (Curriculum, Academic Standards, Equivalency, Flex), Campus President's Cabinet, Commencement, Department Chairs, Distance Education and Technology Advisory Committee, Enrollment Management Committee, Environmental Health and Safety/Facilities, Honors Program Advisory, Library Liaison Committee, Literary Art Journal workgroup, Program Review/Student Learning Outcomes Committee, Scholarship Committee, Staff Development Committee, and the Student Success Committee. Two committees, Sabbatical Leave Committee and Salary Advancement Committee, are still under the purview of Reedley College due to the bargaining unit restrictions at this time.
Evidence: 2014-2015 Integrated Planning/Participatory Governance Handbook: Committee lists

Results from the Accreditation Survey administered to CCCC faculty and staff in Fall 2013 indicated that an overwhelmingly majority of the Center's respondents felt that "the College Center's planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees." The results of this survey question are below. Additional evidence of this can be found in the minutes of the College Center Council, and of the Academic and Classified Senates, and in the meetings and surveys supporting the Educational Master plan, etc.

2013 Accreditation Survey Question	Percentage of respondents that indicated either "strongly agree" or "agree" to the question
5. The College Center's planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees. Examples could include College Center Council, planning, Educational Master Plan, Academic & Classified Senates, etc.	94.7%

Evidence: 2013 CCCC Accreditation Survey

Actionable Improvement Plan
None.

5. **The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Descriptive Summary
The Center bases every step of planning and assessment on documented, outcome-based approaches, developed through cyclical reviews of data and experience. Faculty, staff, and administration communicate the results of planning and assessment efforts to all appropriate constituencies. For example, the Campus President presents a report at each semester's Duty Day about the current and future planning strategies; the PowerPoint presentations from that report is posted on the Center's website for anyone to review at his or her convenience. Written minutes, reports, and data analyses are available on Blackboard, and the College Center Council holds specific meetings for planning, which are open to interested stakeholders.

Evidence: Clovis Institutional Planning Blackboard website, Duty Day Agendas, Clovis Center Website (for Duty Day information)

Each step of strategic planning focuses on data developed for this purpose, and a collaborative effort with Center representatives contributing produces the annual renewal of the Strategic Plan. The mission statement, the vision statement, and the core values underpin each step in the process of strategic planning. In a similar manner, the Center has created a Distance Education and Technology Handbook/Strategic Plan as a road map toward maintaining resources and scheduling training to maintain cutting edge technology; a Staffing Plan to prioritize and anticipate future staffing needs; a Facilities Plan and an Educational Master Plan, which establishes a blueprint for CCCC's future needs.
Evidence: CCC 2013-2017 Strategic Plan, DETAC Handbook/Strategic Plan, Staffing Plan, Facilities Plan, Education Master Plan, District Facilities Master Plan Presentation (2012), District Facilities Planning documents

Institutional data are available through the SCCCD Fact Sheets and on the SCCCD IR Website. The Institutional Researcher analyzes and interprets these data in ways that inform the planning process as well as ensure the quality of the Center's programs and services.
Evidence: Institutional Research website

Data sources include Datatel statistics that record student enrollment and demographics, student and faculty/staff surveys, CCCCO Student Success Scorecard, Program Review data, evaluations of activities (Flex and Duty Day activities, workshops, professional development opportunities, etc.), and SLO reports. The district's institutional research department and its institutional research intranet page and various committee reports and documents available on Blackboard for review by any interested stakeholders publicize this data.
Evidence: Institutional Research website, Institutional Research Reports Page website

The Center has an Office of Institutional Research which has the responsibility along with the district's research office, to develop, interpret, and disseminate quantitative data on institutional outcomes and demographics. The Institutional Researcher uses these data for a variety of institutional planning and assessment activities including Program Review, federal Integrated Postsecondary Education Data System (IPEDS) report, the Student Success and Support Program Plan, the Student Equity Program plan, categorical program reports, DSPS services, the Enrollment Management Plan, and departmental and discipline needs as requested. Faculty, staff, and administration also use Enrollment Management Reports for enrollment and management decisions.
Evidence: Institutional Research data reports, Student Success and Support Program Plan, Student Equity Plan (draft), Institutional Research Reports Page website, Capacity Reports (an enrollment management report)

Annual reports to the State Chancellor's Office and the SCCCD Board of Trustees include relevant information. The district produces a Fact Book on a regular basis that includes student and faculty demographics, community demographics, and relevant trends for planning. These data are the basis for major planning documents such as the Educational Master Plan, which uses external and internal environmental scans to determine future needs in programs of instruction and student services, capacities, space needs, and financial planning. It also calculates the total cost of ownership, and makes recommendations for future planning and action.
Evidence: SCCCD Quick Facts, Educational Master Plan, District Strategic Plan Reports to the Board of Trustees

A variety of sources communicate the results of activities that influence quality assurance. The College Center Council approves most end products (programs, adopted policies and procedures, resource allocations, etc.), and the College Center Council's minutes and records are available on Blackboard's Institutional Planning website for the Center. New policies and procedures are available in the annually updated Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 and available on the College Center Council Blackboard page. In addition, any interested staff members or students may attend College Center Council meetings.
Evidence: Institutional Planning Blackboard website

Formal documentation of large projects such as the Educational Master Plan, the annual Strategic Plan, Enrollment Management Plan, and the Distance Education Handbook/Strategic Plan are available on the Center's website and are available in printed form. Faculty, staff, and administration regularly review and revise these documents when appropriate.

Faculty conduct a comprehensive program reviews every five years for every program and review their department's goals annually for progress. The comprehensive Program Review reports are a collaborative effort of discussion, data review, and goal setting. The review establishes Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) that support the General Education Learning Outcomes (GELOs) and the mission statements of the Center and of the district. Faculty utilize program review findings and recommendations for planning and resource allocation, including staffing requests.
Evidence: Program Review Cycle 3 Handbook, Program Review and Student Learning Outcomes Blackboard website

Through Program Review, faculty establish student learning outcomes in order to track current effectiveness and improve student learning. Once faculty establish these outcomes, the curriculum course outlines of records institutionalize them, and faculty track them through SLO assessments. Each SLO creates a data set for analysis, evaluation, and review on an annual cycle. When necessary for improvement of student learning, this review results in changes in future assessment criteria, recommendations for new approaches and curriculum, or new SLOs. Faculty document these steps in the SLO process and report them to the Dean of Instruction and to the Dean of Students annually. Faculty, staff, and administration make annual reports of SLO progress and changes to the College Center Council for review, and the College Center Council minutes include a summary of the review.
Evidence: Program Review/Student Learning Outcomes Annual Progress reports, Program Review/Student Learning Outcomes Blackboard website

In addition, faculty articulate SLOs for each course with program learning outcomes (PLOs) and with general education learning outcomes (GELOs). This ensures that each of the parts supports the whole and that there are distinct goals for each unit of student learning. Faculty post the entire data set with procedures and records of deliberation and change on a Blackboard site for review.
Evidence: SLO-PLO-GELO mapping and alignment, Program Review/Student Learning Outcomes Blackboard website

All Program Review findings are available on the Program Review/Student Learning Outcomes Blackboard website and presented to the PR/SLO Committee for review and analysis. The Student Learning Outcomes Coordinator and Program Review Coordinator present annual updates to College Center Council that include a summary report. In addition, each department (both instruction and non-instruction) submits an annual report of progress on stated goals that are included in the update to the College Center Council.
Evidence: Program Review/Student Learning Outcomes Blackboard website, 2013-2014 Program Review Update report, 2013-2014 Student Learning Outcomes Update report

As mentioned earlier, the Center now employs a full-time institutional researcher to provide data and reports for institutional and instructional purposes such as Program Review, student success, federal IPEDS report, Student Success and Support Program plan, Student Equity Program plan, categorical program reports, DSPS services, and departmental needs, as requested. The Institutional Researcher distributes qualitative and quantitative data to interested parties, constituent groups, and the general public. The Institutional Researcher freely disseminates information regarding student achievement, learning, transfer rates, occupational degrees and certificates, and successful basic skills completion rates, among the areas. In addition, the Institutional Researcher processes student learning outcomes (SLO) measurement and assessment data.

Evidence: Institutional Research website, Student Support and Success Program plan, Student Equity Plan (draft), data reports generated by institutional researcher

The SCCCD Office of Institutional Research has collected data for decades to provide all colleges and centers in SCCCD with information in the areas of student and enrollment trends, planning and decision making, and service area demographics. These data, augmented by specific data developed for Clovis Community College Center, are the basis of the Educational Master Plan. This document uses external and internal environmental scans to determine future needs in programs of instruction and student services, capacities, space needs, and financial planning; it also calculates the total cost of ownership and makes recommendations for future action. Another useful report is the Needs Assessment Report that CCCC submitted to the California Community College Chancellor's Office when requesting approval from the Board of Governors to move forward with college status. The Board of Governors approved the Needs Assessment Report in May 2014.

Evidence: Education Master Plan, Needs Assessment Report, Board of Governors Agenda and minutes

The Institutional Researcher and the Vice President of Instruction and Student Services regularly update data in the Center's Strategic Plan. The Institutional Researcher also collects data through faculty and staff surveys. For example, the institutional research conducted a faculty and staff survey in Fall 2013 specifically to assess perceptions and beliefs with regard to the standards used to measure institutional effectiveness. The survey also measured faculty and staff satisfaction. Faculty and staff were pleased with the use of qualitative and quantitative data to assess outcomes and make decisions. For example, 91 percent of faculty and staff indicated they agree or strongly agree to the statement (question #12 of the survey) that the "College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes." Other areas which utilize survey assessments include student services, administrative services, tutorial services, library services and counseling. Faculty and staff use surveys along with all data to evaluate and modify methods, procedures, and policies to enhance student success and student learning.

Evidence: Accreditation Survey and results (question #12), surveys

In a similar manner, the Center has enhanced the former Technology Advisory Committee to be the Distance Education and Technology Advisory Committee and has created a Distance

Education Handbook/Strategic Plan. This plan serves as a roadmap toward maintaining its resources and complying with state and federal regulations related to distance education and technology.
Evidence: Distance Education and Technology Advisory Committee Operating agreement, DETAC Handbook/Strategic Plan

These documents and supporting materials for the Self Evaluation for Initial Accreditation are available on a Blackboard site for all internal stakeholders. In addition, the Center has also placed a comment box on the website for anyone in the community to comment and provide feedback regarding the Self Evaluation report. The Campus President communicates major accomplishments, plans, and programs during the State of the Centers address on Duty Days in August and January. CCCC tracks its communication about institutional quality to the public through a public information officer, who is currently shared with Fresno City College (20 percent), website visits and email communications.
Evidence: Accreditation Blackboard site, Campus President's Board Report, Clovis website link for community feedback

The administration works closely with the District Public Information Officer in conducting a variety of activities each academic year to provide strategic, cost-effective advertising and marketing campaigns, college publications, and public relations techniques. The District Public Information Officer provides information and news from the Center and serves as a liaison between the Center and the media. Additional, the District Public Information Officer assists the Campus President with press releases and other supporting media that is shared with the community.
Evidence: Fresno Bee advertisements, postcards, radio and tv advertisements (storyboards and PO), promotional emails

Self Evaluation
CCCC meets this standard. The Center accomplishes planning through a continual, systematic improvement process that is data driven and directed toward a commitment to the goals of student success and student learning through educational effectiveness. Planning is a collaborative effort with a wide variety of stakeholders present. The results of all planning efforts and all data that have to do with student learning and institutional effectiveness are widely disseminated to all stakeholders through Campus President's Board Reports, College Center Council agendas and minutes, committees' websites and e-mails, e-mail communication from the President's Office, e-mails from the Office of Instruction and Student Services, and through the Institutional Planning Blackboard website. Information is shared with all stakeholders and appropriate information is available to the general public on the Center's website and the district's website.
Evidence: Center's website, District's website, Center's Institutional Planning Blackboard website, President's Board Reports, various email examples of communication

The Center's Institutional Researcher develops, analyzes, and reports the appropriate qualitative and quantitative data to use in the ongoing cycle of evaluation, planning, implementation, and re-

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evaluation. The reports are available in easy-to-use formats and with explanations, so faculty and staff without a statistics backgrounds are able to use the material for their planning processes. The Institutional Researcher widely disseminates them through Blackboard, the Center's website, and hard copies circulated to appropriate constituent groups. This position is now a full-time position which will greatly assist the Center in all planning efforts.
Evidence: Office of Research website, Office of Institution Research reports,

In addition, the State Center Community College District includes CCCC's statistics in their Perkins Indicators to track the district performance against the negotiated levels. The CORE indicators include technical skill attainment; completions of credential, certificate, degree, or transfer readiness; persistence and transfer; employment; nontraditional participation; and nontraditional completions for CTE students. The district as a whole generally performs above the negotiated level. The Perkins data is utilized by the Dean of Instruction to supplement other institutional research for the planning process.
Evidence: Perkins Report, Perkins Core Indicators

The Accreditation Survey indicates that the Center supports the way the Institutional Researcher performs the planning process, including the use of data. As stated earlier, 93.8 percent of respondents agree that CCCC facilitates an "ongoing dialogue about improving student learning," and 92.6 percent agree or strongly agree that the "review of programs and services is integrated into the planning process." In addition, 94.7 percent agree or strongly that the "planning process is broad based and offers opportunities for input by all constituencies."
Evidence: Accreditation Survey (Questions 3, 4, and 5)

Also, the survey results indicated 91.0 percent of staff agree or strongly agree that "the college center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes." Of all who responded, 90.7 percent agree "that current information about institutional performance is clearly articulated and understandable." Additionally, 88.4 percent agree that "information about institutional performance is regularly used in institutional discussions and decision-making sessions." Lastly, 91.8 percent agree that communication is effective. These results are summarized below:

2013 Accreditation Survey Question	Percentage of respondents that indicated either "strongly agree" or "agree" to the question
12. The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	91.0%
66. Current information about institutional performance is clearly articulated and understandable.	90.7%

67. Information about institutional performance is regularly used in institutional discussions and decision-making sessions.	**88.4%**
68. Communication at the College Center is effective (e.g., clear, understood, widely available, and current).	**91.8%**

Evidence: Accreditation Survey Results: questions 12, 66, 67, 68]

Actionable Improvement Plan
None.

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.**

Descriptive Summary
The Center regularly reviews and modifies plans and planning processes on an ongoing basis. As described in detail in section I.B.3 above, the Center uses the Continuous Improvement-Collaborative Decision Making Process as part of its ongoing planning and resource allocation processes. The College Center Council assesses the Center's Strategic Plan on an annual basis and develops goals and objectives for the following year. The entire faculty discusses and prioritizes the goals through a vetting process done at the fall Duty Day activity, which all faculty and a majority of support staff from the Center attend. The College Center Council hears lead faculty or support staff members present recommendations for each program to be sure that committee members fully understand the recommendations in terms of potential allocation of resources.
Evidence Duty Day Agendas (all), Strategic Priorities 2013-2014 and 2014-2015,

The College Center Council also evaluates the resource allocation process conducted each year based on faculty, staff, and students submitting Action Plan Funding Requests aligned to Program Review, student learning outcomes, and/or planning goals and objectives. The College Center Council then prioritizes the requests for consideration by the Campus President for funding. In fall 2014, the vice president of administrative services created an Action Plan Funding Request guide to assist anyone on campus wishing to submit an Action Plan Request. This guide provides a timeline/calendar, funding information (areas, sources, etc.), action plan packet contents (past requested and awarded action plans, action plan template, action plan sample, etc), appropriate request for lottery and Perkins (VTEA) funds, instructions, Strategic Plan goals and objectives, and 2011 Self Study Planning Agendas. This guide will be very helpful in assist faculty, staff, and administrators in not only submitting action plans, but understanding the importance of planning to resource allocation.
Evidence: 2014-2015 Integrated Planning/Participatory Governance Handbook, Action Plan Request template, Action Plan Funding Request guide, Spreadsheet of Action Plan requested and approved

The Institutional Researcher plays a significant role in the evaluation of the ongoing planning and resource allocation process. This office provides the necessary information to each of the instructional and student services programs relative to the program review criteria so that the programs can track their progress in areas such as student success, retention, degree completion, and certificate completion. The Institutional Researcher also provides data and analysis to the Student Success Committee frequently and initiated the institutional-set standards for ACCJC. In addition, this position generates a multitude of data reports for special needs and projects through a request process.
Evidence: Center's Institutional-Set Standards, Student Success Agendas and data sets, Institutional Research request forms, Institutional Research Job Description

Actionable Improvement Plan
None.

7. **The institution assesses its evaluation mechanism through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

Descriptive Summary
Clovis Community College Center utilizes two primary mechanisms for evaluating the effectiveness of improving instructional programs, student support services, library, and other learning support services. The primary method of evaluating institutional effectiveness is through the program review process that is explained in more detail in Standard IIA. All programs complete a comprehensive review on a five-year cycle. This includes all instructional and non-instructional programs. Currently, the Center is utilizing the Cycle 3 Handbook for the program review process. This handbook is updated every five years and follows an initial process established by Reedley College. Starting Spring 2015, the Center will utilize the Cycle 4 Handbook, which will include all CTE (Career Technical Education) programs completing an additional Program Review every two years. As an ongoing process, all programs submit a Program Review/Student Learning Outcomes Annual Progress Report that describes assessment of course SLOs, program learning outcomes, and goals from the most recent comprehensive program review process.

We conduct surveys as another method of evaluation for the effectiveness of programs and services. The Center participates in the Community College Survey of Student Engagement (CCSSEE) every two years. The Institutional Researcher presents the survey results to the College Center Council and makes them available to the entire campus via Blackboard and committee meetings, the Student Success Committee, Counselors Meeting, and the College Center Council discuss the results. The Self-Evaluation Report also includes the survey results to demonstrate that the Center meets the accreditation standards.

Additionally, the Center releases a survey every spring requesting input of campus representatives regarding the effectiveness of the Center's processes related to strategic planning, Program Review, and student learning outcomes. The December 2014 survey results were shared during a Flex Day activity on January 2nd, 2015. The results of this survey will be reviewed and

analyzed during the Spring 2015 semester. These results will be utilized to determine strategies for process improvement and implementation.
Evidence: Center Process Survey

The Student Services Department conducts a multitude of surveys. During the evaluation process, surveys are given to students to evaluate their counseling session. The Student Services Department also surveys students who have completed the Online Orientation and Probation Workshop. Until this past fall, the department also surveyed students who participated in the Express Counseling service. Based on the survey results, which indicated that Express Counseling no longer met students' needs, the department discontinued the service and increased one-on-one counseling because the feedback indicated it was more effective. It was obvious that this service no longer met the needs of students and increasing one-on-one counseling sessions better served the Center's student population. In addition, the OnlineHelp also receives feedback from students through an online survey. All of the results help the department in data-driven decisions to for continuous improvement and student success.

Self Evaluation
CCCC meets this standard. Improvements on campus and in programs are a direct result of data gathering and analysis, collaborative deliberation, and cyclical reviews described earlier in the standard (I.B.5). The assessment of the multiple planning process is regular and ongoing. For example, the College Center Council considers Program Review-substantiated recommendations with funding action plan request for resource allocations and staffing requests. In addition, the Student Learning Outcomes Coordinator modifies the Student Learning Outcomes forms and process with faculty and staff input to improve assessment and to react to changes and improvement strategies based on assessment results.
Evidence: Program Review/ Student Learning Outcomes Blackboard website site, process improvement examples,

Specific examples of systematic review and improvement are available in evidence: Tutorial Center, Library Services, Counseling Department, and the Child Development Center. These examples will show how a systemic review of experience and data lead to improvement in the programs at Clovis Community College Center.
Evidence: Program Review and Student Learning Outcomes reports for the Tutorial Center, Library Services, Counseling Department, and Child Development Center

As stated in the College Center Council operating agreement, the College Center Council centralizes the assessment, review, and evaluation of Center programs to determine all resource allocations, programs, and implementations. The Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 outlines the purposes of the council as follows:

"The purpose of the CCCC's College Center Council is to assess and improve upon the existing process of evaluation, planning, and improvement for the CCCC, with an emphasis on the CCCC' strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation and reevaluation will become part of the organizational culture of the centers as they continue to move towards the

goal of reaching full college status."

The College Center Council has oversight of all committees on campus to ensure that they reflect the organizational culture described above. The College Center Council, co-chaired by the Campus President and Vice President of Administrative Services, ensures that program review processes proceed as a continuous and systematic plan directed toward student learning and student success.
Evidence: College Center Council

The Program Review/Student Learning Outcomes Committee's periodic review of the Program Review Handbook updates the processes to reflect the best practices for student learning improvement and student success. As an example, the Program Review/Student Learning Outcomes Committee reviewed the upcoming Cycle 4 Program Review Handbook to ensure that the process meets the Center's needs while maintaining a rigorous and systematic process. The Program Review/Student Learning Outcome Annual Program Report annual report indicates the progress of completing the goals as delineated in the comprehensive Program Review report. In addition, this ensures that the Program Review goals further support constant efforts to improve student achievement and learning.
Evidence: Program Review Cycle 3 Handbook, Program Review Cycle 4 Handbook, PR/SLO Committee Agenda and minutes

The College Center Council oversees the planning process. The College Center Council reviews and approves major reports, decisions, and planning documents, and an annual review process of the planning process itself checks for efficiency toward the goal of student learning. With constant reference to the mission statement, supported by Center's mission and vision statement, the College Center Council leads CCCC's faculty, staff, and administration and focuses its processes on the refinement of its commitment to the primary goal of improving student learning.
Evidence: College Center Council Operating Agreement, 2014-2015 Integrated Planning/Participatory Governance Handbook

Additionally, the Accreditation survey shows that 87.9 percent of respondents agree or strongly agree that "Information about institutional performance is regularly used in institutional discussions and decision-making sessions." At all levels, a collaborative model of dialogue based upon data and experience forms the basis for decisions. This results in the Center focusing steadfastly on improving student learning and on student success.

Actionable Improvement Plan
None.

STANDARD IIA: 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.**

Descriptive Summary

Clovis Community College Center (CCCC) provides instruction in multiple formats to meet the needs of its student population. These formats include classes that are face-to-face, online, hybrid (combination of online and traditional face-to-face instruction), large group instruction (LGI), evening, and short-term. CCCC offers programs that meet the needs of basic skills students as well as programs that challenge advanced students, such as the honors program, which allows students to advance their skills at an accelerated pace in a variety of disciplines.

It is CCCC's philosophy that course-level student learning outcomes (SLOs) be the same regardless of the format in which the course is taught (face-to-face, online, hybrid, LGI, short-term, etc.). Course outlines of record (COR) identify course SLOs, the course objectives, degree applicability, articulation, suggested textbook(s), suggested tests, quizzes, writing assignments, etc., and course prerequisites or corequisites. A student's transcript does not identify the teaching modalities of the students' classes; therefore, all offerings of a course, no matter the modality, follow the same course outline of record. Programs collect and analyze SLO data the same way, regardless of a course's modality.

The discipline faculty develop the course outlines of record (COR), which the Curriculum Committee then reviews and approves. Once the Curriculum Committee approves a COR, the Curriculum Committee submits it to the district-wide ECPC (Educational Coordinating and Planning Council) group and, if approved there, to the SCCCD Board of Trustees for final approval. Discipline faculty submit additional forms for approval if they plan to teach a course in a distance education mode.

Teaching a distance education (DE) course presents a unique challenge; therefore, administration commits extra resources to its development. The faculty member assigned to develop a DE course mode receives release time equivalent to the FTE load of the course. All faculty members who subsequently teach the course in DE mode accrue an extra FTE (full-time equivalent) hour of teaching load for every three FTE hours of the distance education course. In Fall 2013, one instructional faculty member and one student services faculty member received a total of 6 LHEs (lecture-hour equivalent) release time to act as distance education coordinators. Evidence: DE job responsibilities/description and contract

The instructional programs at CCCC support its mission. The mission is stated below:

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: the CCCC mission statement.)]

CCCC addresses and meets this mission and upholds institutional integrity by offering comprehensive instructional programs evaluated by a rigorous program review process. Students receive opportunities to take classes in basic skills, earn associate degrees and associate degrees of transfer (ADTs), earn certificates in career technical education, and transfer to universities. CCCC's Educational Master Plan and the Needs Assessment demonstrates the comprehensiveness of instructional programs by connecting them to student and community needs characterized by analyses of student performance, population trends, and labor market trends. [Evidence # 91 & Needs Assessment dated September 2013]

Faculty in instructional programs use the Educational Master Plan and Needs Assessment components as guides for their work during the program review process, in which each instructional program articulates both its own mission and its supportive relationship to the college mission. Consideration of student success, offerings for baccalaureate transfer, degree completion, and enrollment data help programs demonstrate and maintain their relevance to higher education. The program review process, completed by staff, faculty, and the administration of CCCC, also maintains courses and programs by updating course outlines. Upon each review, faculty members of its department, the Curriculum Committee, and the Office of Instruction evaluate separately the relevance and integrity of a course outline. In order to better serve students, CCCC offers major courses and portions of some certificates and degrees through distance learning. [Evidence # 14, need cycle 3 and 4 program review handbooks.]

Education in basic skills is critical both economically and socially. Today's global economy demands a skilled work force, and those without basic skills will find themselves facing tremendous challenges as they seek to meet theirs and their families' needs. The community has a great and growing need for basic skills training. Between the dates of January 1, 2008 and October 15, 2008, of 2373 students tested, 77 percent placed in basic skills Math (Math 103, Math 201, and Math 250). In that same time frame, 85 percent of 2655 students tested placed in basic skills English (English 125, English 252, and English 250). In addition, 65 percent of 2596 students tested placed in basic skills reading (English 126, English 262, and English 260). (Basic skills /pre-collegiate is defined as any basic skills course that does not transfer for degree credit to a four-year college or university.) [Evidence # 106]

IIA

CCCC addresses this need for basic skills in our population by offering a basic skills series of courses in English (composition and reading) and mathematics and by offering numerous supportive services through the CCCC Tutorial Center. Unless students meet other placement criteria (i.e., successful score on an A.P. examination or student transcript), students must take the Accuplacer placement test, so that students take courses appropriate to their abilities.

CCCC English faculty initiated a collaborative project in 2009 with the Clovis West High School English faculty where the high school faculty aligned the senior English curriculum with the college English curriculum. Prior to the collaboration, approximately 30 percent of the Clovis West graduates entering CCCC placed into a college-level English course. The collaboration has resulted in a dual enrollment program where last year 79 percent of non-AP twelfth graders have either been placed into a college-level English or have already earned CCCC transcripted credit for a college level English course and 94 percent of seniors last year transferred to either a two-year or four-year institution. [Evidence – need evidence from Jeff Burdick]
The district disciplines are responsible for designing the curriculum and sequencing of the basic skills classes in order for students to progress in the development of their basic skills. Most basic skills courses are offered for a letter grade, but students have the option for credit/no credit instead.

CCCC recognizes that basic skills is not a designation for a set of classes in math, reading, and writing; instead, students' basic skills needs involve services and classes throughout the college. The Student Success Committee integrates student services and instructional programs and coordinates the campus-wide efforts concerning students' basic skills, which prepares them for success in transfer-level, certificate, and degree programs. As of Fall 2014, CCCC offered 26 sections of basic skills courses in English (16 sections of composition and 10 sections of reading), and 23 sections of Mathematics (13 sections of intermediate algebra, eight sections of beginning algebra, and two sections of arithmetic). [Evidence # need current CCC handbook for operation agreement; CSAR at census]

The campus-wide commitment towards assessment of student learning outcomes provides data on the strengths and weaknesses of instruction in basic skills. CCCC is already working towards increasing success and retention in basic skills:

- Learning communities: Starting in Fall 2011, CCCC offered a learning community linking English 125, English 126, and Psychology 16. In Fall 2015, CCCC plans to offer learning communities that link basic skills courses, such as English 125, English 126, and Math 201, with Counseling 47: Learning Strategies.

- Tutoring and workshops: The Tutorial Center has instructors on duty and peer tutors available for students in reading and composition classes, mathematics classes, and various other disciplines. The Tutorial Center provides both one-on-one tutoring and small group tutoring. In addition, the Tutorial Center also visits classes to describe the services it provides, presents workshops on how to cite in the various forms, and creates custom presentations based on the instructor's needs. [Evidence # 48, 51]

IIA

- Basic skills instructors attend regional meetings and participate on the Student Success Committee. CCCC Student Success Committee hosted the three-day On Course Workshop I in May 2013 and will again in January 2015. The workshop focuses on effective strategies and principles promoting learner-centered classrooms benefitting all students. Follow up sessions presented by faculty on Flex Day focus on the On Course principles allowing instructors time to learn additional strategies and to discuss what works in their classrooms. The Student Success Committee encourages both full-time and part-time faculty in all disciplines to participate in the workshops and Flex Day sessions.

- Disabled Students Programs and Services (DSPS) provides specialized counseling, support services, and resources to students with temporary or permanent disabilities. DSPS assesses students and makes them aware of special accommodations to succeed in a class. Students give their instructors an accommodations form describing services provided to best serve the students. [Evidence # 399, 406]

In Fall 2014, CCCC offered 589 courses in 44 disciplines of which 26 sections were online in 12 disciplines and 463 were seated or hybrid in 43 disciplines [Evidence; FA14 CSAR dated 19 Nov 2014]. Students are able to attain an Associate Degree and an Associate Degree of Transfer (ADTs), Certificate of Achievement, Certificate of Completion, and/or transfer to a college or university. This institution offers the following occupational programs: business, criminology, education, child development, information systems, graphic arts, information technology, and wastewater treatment.

CCCC analyzes the September 2013 Needs Assessment data in order to choose future fields of study and programs. CCCC's service area "is best represented by a circular geographic area with a 7.5 mile radius. This geographical area encompasses the residences for the vast majority of the students who attend the center. The 7.5 mile service area overlaps the counties of Fresno and Madera and includes rural countryside, suburbs, and parts of the cities of Fresno and Clovis. The service area had a 2010 population of 822,233. By the year 2025, it is projected that the population in the service area will rise to 1,035,275. Within the CCCC service area 33.11% (272,204 persons) are in the 19 and under age group. "The primary age group of the students at WICCC is those between 20 and 24 years old. The 20 to 24 age group accounted for 7.97% of the service are population (65,515 persons), and 7.98% of the population with Fresno and Madera Counties (86,322 persons) in 2010." (Needs Assessment, page 9)

Self Evaluation
CCCC meets this standard. 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. Through an institution-wide integrated set of processes for evaluation and planning, CCCC ensures the systematic assessment of courses and programs. Each department and program goes through the program review process every five years with annual reports updating progress. The program review process evaluates programs, assesses program quality, and identifies areas in need of improvement. At the institutional level, the Educational Master

Plan and the Needs Assessment details its process of evaluating instructional programs as a whole and charts a course for the future. [Evidence # 14, 116 and cycle 4 program review handbook, current CCCC strategic plan, 122, current CCC handbook]

CCCC supports the assessment of student success through the program review process, which includes Program Review/Student Learning Outcomes Annual Reports, strategic planning, and through the College Center Council. The Institutional Researcher works with each department to gather data during the program review process. The purposes of program review are to: 1) Systematically assess instructional programs, student support services, and administrative services using quantitative and qualitative data for the purpose of demonstrating, improving and communicating effectiveness, identifying program strengths, and facilitating improvements; 2) assess the degree to which programs and services effectively support the mission (commitment, philosophy, and vision) of the Center and the Strategic Plan; 3) examine program performance through quantitative and qualitative data with a focus on student learning; and 4) provide information to be used in college planning, decision-making processes, and resource allocation. Each department completes its Program Review evaluation in three semesters, and each discipline submits a Program Review/Student Learning Outcomes Annual Report every spring. Faculty assess student learning outcomes on a continuing basis and include reports in the PR/SLO Annual Report. Each department (including part-time faculty, when possible) meets and discusses the data from SLO assessments in order to improve instruction to ensure student success. Each department has mapped the progression of the student learning outcomes to the program learning outcomes and to the general education learning outcomes. [Evidence # 14, 116 and cycle 4 program review handbook,]

Actionable Improvement Plan
None

> 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.**

Descriptive Summary
CCCC serves a diverse student population. According to the September 2013 Needs Assessment, in Fall 2013, CCCC's student age demographics were 2,251 age 20 to 24 (42.1 percent), 1,801 students under age 19 (33.7 percent), and 574 students between 25 and 29 (10.7 percent) which leaves 13.5 percent over the age of 29. The unduplicated head count data (5,352 students) from Fall 2013, as presented in the Needs Assessment indicated following ethnic demographics: White/non-Hispanic 47.4 percent (2,536 students), Hispanic 31.7 percent (1,699 students), Asian/Pacific Islander 11.8 percent (630 students), African American/non-Hispanic 3.7 percent (199 students), American Indian/Alaskan Native 1.8 percent (96 students), and Race/Ethnicity Unknown 3.6 percent (192 students).This is quite different than the service area population of 1,081,315 which, according to the 2013 Needs Assessment, reports a White/non-Hispanic rate of 33.5 percent (361,902 people), Asian 8.3 percent (80,790 people), African American 4.6 percent (42,456 people), Native Hawaiian/Pacific Islander 0.7 percent (7,769 people), Hispanic/Latino

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50.8 percent (549,062 people), American Indian/Alaskan Native 0.1 percent (1,173 people), and Other/Two or More 2.0 percent (22,006). Additional information from the Educational Master Plan indicates future growth in all minority ethnic categories with a decrease in the White/non-Hispanic rate over the next five years which will further increase the diversity at CCCC. During the same semester, 43.5 percent of students were male, 55.4 percent were female, and 1.1 percent did not specify gender. The institution meets the challenge of providing for the entire range of educational needs of its service area. [Evidence: September 2013 Needs Assessment]

CCCC provides innovative programs to meet the varied needs of its students and community. According to the 2014-2015 Enrollment Management Plan, a number of outreach activities and services have provided student access to CCCC. Such outreach activities and services include the Fresno Area College Night where faculty and staff manage a booth and provide information about the Center and its programs. CCCC also provides various opportunities for students to register for courses by going to the local high schools to help students register for courses (called Registration-to-Go). The Center also provides orientation workshops for new students in order to make the transition from high school to community college a successful one. [Evidence # need new Enrollment Management Plan]

CCCC collects a variety of data to reveal students' learning needs. Upon entering, students take placement tests in English and mathematics (College Board-Accuplacer). Students then take the appropriate courses based upon the score they receive. A counselor may also place a student based on high school transcripts or Advanced Placement scores. Placement test scores may help determine the number of transfer level or basic skills courses to offer. When the DSPS coordinator identifies students as needing special accommodations (special testing rooms, note-takers, sign language interpreters, assistive technology), students receive reasonable accommodations through DSPS. The DSPS program researches and assesses the efficacy of the program by going through student learning outcome assessment and the program review process. CCCC established a Testing Center in Spring 2014 where student may take make-up tests after providing a valid excuse to the instructor. In addition to the learning needs of the students, CCCC provides both health and personal counseling services to students. [Evidence # 400, 401]

The Institutional Researcher works with faculty and departments to gather data to improve student success. Program review is an ongoing process on campus, as is assessing student learning outcomes in each course and program. Faculty assess student learning outcomes on a continuing basis and include reports in the Program Review/Student Learning Outcomes Annual Reports. Each department (including part-time faculty, when possible) meets and discusses the data from SLO assessments in order to improve instruction and ensure student success. [Evidence # need examples of the annual program review SLO assessment reports,

Self Evaluation
CCCC meets this standard. CCCC uses data to improve student learning and student success. Because student success is paramount, the Curriculum Committee reviews all course outlines of record as part of the program review process. This process requires faculty members to discuss and look at data. Departments review student learning outcomes data for courses and programs, course completion rates, and student success rates in order to develop instructional improvement plans to increase student learning and achievements. The Program Review/SLO Annual Reports

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for each discipline clearly document how CCCC works to continually approve student learning. [Evidence # 122, annual program review SLO assessment reports, , , current samples]

After each program goes through the program review process, Title 5 guidelines require that faculty and the Curriculum Committee revise, update, and approve each course outline of record in order to meet the needs addressed in the Program Review. This process enables the departments/faculty to analyze the data in order to adjust the curriculum or pedagogical approach to meet the needs of the students. The Office of Institutional Research enables the faculty to access the data needed to complete the program review process.

Actionable Improvement Plan
None

> 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.**

Descriptive Summary
CCCC uses face-to-face, online, hybrid (combination of online and traditional face-to-face instruction), and large group instruction, and delivery methods of instruction to meet the objectives of course curriculum and the diverse needs of the students. In addition, CCCC also offers short-term courses (9 week, 12 week, 16 week, and occasionally others to meet enrollment demands), summer school courses (4, 6, and 8 week, depending on enrollment demands), and evening courses to better serve the varying needs of the student population. Another method of instruction to help meet the need of CCCC's basic skills student population is the formation of learning communities. CCCC has offered a learning community linking English 125, English 126, and Psychology 16. The English department at CCCC has also offered courses in sequential 9-week sections so that students can complete the basic skills composition sequence in a single semester; the English department has also offered English 125 and English 1A in the 9-week format so that students can complete the basic skills composition course and the transfer-level course in a single semester.

The CCCC Distance Education Technology Advisory Committee (DETAC) discusses, formulates, and disseminates information about best practices for those teaching courses in the distance education (DE) mode. Faculty evaluate classes in the distance education mode in the same way that they evaluate all other classes of that course. Peers, administration, and students evaluate instructors who teach in DE mode according to the normal evaluation cycle. Faculty collect and analyze SLO data along with every other section of the course taught. Faculty collect and analyze success, retention, and mark analysis (grade distribution) data for DE courses during Program Review. Faculty have suggested that DE course data be disaggregated from the course data using other teaching modes so the efficacy of the DE mode of teaching can be assessed. This has recently begun and will be a part of current and future Program Reviews. [Evidence # annual program review and SLO analysis report and instructor evaluations]

Faculty write curricula, which the Reedley College Curriculum Committee (which includes members from CCCC) reviews it and takes it through the process to become approved. The

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faculty, with the support of administration and staff, designs, approves, administers, and evaluates all courses and programs. The Academic Senate, Curriculum Committee, Program Review/SLO Committee, and administrators and staff establish the institutional processes used to develop and evaluate courses and programs. The role of the faculty is paramount in this process. Collegial support from administrators, staff, and Board members facilitate the development and evaluation of courses and programs.

For every course, a course outline of record identifies specific course objectives and student learning outcomes and provides information concerning assignments, grading, and appropriate textbooks/resources. Student learning outcomes assessments are conducted on an ongoing basis to meet the needs of students. In addition, the full time and part time faculty evaluation process allows in-class observations and analyses of course materials by discipline experts to ensure that instruction is in compliance with the course curriculum and district policies. [Evidence # 233 need updated checklist for items listed in this evidence, 234, 246, 247, 249]

Faculty and administrators evaluate delivery methods for their effectiveness in meeting student needs through student learning outcomes assessments, faculty evaluations (including part-time faculty), and the tenure review process. Students are also given opportunities to evaluate faculty through the student class surveys. The program review process is also an ongoing, regular evaluation of methods. [Evidence # 116 and cycle 4 program review handbook]

CCCC maintains Blackboard as the primary course management software tool. All courses (online, face-to-face, and hybrid) may use this software to disseminate course material, post grades, and communicate with students thru email or live discussions. This is the primary software used in all our online classes.

CCCC faculty also use Camtasia software that allows for video and audio capture of lectures and PowerPoints. These programs allow instructors to record live presentations for viewing by their remote students. Most full-time distance education instructors are issued a tablet PC to enable "live" help with homework and to illustrate points that can be captured on the tablet and viewed on Blackboard.

Self Evaluation
CCCC meets this standard. All instructors employed by CCCC meet the minimum qualifications as stated in the California Community Colleges Chancellor's Office's Faculty Minimum Qualifications Handbook. The institution, faculty, and administrators commit significant resources to curricular review, course and instructor review, and assessment of student learning outcomes. CCCC uses continuous, systematic evaluation and refinement of courses and programs to ensure that the evolving needs of student are met. Through the program review process, faculty analyze data revealing course completion rates, degree and certificate award rates, and transfer rates, including appropriate delivery methods. [Evidence # 233, 234, 246, 247, 249 we need to ensure we have updated materials]

Actionable Improvement Plan
None

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 improvement.**

Descriptive Summary

All programs and disciplines at CCCC are subject to an ongoing program review process. This process guides the development, distribution, and utilization of information gathered through student learning outcomes at the course and departmental levels. The CCCC Program Review/Student Learning Outcomes Committee oversees and supports the program review (PR) and student learning outcomes (SLO) processes to ensure full compliance with regulations and accreditation requirements. [Evidence PR/SLO committee operating agreement, PR handbook, example program reviews and annual reports]

The course outline of record (COR) developed by the discipline faculty and approved by the Curriculum Committee includes the course objectives and the course-level student learning outcomes (SLOs). The COR for each course is available to the public by accessing the Reedley College CurricUNET website (since CCCC is a center of Reedley College, the Reedley College CORs are still in effect). The CCCC faculty developed learning outcomes for certificates, degrees, and programs that are called program learning outcome (PLOs). CCCC has adopted the Reedley College general learning outcomes (GELOs). The SLO Mapping Grid for each course documents the relationship of SLOs, PLOs, and GELOs. The SLO Mapping Grid then contains a series of tables to illustrate the relationship between SLOs and PLOS and between PLOs to GELOs. CCCC faculty establish a two-year timeline that identifies the activities for each semester: developing the SLO assessment tool, conducting the assessment, analyzing the results, recommending improvements, and implementing the recommendation(s). The Student Learning Outcomes Coordinator maintains the SLO Mapping Grids and SLO Assessment Timelines in the CCCC Program Review/SLO Blackboard organization. For each course, faculty map each SLO to one or more PLOs and each PLO to one or more GELOs; therefore, student success in a SLO translates into success for respective PLOs and GELOs. [Evidence: Need minutes of CCCC Curriculum Committee or PR/SLO Committee documenting the adoption of the RC GELOs]

At CCCC most disciplines only have one or two full-time faculty. Only the English and math disciplines have more than 3 full-time faculty members. Therefore, each faculty member is intimately familiar with Program Review for their respective disciplines. The full-time faculty integrate part-time faculty into the SLO assessment and analysis process. For disciplines that only have part-time faculty, a full-time faculty member has volunteered to work with the part-time faculty to complete Program Review including SLO assessment and analysis. Faculty conduct a comprehensive Program Review every five years. An annual program review progress report is due each spring semester except for the year when they complete the comprehensive Program Review. Documentation of SLO assessment, analysis, implementation of recommendations, and assessment of improvement through another cycle of SLO assessment and analysis is a key component of the comprehensive Program Review. The annual program review progress report includes the SLO assessment, analysis, and implementation of recommendations for the previous calendar year; i.e. the annual program review progress report due in the spring 2015 semester contains the SLO assessment, analysis, and implementation of recommendations

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for the spring 2014 and fall 2014 semesters. [Evidence – program review comprehensive and annual reports located in the PR/SLO Blackboard Organization]

CCCC is in the process of completing the third five-year program review cycle for a history of 15 years of Program Review which includes Program Reviews as part of Reedley College. Program Review Cycle 4 started in Spring 2015. The SLO assessment, comprehensive Program Review reports, and the annual program review progress reports began in Spring 2012 upon functional separation of CCCC from Reedley College as part of obtaining candidacy status. The critical point at this juncture was the integration of SLO assessment and analysis with Program Review which until the functional separation from Reedley College were separate processes that were also documented separately. Integrating SLO assessment and analysis into the comprehensive Program Review and annual program review progress reports is essential to demonstrate how student learning is assessed and how the analysis drives program improvement. Program Review and SLO assessment and analysis and intertwined result in program improvement; they can't be separated or put one in front of the other.

Each Duty Day a presentation or activity occurs to address some aspect of the SLO assessment and analysis process and/or Program Review. During the Fall 2014 Duty Day the activity addressed how to use data during SLO analysis. The evening of each Duty Day there is an orientation meeting for new and returning part-time instructors. The last portion of this meeting is devoted to having the part-time instructors meet with full-time instructors to discuss important issues for each discipline. A critical issue being discussed is what SLO assessment will occur that semester and a discussion of the SLO data analysis from previous semesters. [Evidence – include Duty Day Agenda and part time meeting letter announcements]

As described in Standard I, CCCC engages in continuous improvement with its collaborative decision-making process through the College Center Council. The purpose of the council is to assess and improve upon the existing process of evaluation, planning, and improvement for the CCCC, with an emphasis on the CCCC's strategic planning and implementation processes. As a result, the planning cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation is a part of the organizational culture of the Center.

The process is circular, consisting of five steps:
Step One: Evaluation Using Qualitative and Quantitative Data. These data are the catalyst for the dialogue and planning efforts of the Center. CCCC's Institutional Researcher duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision-making process. Examples of some of the data reviewed are student and faculty surveys; community input through advisory committees; Program Reviews; student learning outcomes assessments at the course, program, and institutional levels; ARCC reports which has been replaced by the Score Card; the Center's Educational Master Plan; State Center Community College District Fact Book; in addition to communication and dialogue from meetings, Duty and Flex Day activities, and open forums.

Step Two: Integrated Planning. The planning efforts at CCCC include a relationship between the efforts of the district and the Center. The State Center Community College District's Strategic Plan goals are directly connected to the Center's plans as evidence of continuity between the

district and the Center. The Center integrates instructional programs, student support programs, and related support (library and counseling services) to inter-connect with the overarching goal of continuous improvement of student learning. CCCC's Educational Master Plan (after data collection through input from students, faculty, staff, and administration) revolved around three major areas: 1) data research on the historic growth of student enrollment and weekly student contact hours (WSCH), 2) assessing the internal environment relative to the current composition/profile of the students served, and 3) conducting an external environmental scan which views the Center in relationship to its service areas and external environment. As a result of the data analysis and dialogue, twelve recommendations were identified as the basis for assisting CCCC in projecting educational programs and support services through the year 2025. [Evidence # 258]

In addition to the Educational Master Plan, the Strategic Plan identifies goals based on the previous year's efforts as well as the Educational Master Plan's recommendations. Objectives are established (through meetings of the College Center Council, faculty, administration, and classified staff) as part of fall Duty Day activities. Faculty members also serve on various committees that help reach these goals.

Step Three: Resource Allocation. There is a strong connection between planning and resource allocation. The funding process for the overall operation of the district and its colleges and centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by the Board of Trustees' approval. An Action Plan Funding Request form is used for the allocation of resources for projects not covered by the general fund budget and goes through the College Center Council. Any administrator, faculty, or staff member may complete action plans. Individual faculty or staff members complete the action plan form when requesting lottery or grant funds. Faculty and staff who request these resources have to show how the requested funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Matriculation Plan, Student Success Plan), and student learning outcomes and Program Review recommendations. Included in the Action Plan form is a work plan that outlines the specific activities or items desired, funding needed, person responsible, timeline, as well as organizational areas that will be impacted by the item/activity desired. Academic faculty staffing requests are also part of this process. Department chairs work collaboratively with faculty in prioritizing requests which are sent to the Campus President for consideration. The District Foundation also provides opportunities for faculty to apply for mini-grants for instruction and student support projects as well as student scholarships. [Evidence # 85]

Step Four: Implementation. Once the plans and resources have been finalized, the implementation process involves collaboration among the administration, faculty, and staff, depending on the nature of the project and funding. The College Center Council oversees the implementation of the plans and provides regular updates on the projects throughout the year.

Step Five: Re-evaluation and Improvement. The last step evaluates if the targeted planning goals were met and identifies areas for improvement. This information then becomes the focus of dialogue and communication cycling back to step one in the process for the next cycle. [Evidence # 85]

Self Evaluation

CCCC meets this standard. Faculty, staff, and administrators utilize SLO and PLO data to design and implement Flex Day and Duty Day activities with the goal of education and inclusion of all levels of faculty. This facilitates a campus-wide dialogue and unified application of information and data for the improvement of course structure and teaching methods.

Every spring via the Annual Program Review and SLO Report, faculty and staff at CCCC are reporting on the development, revision, assessment, and reports on course-level student learning outcomes. Student learning outcomes are one of the foci each semester on Duty Day. Faculty meet within departments to discuss and work on SLOs on Flex Days and various times throughout the semester. Opportunities are provided for part-time faculty to take part in this process through the part-time faculty orientation meetings each semester or in scheduled meetings with the full-time faculty of their assigned department. [Evidence # 122]

Actionable Improvement Plan
None

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.**

Clovis Community College Center (CCCC) offers collegiate, developmental, pre-collegiate non-degree applicable, community education, and short-term training courses and programs in fulfillment of the mission of a California community college center. The Center uses a variety of criteria to determine whether or not to offer courses and programs; among them are CCCC's mission statement, student need, employer and labor market demand, and the needs of specific communities of students served by these programs. All courses undergo student learning outcome (SLO) assessment, and all programs undergo Program Review. Faculty create and revise courses in collegiate, pre-collegiate, and developmental programs, which then the Curriculum Committee, the Educational Coordinating and Planning Council (ECPC), and the SCCCD Board of Trustees review and approve. Faculty evaluate those courses and programs through the assessment of student learning outcomes and through the program review process. CCCC requires SLO assessment for all courses at the Center. SLO assessment and Program Review are the main components in data-driven analyses of the effectiveness of the Center's courses and programs and for the direction any needed improvements must take. [Evidence: RC Catalog, CCCC catalog, CCCC PR/SLO Blackboard page, ECPC operating agreement, list of action plans]

The program review process ensures the high quality of all programs that award degrees or certificates. The processes of program review and SLO assessment have been important topics of discussion at meetings of the CCCC College Center Council, the CCCC Academic Senate, and the CCCC Program Review-Student Learning Outcomes Committee. Program Review guidelines emphasize the importance of student learning outcomes and provide the framework for a

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department to conduct program assessment. The Program Review Handbook's guidelines also provide a basis for future direction, resource allocation, and institutional planning. [Evidence: CCCC PR Handbook, Cycle 3 and Cycle 4; College Center Council minutes; PR/SLO Committee.]

The CCCC Program Review-Student Learning Outcomes Committee has primary responsibility for overseeing the program review process. The CCCC Vice President of Instruction and Student Services, Dean of Instruction, department chairs, and academic senate all play important roles in ensuring that the program review process is effective in identifying successful or ineffective instructional practices, in assessing the viability of educational programs, and recommending criteria for allocation of instructional resources. [Evidence: CCCC PR/SLO Blackboard site]

The CCCC Student Success Committee also plays a large role in ensuring that faculty design all courses offered at CCCC to address the basic skills needs of students. The Vice President of Instruction and Student Services established the Student Success Committee in 2012 in response to the state's Student Success Initiative and the recommendations of the Report of the Student Success Task Force. The CCCC Student Success Committee coordinates with department chairs to ensure that all programs focus on the development and use of instructional strategies that will improve mastery of basic skills and student success rates. [Evidence: Student Success Committee operating agreement and minutes]

Full-time and part-time faculty evaluations also safeguard the quality of courses and instruction and ensure their improvement. As part of the faculty evaluation process, the peer evaluator observes and scrutinizes the instructor's syllabus, a class plan of the day with an explanation of how it aligns with course outcomes, an example of graded work, and the class's Blackboard support (if applicable), along with classroom instruction. The peer evaluator gives students an opportunity to evaluate their instructors by an anonymous survey; their comments are typed to disguise their handwriting and given to the instructor after he or she has submitted final grades. These measures help CCCC to maintain the high quality of instruction which is our mission and our first responsibility. [Evidence: evaluation records]

One of the most important factors in ensuring the quality and improvement of courses and programs is ongoing dialogue among instructors. Research shows that when time is set aside for teachers to talk to one another, classroom instruction and student achievement improve. Faculty Flex Day and Duty Day workshops at the beginning of each semester provide a formal mechanism for intra-faculty dialogue. Faculty have also proposed "Dialogue Days" to give instructors additional opportunities to discuss anything related to education at mid-semester, less formal meetings. Informal interaction among faculty (within and across disciplines) is crucial to identifying and clarifying the most general learning needs of our students and thereby ensuring the quality and improvement of courses and programs. Standard II.A.2d more fully discusses the positive effects of dialogue among faculty. [Evidence: Kenneth G. Wilson and Bennett Daviss, *Redesigning Education*, Teresa's brown bag lunch meetings]

The Clovis Tutorial Center has piloted and implemented an embedded tutoring program at CCCC. Tutors attend class and work closely with instructors and students. In class, tutors participate in class discussions, model and help students develop good study skills and habits for college, assist with leading workshops and conferencing with students, circulate and help students with group work, answer questions, give short lessons, show students how to process

instructions, restate directions back to the instructor to reinforce ideas, and so on. Tutors encourage students to meet with them during their tutoring hours in the Tutorial Center for further review sessions or one-on-one tutoring. The program enables tutors to provide more targeted assistance to students in need of basic-skills development. [Embedded Tutor-Instructor Agreement]

Excellent instructors are the backbone of any instructional program. At CCCC, nationwide recruitment and a rigorous screening process ensure that the Center hires only the most highly qualified candidates as full-time or part-time faculty. [Evidence A.R. 7120]

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.**

Descriptive Summary
CCCC recognizes that responsibility for the development of courses and programs lies primarily with faculty. Administration supports the faculty's central role in developing, implementing, and improving courses and programs with extensive training and development opportunities. [Evidence: Duty and Flex Day records; On Course seminar May 2013; CCSEE training 11-7-14]

Each department conducts Program Review every five years, which has been the Center's primary means for examining how discipline faculty members develop, revise, and coordinate programs and courses. The PR/SLO Committee designs the process to improve the quality of programs, stimulate curriculum changes, and enhance current curricula. The program review process requires programs and departments to submit yearly updates (Annual Reports) on the goals and recommendations listed in their Program Review documents. The result is that Program Review serves each program or department as a handbook and reference guide for continuous development and planning. [Evidence: Final Reports, Annual Reports on the WI PR/SLO Blackboard site]

Program Review includes a detailed analysis of all courses offered by a program or department, including examining data on gender, ethnic background, and age of students taking a course. Since the focus of Program Review is on student learning outcomes, the data collected and evaluated also include student retention, persistence, and success rates. Part of the Program Review guidelines requires each department to review and update the course outlines. The curriculum committee reviews and approves these modifications during the semester following submission of the departmental Program Review document. [Evidence: Curriculum Committee minutes]

Discipline faculty specifically design student learning outcomes to improve and promote the quality of courses and instruction. All instructional programs at CCCC have established course, program, and general education outcomes. The ultimate purpose of general education outcomes is to assess SLOs at the degree level. Thus the alignment of course- and program-level outcomes with general education outcomes ensures that CCCC students who earn a degree in a specific

subject area are also well qualified to meet the diverse challenges and opportunities they will encounter in the wider world. [Evidence: Mapping grids on PR/SLO website]

Too few students in the State Center Community College District and in community colleges across California and the nation either do not earn degrees or do not successfully transfer to four-year institutions despite attending classes for four or more semesters. The U.S. Department of Education, the California Community Colleges Chancellor's Office (see in particular the 2012 Report of the Commission on Student Success), along with reports from the Little Hoover Commission and the Community College League of California have identified this lack of achievement of well-defined goals by community-college students as an area of concern. All of these stakeholders have called for a "culture of completion" in America's community colleges. In response to this call, CCCC has placed special emphasis on the use of student learning outcomes to ensure that a greater percentage of our students become degree-qualified.

Since Fall 2012, the CCCC Student Success Committee has systematically addressed meeting the basic skills needs of Clovis students. The Vice President of Instruction and Student Services formed this committee in response to efforts by the state legislature to improve success and completion rates in California community colleges. In 2011, in response to the Student Success Initiative (SB 1456) and the Student Transfer Achievement Reform Act (SB 1440), CCCC programs, in cooperation with their Reedley counterparts, began developing Associate Degrees for Transfer (ADT), also referred to as Transfer Model Curricula (TMC). Students who earn ADTs at CCCC will be guaranteed admission to a California State University with junior standing. By the end of Spring 2015, Clovis programs for which ADTs are appropriate will have established them (some high-unit programs, such as engineering, are not permitted to create ADTs). [Evidence: CCCC Student Success Committee Blackboard site; CCCC Council minutes.]

Each discipline has designed assessments of the outcomes in their course offerings. As part of the process of developing the measurements and rubrics for courses and programs in a discipline, the discipline members choose a lead faculty member. That individual is responsible for collecting and collating data, and disseminating it to discipline members and the Institutional Researcher, who keeps all records. Throughout the process, faculty are responsible for developing, administering, analyzing, and acting upon the results of the assessment process. At least once a year, and in some cases every semester, faculty departments assess the quality of instruction through SLOs and develop strategies to address any shortcomings revealed by assessment of SLOs. Also, as part of this evaluation process, faculty identify effective assignments, presentations, and policies. [Evidence: PR/SLO Blackboard site: annual reports]

At CCCC, the faculty of each department—both full and, when possible, part-time—develop their own processes for course development, evaluation, and improvement. Duty Day workshops, Blackboard postings, e-mail exchanges, and informal discussions encourage and facilitate dialogue between departments. This allows new or different ideas to be shared and explored. Part-time faculty are included in the process through attendance at department meetings, e-mail communication, and face-to-face dialogue.

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Each discipline and program updates SLO reports annually. The process begins with disciplines establishing assessment timelines. According to the timelines, faculty assess course outcomes and analyze data. Based on their analyses, faculty develop action plans and adapt their instructional strategies to better meet identified student needs.
[Evidence: Data, Data, Data! SLOs Seminar << Erik needs to add that here...>>]

In 2013, CCCC, in anticipation of achieving full college status, established the positions of Curriculum Analyst and Articulation Officer. The Curriculum Analyst is working closely with the CCCC Curriculum Chair, administration, faculty, and the CCCC and Reedley Curriculum Committees in order to ensure that all CCCC courses are in compliance with federal and state laws and regulations and ACCJC standards and guidelines, and to ensure that the transition to full college status goes smoothly. The Articulation Officer is working with faculty to assist them in developing Associate Degrees for Transfer so CCCC complies with SB 1440 and 440. The curriculum analyst is also making sure that articulation agreements with the UC system are in order so that the transition to full college status is smooth.

Self-Evaluation
CCCC meets this standard. Faculty develop courses and programs in each discipline. Discipline members, department chairs, and the appropriate dean review drafts and then forward them to the Reedley College Curriculum Committee for approval. (The Reedley Curriculum Committee includes members from CCCC, and the CCCC Curriculum Committee is in place and ready to assume its duties as an independent committee as soon as it has the legal authority to do so.) The Curriculum Committee reviews a course at one hearing and approves or disapproves it at a second hearing.

Once the Curriculum Committee has approved a course or program, it is signed by both the Curriculum Committee chair and the Dean of Instruction. The Curriculum Committee then forwards the course to the district Educational Coordinating and Planning Council (ECPC). The membership of ECPC consists of the two college presidents, the CCCC President, the Madera Center Vice President, all vice presidents of instruction, Curriculum Committee chairs, and curriculum analysts. ECPC monitors all curricula at district campuses and forwards a recommendation to the State Center Community College Board of Trustees who grant ultimate approval. [<Evidence. AR for ECPC. BOT of Trustees minutes – July 2014, December 2013, June 2013, and ECPC agenda and minutes.>]

Faculty forward programs that offer Certificates of Achievement (18 or more units of coursework required) and vocational Associate Degrees to the Central Valley Higher Education Consortium (CVHEC) for review. CVHEC then sends programs approved upon review to the California Community College Chancellor's Office for state approval. Faculty also sends all new non-vocational Associate Degrees or significant revisions to the State Chancellor's office for approval. Thus, multiple constituencies closely scrutinize and evaluate all CCCC courses in their development, approval, implementation, and improvement. [Evidence: program proposals forwarded to CVHEC, CVHEC minutes indicating approval, notices from CCCCO indicating approval]

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CCCC established an independent Program Review/Student Learning Outcomes (PR/SLO) Committee in Fall 2012. A student learning outcomes coordinator and a program review coordinator co-chair the committee. The SLO coordinator supervises SLO assessment and reporting. All programs are required to produce an Annual Report whose main purpose is to analyze SLO data and make adjustments based on what the data reveal about student success. As of Spring 2014, all instructional programs at Clovis are complying with a regular schedule of assessment and analysis. The Center has established general education learning outcomes and individual departments have been continually refining their course- and program-level outcomes with the several goals of embedding outcome assessment in ordinary achievement assessment at the course level; coordinating outcome assessment with annual departmental self-evaluation (which is already part of the program review process); coordinating outcome assessment with Program Review itself (conducted by departments on a five-year cycle); and coordinating outcome assessment with the CCCC mission statement and Strategic Plan. Standard II.A.3 describes in detail the process of developing GELOs and coordinating their achievement with achievement of course- and program-level SLOs. CCCC has embraced a culture of evidence and has implemented it. [Evidence: WI PR/SLO Blackboard site]

All programs at CCCC have mapped student learning outcomes to program learning outcomes and general education outcomes since Fall 2010. Discipline faculty updated the mapping grids in Fall 2013. The SLO Coordinator reviews programs' SLO mapping and posts them on the CCCC PR/SLO Blackboard site. [Evidence: WI PR/SLO Blackboard site]

Since Fall 2012, CCCC programs have been doing program review independently of Reedley College. The CCCC Program Review Coordinator keeps programs informed of their program review responsibilities, helps the SLO Coordinator schedule meetings of the PR/SLO Committee, and posts final program reports and the committee's evaluations of program reports (referred to as *substantiation of goals*) on the CCCC PR/SLO Blackboard site. [Evidence: CCCC PR/SLO Blackboard site]

In an effort to better understand how faculty, staff and administration feel Clovis Community College Center is doing in terms of the accreditation standards, the Institutional Researcher designed a survey that she administers every three years. The most recent administration was Fall 2013. [Evidence: Accreditation Survey Results 2013]

> #9 "Improving institutional effectiveness is valued throughout the College Center." 85.9 percent of faculty and staff strongly agree or agree that the College Center is committed to improving the institutional effectiveness of the Center.

> #10 "Student learning outcomes are considered in program review and institutional planning." 97 percent of faculty and staff strongly agree or agree that student learning outcomes are considered in program review and institutional planning at the College Center.

> #12 "The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes." 91 percent of faculty and staff strongly agree or agree that the College Center uses both

qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.

#16 "Student learning needs are central to the planning, development, and design of new facilities." 93.6 percent of faculty and staff strongly agree or agree that student learning needs are central to the planning, development, and design of new facilities.

Actionable Improvement Plan
- CCCC has formed a Curriculum Committee in preparation for full college status.
- The Curriculum Committee and the Curriculum Analyst are working on the catalog for Clovis Community College.
- The Tutorial Center in cooperation with the Student Success Committee plans to expand the embedded tutoring program in order to better meet the need of students to develop basic skills.
- A new program review handbook will go into effect for the new cycle of program review (FA 2014-SP 2020).
- Programs will continue to submit self-studies and annual reports comprising SLO and program review updates, which include any planning changes based on assessment and analysis of SLO data.

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.**

Descriptive Summary
CCCC relies primarily on faculty expertise to determine competency levels and design measurable student learning outcomes (SLOs) at the course level, as well as program learning outcomes (PLOs), which in turn build towards general education learning outcomes (GELOs). The faculty have carefully mapped the outcomes at each level to the outcomes at each successive level, thereby ensuring that work at the course level ultimately fulfills the program and general education learning outcomes. The discipline experts in each department collaborate to establish outcomes using methods most appropriate for their field. Faculty review these outcomes yearly and vet them through institution-wide practices involving the curriculum and program review committees. This institution-wide process of analysis ensures that outcomes assessments are effective, revised as needed, and lead to competency necessary for program and certificate completion. [Evidence # SLO mapping grids]

The Willow International Curriculum Committee Project, which changed its name in Fall 2014 to Clovis Community College Center Curriculum Committee, has played a significant role in meeting this standard. This committee performs a planning function, independent of the Reedley College Curriculum Committee, and reports only to the CCCC Academic Senate. The chair serves as a voting member of the Humanities Department of the Reedley College Curriculum Committee, along with other faculty members at CCCC who serve on the Reedley College Curriculum Committee. The Willow International/Clovis Community College Center curriculum

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committee fashioned a course outline of record template, a policy for dual-enrollment courses, and organized and performed a "culling" of the Reedley College Catalog of Courses for the new college. In Fall 2014, the committee began to write a handbook for the new college's curriculum committee. The handbook explains the committee's organizational structure, meeting protocol, approval procedures, and standards for course development. As in the past, all changes to curricula must align with the college's mission and with CID.org course objectives for transfer or advisories from technical partnering groups. At present, only the Reedley College Curriculum Committee performs this work per education code. It is our understanding that upon accreditation, the courses from the Reedley College course bank will be copied over into the CCCC course bank and will enjoy the same validity. A vote of the Board of Trustees would affect this transfer. After this vote, the Clovis Community College Curriculum Committee will begin working as an independent, authoritative body of the management of all curricula, reporting both to the CCCC Academic Senate and to the State Chancellor's Office. [Evidence: Clovis Community College Center Curriculum Committee Handbook; Curriculum Committee link on Academic Senate Blackboard page]

Different disciplines use different methods to determine competency levels and measurable student learning outcomes. Since professional judgment is indispensable to the process, faculty within a discipline discuss appropriate competency levels and measurable outcomes extensively and arrive at consensus before implementing specific SLOs and assessment instruments. Career and Technical Education (CTE) disciplines, for example child development and business, collaborate with advisory committees as part of this process. These advisory committees include community members who work in related fields and industries and provide invaluable aid in program planning, development, and evaluation. They provide job market information, expected student competencies, and job placement assistance. [Evidence # ChDev Advisory Letter FA2013; ChDev Advis Agenda; ChDev Advis PPT FA2013, ChDev Advis Meeting Minutes]

Effective communication of expectations to students at CCCC is a high priority of the faculty, and students have a clear path towards achieving the course and program outcomes. Faculty include course learning outcomes in all syllabi, which also provide clear information regarding assignments, grading, and other course policies. These policies are listed in the CCCC Faculty Handbook. The college catalogue lists program and general education learning outcomes. The Student Success Committee plays a role in improving student learning through ongoing dialogue and planning of activities and strategies which help keep students on track. Additionally, the program review process is in place to evaluate the effectiveness of student achievement of outcomes at the course and program levels, and the college relies on the aid of an institutional researcher to employ data-driven procedures for further verification of student achievement. [Evidence #Syllabi samples/CORS; 2012-14 WI/Reedley College Catalogue
; WI & CCCC Faculty Handbooks 2015-2015; ; Student Success committee meeting minutes from 12/10/12; (*Basic Skills Meeting Minutes); * Student Success committee meeting agenda from 2/6/13- *(named Student Success & Basic Skills Meeting Agenda);* Student Success committee meeting minutes 2/21/13,; CCSSE 2012; 2009-2014 WI ENROLLMENT TRENDS]

The use of SLOs at CCCC is at the Proficiency Stage level. CCCC faculty assess student achievement of learning outcomes on a regular and systematic basis, provide written documentation of results, and collaborate to address deficits as needed to ensure that the process

results in continuous improvement in student success rates. Faculty analyze the results of assessment procedures to allow for revisions and fine-tuning so as to provide authentic feedback regarding student progress. In order to ensure that SLOs at the course level provide evidence of achievement at the program and general education levels, the faculty members have mapped outcomes at each level up to outcomes at higher levels.

Self-Evaluation
CCCC meets this standard. Members of the faculty, in concert with administration and other staff, have been engaged in a continuous process of establishing, implementing, and evaluating learning outcomes at the course (SLOs), program (PLOs), and general education (GELOs) levels for several years. The CCCC Program Review/SLO website houses records for each discipline regarding student and program outcomes; Standard IIA.3 below discusses the general education level outcomes in more detail. [Evidence: WI PR/SLO website] Collaboration on learning outcomes is ongoing and involves full-time and part-time faculty; communication occurs via face-to-face meetings, as well as e-mail correspondence. The entire college engages in dialogue regarding student learning in a number of committees, and there are opportunities for faculty and staff input during Duty Day events prior to the beginning of each semester and throughout the year. For example, during Spring 2014, multi-disciplinary faculty met in work groups to exchange information on progress and next steps in the SLO process. [SLO Workgroup Agenda Samples SP14; Willow SLO Groupings] At the Fall 2014 Duty Day, the SLO Coordinator and Institutional Researcher led a faculty workshop focusing on meaningful SLO data analysis. Full-time faculty also met with part-time faculty during the evening Duty Day part-time meeting to discuss progress on student learning outcomes. [Evidence # SLO Data Analysis Workshop FA14 Duty Day; FA14 Duty Day Agenda]

Through these efforts, the use of SLOs at CCCC is now at the Proficiency Stage. The Center's Program Review/SLO website offers a thorough demonstration of each department's diligent work implementing and documenting the processes and products involved in learning outcomes assessment. [Evidence PR/SLO website link] The website houses assessments themselves, timelines for assessment, and assessment reports. The site also contains mappings of learning outcomes from the course to the institution's general education level, thereby ensuring that the day-to-day educational processes on campus are directed towards achieving the Center's mission. Learning outcomes at each level have been carefully aligned; course level outcomes feed into program level outcomes, which in turn feed into general education level outcomes. Mappings of these alignments are available on the website. [Evidence PR/SLO Website – program folders, mappings; college mission statement]

Implementation of the above-mentioned procedures has allowed for the development of high quality instruments to effectively assess achievement of outcomes across all areas of instruction. Faculty regularly assess SLOs according to the timelines developed by each department. Faculty examine results in a process of discussion, analysis, and revision in order to improve the quality of the assessments and to determine whether pedagogical practices need to be modified. For example, from 2012 through 2014, the Psychology Department monitored SLO assessment results and determined that the original assessments for its PSY-38 Lifespan Development course were too limited in number of items and range of course issues covered. Full-time faculty, in consultation with the part-time instructor of the course, made various modifications to the assessment to provide a broader picture of student knowledge. [Evidence # CD Psy 38 SLO

assessment revisions 2012-2014] Faculty document assessment results in SLO Reports, which the SLO Coordinator posts in the PR/SLO website program folders. Reports on the PR/SLO website contain examples of achievement. [Evidence # PR/SLO website, program folders-assessments, timelines reports; PR-SLO Operating Agreement 2012-08-23]

In order to relate learning outcomes to competency levels for degrees, certificates, programs, and courses, faculty collaborate with the Curriculum Committee. Currently, CCCC uses the Reedley College Curriculum Handbook and Reedley College Program and Course Approval Handbook to identify criteria for developing courses, which in turn informs the development of student learning outcomes. Until CCCC's full accreditation, the Reedley College Curriculum Committee oversees the development and modification of all course outlines of record and is responsible for ensuring that student learning outcomes are listed in the outlines. Faculty clearly list student learning outcomes in course syllabi. Course revision and new course proposal forms in use by CCCC specifically request the proposing faculty to align course content with measurable course objectives and SLOs. In addition, these same forms recommend that course outcomes or objectives for career technical education classes include the competencies listed in the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills. All new curricula and changes to existing curricula must align with the college's mission and with CID.org course objectives for transfer or advisories from technical partnering groups. At present, only the Reedley College Curriculum Committee performs this work per education code. The standard for updating courses every five years ensures timely compliance of all courses with this standard. [Evidence # RC Program & Course Approval handbook, RC Curriculum Handbook ; CurrComm of CCCC Operating Agreement; CORS, Syllabi, & C-ID website; U.S. Dept. of Labor Secretary's Commission; Ed code?; college mission statement;]

Until achievement of full accreditation, CCCC will continue to be a part of the Reedley College Curriculum Committee, as outlined in the Descriptive Summary above. Two members of the CCCC committee continue to serve on the Reedley College curriculum committee. However, the college has established its own curriculum subcommittee which will be ready to act as a fully-functioning independent body when the Center achieves accreditation. This committee is in the process of culling courses from colleges in the State Center Community College District and other California community colleges in order to consider course offerings for the future Clovis Community College. The committee is also developing a curriculum handbook, a college catalogue, and loading curriculum onto CurricUNET. CCCC also utilizes a SLO coordinator whose role includes monitoring the ongoing assessment, reporting, and use of student learning outcomes to improve the instructional process. Discipline faculty file SLO reports with the Dean of Instruction and CCCC's Program Review/SLO website. [Evidence # CurrComm of CCCC Operating Agreement, CCCC-WI Curriculum Meeting Minutes 9-15-2014 to 3-3-2014, handbook, etc; curriculum website; 2012-14 WI/Reedley College Catalogue; PR-SLO Operating Agreement 2012-08-23; Evidence of culling or building catalogue needed?]

Augmenting the efforts of the Program Review/SLO and Curriculum Committees, the Student Success Committee also works to bolster student learning through ongoing dialogue and planning of strategies which help keep students on track. The committee has been crucial in bringing about a number of beneficial activities to enhance student achievement. For example, the committee was instrumental in arranging for the faculty to participate in the On Course staff development program in 2013 and has scheduled another program for January 2015. This

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program trains faculty and college staff and administrators in strategies for effective instruction and student engagement. The committee has also focused on college readiness events, embedded tutoring, learning communities, and psychological services in an effort to keep students on track. These institution-wide practices reinforce day-to-day faculty endeavors in the classroom. [Evidence # Basic Skills and Student Success committee minutes from 2/6/13; 2/21/13; 12/10/12; Course flyers/documents?]

Career and Technical Education (CTE) Advisory committees serve to review the curriculum and make recommendations for improvement so that student learning outcomes provide the necessary skills for competence in the field. The Child Development Advisory Committee consists of local professionals, including directors and administrators from private and state-funded child care centers, staff from First 5 of Fresno, and Clovis Unified School District Preschool & School-Age Program Coordinators. At advisory committee meetings, members provide feedback to the Child Development Center concerning current issues faced by the workforce in the area and how well the program meets community needs. Input serves a vital role in assisting the Child Development Department in remaining dynamic and in touch with our community. For example, in Fall 2013, the Child Development Department apprised the advisory committee of the transfer degree program, student achievement indicators, and the Child Development/Early Childhood Education statewide collaboration. The department solicited input from members regarding resources, support, and courses. The department also asked members what resources beyond unit-bearing courses could be provided to support the ECE field, various organizations, and the community. Some feedback included Saturday and evening workshops and a video library of classroom practices. The committee also voted to fund CD 19V- Coop Work Experience units for those students who are working towards the hours for their permit. [Evidence # ChDev Advisory Letter FA2013; ChDev Advisory Agenda; ChDev Advisory PPT FA2013, ChDev Advisory Meeting Minutes]

The business department also works with an advisory committee whose members include local-area businesses. The committee functions to keep the business department informed of changes in technology, business, industry and government. The Business Advisory Committee Handbook outlines procedures and responsibilities of the committee. The committee serves to review the curriculum and make recommendations for improvement. For example, in the Spring 2014, an advisory committee of the Business Department, CCCC's IT Advisory Committee (CTAC), held their annual meeting. The department updated committee members on the progress of the IT Support Technician Program and discussed course outlines for IS 63 and IS 64 networking courses. Committee members provided recommendations on the program. Through communication and close cooperation with the community, CCCC continues to develop and conduct practical vocational education programs which will prepare students for work. The college also has an eye towards expansion of the CTE programs and facilities; a CTE building is a top priority for proposed development. [Evidence # SP14 Duty Day exercise that ranked future facilities at WI; IT Advisory WITAC 2013-14 Agenda; IT Advisory WITAC 2013-2014 Recommendation Draft; Facilities Master Plan?]

In addition to SLO and Program Review analysis, the institution evaluates the effectiveness of learning through the use of the Community College Survey of Student Engagement, administered in 2014 to measure the intended outcomes of the institution. [Evidence #CCSSE 2014] An important goal of CCCC's general education learning outcomes is for students to be

able to organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing. Approximately 80 percent of students reported that, within the past year, they had prepared two or more drafts of a paper or assignment before turning it in, and almost three-quarters of students had made a class presentation. 87.6 percent had discussed ideas from readings or classes with others outside of class, including students, family members, or co-workers.

Two additional general education learning outcomes that are crucial to any college education involve students learning to 1) employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions; and 2) to synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion. As seen in the CCSSE, a full 94.3 percent reported that the college contributed to their critical and analytical thinking, and 92.6 percent of students reported having asked questions in class or contributed to a class discussion in the past year. Over 90 percent of students responded that they had done each of the following:
- worked on a paper or project that required integrating ideas or information from various sources
- analyzed the basic elements of an idea, experience, or theory
- synthesized and organized ideas, information, or experiences in new ways
- used information read or heard to perform a new skill [Evidence CCSSE 2014]

Equally crucial, the college lists among its general education learning outcomes that students be able to demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. Over 80 percent of students surveyed reported that they had engaged in a serious conversation with a student of a different race or ethnicity, or had serious conversations with students who differed in terms of religious beliefs, political opinions, or personal values.

Further evidence that the institution achieves an effective level of learning can be seen in CCCC's retention and successful completion rates, as well as the number of degrees and certificates awarded. [Evidence # 2009-2014 WI ENROLLMENT TRENDS] As seen in the table below, the successful course completion rate hovers near 70 percent on a consistent basis; the retention rate has been above 90 percent every semester since Fall 2010.

STUDENT ACHIEVEMENT INDICATORS

WILLOW INTERNATIO NAL	09FA	10SP	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP
GPA	2.37	2.41	2.39	2.43	2.44	2.42	2.37	2.44	2.37	2.38
SUCCESS	67.3	68.3	67.7	68.8	70.2	70.3	68.9	70.9	69.0	68.5
RETENTION	90.1	89.8	90.1	90.3	90.6	91.7	92.0	91.3	91.8	91.3
ATTRITION	9.9	10.2	9.9	9.7	9.4	8.3	8.0	8.7	8.2	8.7

Source: 2009-2014 WI ENROLLMENT TRENDS

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Data on degrees and certificates awarded by CCCC can be seen in the table below. The number of associate degrees and certificates awarded has increased from 42 in the 2010-2011 year to 213 in the 2013-2014 school year.

OVERALL STUDENT PERFORMANCE – DEGREES AND CERTIFICATES

DATA MART	2010-2011	2011-2012	2012-2013	2013-2014*
ASSOCIATE OF ARTS	30	33	78	55
ASSOCIATE OF ARTS - T	-	-	20	35
ASSOCIATE OF SCIENCE	10	14	40	54
ASSOCIATE OF SCIENCE – T	-	-	18	48
CERTIFICATE – 18 to <30 UNITS	2	3	4	21
TOTALS	42	50	160	213

* Totals are from SQL and are a subset of the Chancellor's site data

** Prior to 2010, Datatel did not have an indication for a "Willow" Graduation site and students were with all North Centers or Reedley college as a whole.

The data on successful transfers shown in the two tables below also highlight successful outcomes for students. [Transfer data Clovis Community College Center 2010-11-2012-13]

Table 1: Clovis Community College Center Transfer Data

Clovis Community College Center Transfer Rates						
Type	2010-11		2011-12		2012-13	
	Count	%	Count	%	Count	%
CSU	459	50.4	377	50.8	456	56.2
UC	53	5.8	43	5.8	57	7.0
Public	711	78.0	595	80.2	679	83.7
Private	200	22.0	147	19.8	132	16.3
In-State	760	83.4	622	83.8	722	89.0
Out of State	151	16.6	120	16.2	89	11.0

Data Source: National Student Clearinghouse; Compiled by CCCC Office of Institutional Research

Table 2: Subsequent Enrollment at California Schools

Subsequent Enrollment to Selected California Schools from Clovis Community College Center						
	2010-11		2011-12		2012-13	
	SE	%	SE	%	SE	%
CSU FRESNO	398	62%	322	63%	409	68%
U OF PHOENIX	33	5%	27	5%	21	4%
FRESNO PACIFIC	40	6%	28	6%	37	6%
NATIONAL UNIV	30	5%	26	5%	24	4%
UC DAVIS	12	2%	14	3%	16	3%
UC IRVINE	-	-	-	-	10	2%
Subtotal	513	80%	417	82%	517	86%
Other (< 10 Subsequent Enrollments)	127	20%	91	18%	83	14%

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TOTAL	640	508	600	

METHOD:
The name, birth date, and "search begin" date of the students were given to the National Student Clearinghouse for subsequent enrollment information. The Institutional Researcher determined the "search begin" date by establishing the final term of enrollment and beginning the search the following term. These counts include students whose primary campus location was Clovis Community College Center. The Institutional Researcher submitted annual data to the NSCH during the summer for the year proceeding the year currently ending (thus giving students at least 1 full year to have enrolled and been accounted for at another institution). Table 1 reports data for these students. If the Institutional Researcher conducted a new query to the NSCH, the numbers would certainly increase.

* Some colleges do not report data to the National Clearinghouse. There are 22 such schools in California (with enrollment > 1,000, primarily private). It is possible that subsequent enrollment numbers are under-represented.

Table 2 is a subset of Table 1 and indicates chosen *California* institutions along with their subsequent enrollment (SE) figures. Typically, these are the primary California institutions that student go to most often. University of Phoenix is included because while it is considered an "out of state" institution, there is a campus in Fresno that students may attend.

Furthermore, a report done for the engineering program in December 2013 provides a detailed example of successful transfer for that discipline. The Office of Institutional Research identified 108 successful transfers in engineering; out of those who transferred, there were 24 (22.2 percent) students who had completed their degrees at the transfer institutions. Of those who had yet to graduate at the time of the report, 78 (72.2 percent) remained enrolled as of the Fall 2013 term. [Engineering Transfers Report 12.6.13] As part of the effort to increase student success, the Clovis Community College Center Faculty Handbook outlines policies and procedures the administration require faculty to follow; administration has designed the procedures to communicate faculty expectations to students. For example, syllabi list course learning outcomes and objectives, assignments, grading criteria, and important calendar dates. Including this information in all syllabi is an important step towards supporting students and helping them to be successful. Evidence that students at the Center feel supported in their college experience can be seen in the CCSSE. Results reveal that over 90 percent of students surveyed at CCCC reported that the college gave support to help them succeed in college, and over 86 percent rated the instructors on the higher end regarding the extent to which instructors were available, helpful, and sympathetic. [Evidence # WI Faculty Handbook; CORS; Course Syllabi samples; CCSSE 2014]

The totality of processes outlined above ensures continuous improvement towards achievement of our educational mission.

Actionable Improvement Plan
Progress towards Sustainable Continuous Quality Improvement in SLOs for courses and programs?

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c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

CCCC demonstrates the high quality of its instruction in numerous ways. A highly professional teaching corps is the primary safeguard of high-quality instruction in any institution. The process for hiring full-time faculty at CCCC is extremely rigorous and ensures that the Center hires only the most qualified and committed instructors as full-time instructors. In addition, peers evaluate and assess both full- and part-time faculty on a regular schedule. The evaluation procedure is friendly but stringent and encourages faculty to find ways they can make their instruction more effective.

All instructors have extensive subject-matter backgrounds and many part-time faculty are practitioners in their fields. Institutional effectiveness outcomes such as the number of degrees awarded and the number of students transferring to four-year institutions demonstrate, indirectly but convincingly, the knowledge gained by students.

In cooperation with the Reedley College Articulation Officer, the CCCC Articulation Officer, beginning in Fall 2013, has actively pursued articulation agreements between the future Clovis Community College and four-year institutions. Public and private institutions in the state and nation widely accept CCCC credits, and the Articulation Officer is ensuring that these sound articulation relationships will transfer smoothly to Clovis Community College.

Faculty peer evaluations and classroom observations provide a formal structure which ensures that instructors benefit from each other's experience in the classroom. Observation and evaluation also promote the crucial component of informal dialogue among instructors on instructional methods and course content. Student surveys at CCCC indicate overall student satisfaction with course content and instruction.

The Reedley Curriculum Committee, the Clovis Curriculum Committee (in waiting), the College Center Council, the Program Review/Student Learning Outcomes Committee, the Student Success Committee, the Academic Senate, and the President's Cabinet regularly discuss issues related to both new and existing programs. Institutional dialogue occurs at the department level and in formal and informal conversations and meetings with the academic deans and Vice President of Instruction and Student Services during Program Review and schedule-development meetings which take place every semester.

Faculty are responsible for the breadth, depth, rigor, sequencing of courses, and synthesis of learning necessary for certificates of achievement, occupational certificates, and associate degree programs. The curriculum process primarily addresses these issues. When faculty submit courses for approval, an essential component of the process is demonstrating to Curriculum Committee members that the courses are collegiate in nature, respond to an identified need, and fit within a program.

At the time the Curriculum Committee approves a course, if the submitting faculty member requests either CSU or UC transferability, a separate process, led by Reedley and CCCC's

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Articulation Officers, begins. The Articulation Officer submits the course outline of record to local CSU or UC articulation offices for approval. In occupational programs, the advisory committee meets yearly to review existing programs and courses and recommend new certificates and courses.

The CCCC Curriculum Committee ensures that faculty design every course to meet standards of appropriate breadth, depth, rigor, sequencing, and time to completion. Each program maps its course-level outcomes onto program-level outcomes, and these onto general education-level (or institution-level) outcomes. The SLO coordinator supervises this work and ensures that there is synthesis of learning within programs and across the institution.

Department chairs work with academic administrators, counselors, and individual faculty members to ensure that courses needed for a certificate or a degree are scheduled so that well-prepared students can complete a program in two years if they attend full-time. Each department also tries to offer transfer-essential courses in as many terms as possible during the academic year in order to facilitate the progress of their students, even those who are "off-track."

The science departments particularly recognize the time-to-completion challenge that confronts their students because of the high unit count of the coursework and the large number of sequential classes needed for transfer. During each scheduling period the faculty of the chemistry, life sciences, physics, mathematics, and engineering departments consult with one another on scheduling in order to minimize any time overlap of courses commonly taken by science and engineering majors.

Self-Evaluation
CCCC meets this standard. All faculty, full-time and part-time, have extensive subject matter backgrounds. Faculty peer evaluations and classroom observations are regularly used to ensure that instructors benefit from each other's experience. Student questionnaires provide feedback regarding student satisfaction with course content and instruction. [Evidence: Evaluation records.]

Institutional dialogue occurs at the department level and in Curriculum Committee meetings as well as in meetings of the College Center Council, Program Review/Student Learning Outcomes Committee, the Academic Senate Committee, and the President's Cabinet regarding issues related to both new and existing programs. These constituency groups evaluate courses to ensure that they are collegiate in nature, respond to an identified need, and fit within a program. The number of degrees awarded and the number of students transferring to four year institutions demonstrate synthesis of learning indirectly but convincingly. [Evidence: RC Curriculum Committee minutes, RC Curriculum Committee website.]

As mentioned in the response to Standard II.A.2.a., CCCC has crafted a strong response to the call for a culture of completion in California's community colleges. Evidence shows that students with well-defined goals are more likely to earn an Associate's degree or transfer to a four-year institution. Beginning with the fall semester of 2013, CCCC has required students to meet with a counselor to develop a Student Educational Plan (SEP). In 2011, in response to the Student Success Initiative (SB 1456) and the Student Transfer Achievement Reform Act (SB

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1440), CCCC programs began developing Associate Degrees for Transfer (ADT), also referred to as Transfer Model Curricula (TMC). Students who earn ADTs at CCCC will be guaranteed admission to a California State University with junior standing. By the end of the spring semester of 2015, all programs at CCCC will have established ADTs (with the exception of exempted programs like engineering). [Evidence: CCCC Student Success Committee Blackboard site; CCCC Council minutes.]

The 2013 Accreditation Survey taken by faculty, staff, and administrators reveals the following:

> #6 "Students completing vocational and occupational certificates and/or AA/AS degrees are prepared for external licensure and certification and can apply those skills at the workplace, as needed." 93.2 percent of faculty and staff strongly agree or agree that students completing vocational and occupational certificates and/or AA/AS degrees are prepared for external licensure and certification and can apply those skills at the workplace, as needed.

> #7 "The Center's students completing AA/AS degrees/programs are prepared for transfer to four-year institutions." 97.9 percent of faculty and staff strongly agree or agree that the Center's students completing AA/AS degrees/programs are prepared for transfer to four-year institutions.

> #15 "The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution." 92.4 percent of faculty and staff strongly agree or agree that the criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.

> # 13 "The College Center supports academic freedom." 96 percent of faculty and staff strongly agree or agree that the College Center supports academic freedom.

> # 14 "Faculty members are fair and objective in their presentation of course material." 96.3 percent of faculty and staff strongly agree or agree that faculty members are fair and objective in their presentation of course material.

Actionable Improvement Plan
The Clovis Community College Center's Strategic Plan for 2013-17 calls for drafting a Student Success Plan under which the Center will systematically measure the success of all goals and objectives related to mastery of basic skills by CCCC students. CCCC will continue to emphasize the need of every student to develop a Student Educational Plan. The Center's Curriculum, Student Success, and Program Review/Student Learning Outcomes Committees will continue to meet regularly to ensure that all courses and programs are characterized by appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning.

Administration recognizes the importance of a rigorous hiring process to the maintenance of a highly professional instructional staff. This rigorous hiring process, coupled with an equally rigorous evaluation process for both full- and part-time instructors, are the bulwarks of the CCCC's plan to ensure that Clovis students receive only the highest quality of instruction.

As CCCC moves to accreditation as an independent college, we expect to expand our offerings in career technical education (CTE) as well as our on-line offerings. In accordance with the 2013-17 Strategic Plan, CCCC is working with the Districtwide Signature Program Taskforce to develop high-quality CTE signature programs and facilities for Clovis Community College. The Strategic Plan also calls for the Center to collaborate with external partners to assess, maintain, and develop career technical programs, and to increase the number of opportunities for quality work experience, job shadowing, service learning, and intern experiences for students. All of these measures will ensure that CTE instruction at CCCC will be of the highest quality with appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. [Evidence: WI 2013-17 Strategic Plan]

> **d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Descriptive Summary
Faculty are familiar with the research on effective methods for study, learning, and instruction. Faculty apply this research in the classroom and make students aware of the research so that they can apply it to the studying they do outside the classroom. In addition to lecturing to present important course concepts, faculty guide participatory events such as discussions, individual and team research, field work and activities, and use tools such as PowerPoint presentations and topical videos followed by extensive discussion as a class, in groups, and through short essays. The faculty evaluation form includes a question about the instructor's sensitivity to diverse learning styles and the use of appropriate delivery modes and teaching methodologies to ensure that all students are able to master course material in ways most suited to their learning styles. [Evidence: faculty evaluation form]

More than 30 CCCC faculty and staff participated in a three-day On Course workshop in May 2013 to learn and practice techniques which research has shown to increase student engagement and student responsibility. A second three-day On Course workshop is scheduled for January 2015.

At the beginning of every semester, through campus-wide e-mail, the office of Disabled Students Programs and Services (DSPS) and the Tutorial Center inform the entire campus of the services they offer. Faculty routinely invite these specialists into their classrooms for presentations on different learning strategies, disabilities, and to explain what support services are available to students.

Research shows that institutions which set aside time for teachers to talk to each other experience increases in instructional quality, institutional morale, and student success. On Duty Day and Flex Day each semester CCCC instructors have a structured opportunity to discuss education and its improvement. In the division meetings scheduled for the afternoons of duty days, faculty have an opportunity to engage more informally in discussions of delivery methods. More generally, faculty at the Clovis Center have also made these kinds of discussions an informal priority in their professional lives. They engage in lively discussions of learning strategies, teaching methodologies, and student performance in numerous informal settings as well as formal settings such as department meetings, Academic Senate, and Program Review/Student Learning

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Outcome Committee meetings. These discussions often taken place when a committee meeting has adjourned and committee members linger to further explore pedagogical or policy issues brought up at the meeting. Concerning distance education in particular, the CCCC Distance Education Committee discusses, formulates, and disseminates best practices concerning distance education. [Evidence: Kenneth G. Wilson and Bennett Daviss, *Redesigning Education*.]

As an institution, CCCC, following AAUP guidelines, encourages each faculty member to use the best teaching methods. DSPS is very helpful in this regard. When DSPS approves a student for services, DSPS and the student provide the instructor with a list of appropriate accommodations.

Faculty members participate in conferences, workshops, Flex Day activities, and other professional development activities devoted to learning needs and pedagogical approaches. Many faculty are involved in organizations that promote quality instructional practices (the San Joaquin Valley Writing Project, the San Joaquin Valley Math Project, and On Course are three examples).

Faculty use a variety of means to assess student learning. Faculty typically use written exams and quizzes, and depending on the course and instructor, they use a variety of other assessment tools such as journals, research papers, group projects, presentations and speeches, demonstrations, projects, and portfolios as well. A variety of teaching methodologies appropriate to courses and disciplines also support the needs of students. These include online instruction, computer-aided instruction, tutoring, and open access labs. Regardless of the teaching methodology, the ultimate goal of each course is student learning as delineated in the student learning outcomes section of each course outline of record.

Instructors who teach multiple levels of classes within a discipline are able to see what skills and concepts need to be addressed more effectively in the lower-level courses (basic and developmental courses). This applies especially to English and math courses, where there are two or more levels of pre-collegiate courses. An instructor teaching a college-level course is able to see which basic skills and concepts students continue to struggle with. The instructor can then adjust instruction in pre-collegiate courses to reinforce mastery of skills which are essential to the future success of students.

The Tutorial Center is also an invaluable resource for providing the individualized instruction that many students need. Students can come to the Tutorial Center and take a learning style assessment. After taking the assessment, students work with peer tutors to create an individualized study plan that capitalizes on their learning style preferences. Tutors offer students suggestions on which study methods will optimize their success in the classroom. [Evidence: Tutoring Center documents: Aural Strategies, Read-Write Strategies, Visual Strategies, Kinesthetic Learning Strategies, Study Plan.]

The Office of Disabled Students Programs and Services (DSPS) ensures the needs of special-needs students are accommodated.

Self-Evaluation

CCCC meets this standard. As mentioned in the descriptive summary, more than 30 CCCC faculty and staff participated in a three-day On Course workshop in May 2013. Many faculty have implemented features of the On Course program. A combination of lecture, coaching, small-group projects, and student presentations of course material has become the norm of instruction at CCCC. Faculty at CCCC report that implementation of the learning strategies and instructional methods learned during the On Course workshop have had a strong positive impact on the ability of students to take responsibility for their educations and master necessary skills more effectively.

The results of the 2013 Accreditation survey show that CCCC faculty and staff think that the Center meets Standard II.A.2.d:

> # 11 "Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students." 95.5 percent of faculty and staff strongly agree or agree that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

Actionable Improvement Plan

In explicit response to the Student Success Initiative of the California Legislature (2011), CCCC established a Student Success Committee. This committee is in the process of developing a Student Success Plan which will identify delivery modes and teaching methodologies which have proven most successful in meeting the needs of students who arrive at college with deficiencies in the basic skills needed to succeed in college.

CCCC will continue to implement the principles of On Course to help instructors use proven strategies of successful instruction, including coaching strategies which help students to take greater personal responsibility for their educational outcomes.

The Distance Education Sub-Committee continually develops strategies for making on-line learning a more successful experience for on-line students.

e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

CCCC evaluates it courses and programs through an ongoing program review process in order to improve the quality of programs, stimulate curriculum changes, and enhance current curriculum. Instructional program review occurs every five years and includes an analysis of the following: 1) relevance and currency of the program; 2) student learning outcome (SLO) assessment development, use, and achievement; 3) curriculum sequencing, updates, and instructional methodologies; and 4) annual goals and both short- and long-term visions for the future of the program. The data collected and evaluated include the results of outcome assessments, student retention, persistence, and success rates, along with other relevant program data which elucidate program effectiveness. All discipline faculty follow this process for programs, regardless of type

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(collegiate, developmental, or career technical education), and the CCCC Program Review Committee, composed of both faculty and administration, oversees the process.

Whereas Program Review provides for systematic review of programs, the Reedley College Curriculum Committee ensures that programs also regularly review courses. Currently, only the Reedley College Curriculum Committee performs this task as required by education code; however, two members of the CCCC Curriculum Committee serve on Reedley's curriculum committee, as described in Standard IIA2b. After CCCC achieves full accreditation status, the State Center Community College District Board of Trustees will vote, and the Clovis Community College Curriculum Committee will then begin working as an independent body, managing all of the new college's curricular processes. At present, the Reedley College Curriculum committee continues to monitor each department's processes for curriculum renewal, including updated Course Outlines of Records (CORs) and validation of prerequisites and co-requisites. This committee oversees the development of new courses, as well as changes to existing courses. The Reedley College Program and Course Approval Handbook outlines the committee's responsibilities for oversight and the necessary criteria and standards for course development and procedures for approval. This process ensures the relevance and appropriateness of courses and programs, thereby ensuring a comprehensive evaluation of each program's role in the overall college curriculum.

Faculty and staff use the results of program review in institutional planning, which incorporates the improvement needs of courses and programs based on assessment outcomes. For example, data from program review inform decisions that prioritize hiring of new faculty, purchase of equipment and supplies, and classroom renovation and allocation. Resource allocation as well as institutional strategic plans will thereby emerge from local program plans.

Furthermore, mapping of student learning outcomes from the course level (SLO), to the program level (PLO), to the general education level (GELO) clarifies the role of each program in helping to achieve CCCC's mission. Faculty and staff have carefully mapped the outcomes at each level to the outcomes at each successive level, illustrating how work at the course level is appropriately geared towards fulfilling outcomes at higher levels. There is a college-wide effort toward helping students succeed, and thus college planning is systematically tied to the outcomes of program review. This occurs via a collaborative decision-making process. [Evidence # SLO mapping grids]

Self-Evaluation
CCCC meets this standard. The Center routinely evaluates the effectiveness of its courses and programs primarily through Program Review. CCCC has completed Cycle 3 of Program Review and is moving in to Cycle 4. In the past cycle, CCCC relied on the Program Review Cycle Three Handbook to guide this process; the college now uses the Program Review Cycle Four Handbook. CCCC faculty and staff evaluate all courses and programs, whether transfer, degree applicable, vocational, or developmental/pre-collegiate, whether delivered face-to-face or via distance education, through the program review process to ensure relevance, appropriateness, and achievement of student learning outcomes. Discipline faculty create and provide a student learning outcomes assessment timeline for all courses. The Program Review/SLO (PR/SLO) website displays the results of this ongoing evaluation for all courses. Program Review reports

on the Center's PR/SLO Blackboard page illustrate how departments use quantitative and qualitative data to demonstrate program strengths and substantiated goals to improve program weaknesses. [Evidence # PR/SLO website; Program Review Cycle Three Handbook; Program Review Cycle Four Handbook; Is there an updated program review summary sheet (formerly 77)?]

The focus of program review is on learning outcomes, specifically the ongoing identification, revision, implementation, and assessment of SLOs at course and program levels. The SLO-PLO-GELO mapping of student learning outcomes illustrates how work at the course level builds towards fulfillment of outcomes at higher levels. [Evidence # SLO mapping grids] In addition to SLO assessment, departments provide a broad set of qualitative and quantitative data, including demographic enrollment trends by age, gender, and ethnicity, full- and part-time student status, program mark analysis, student success and retention rates, and the number of degrees and certificates awarded. Program Review also looks at the ratio of full- and part-time faculty and the ratio of full-time equivalent students to faculty. Faculty follow this process for all courses, whether delivered face-to-face or via distance education, to ensure relevance, appropriateness, and achievement of student learning outcomes. For example, Program Review reports include a comparative analysis of success and retention rates for traditional vs. online courses. [Evidence # PR reports on PR/SLO website]

The Curriculum Committee also plays a crucial role in ensuring that courses and programs are relevant and appropriate; the Reedley College Program and Course Approval Handbook outlines the committee's duties and lists the necessary criteria and standards for course development and the procedures for approval. As discussed in Standard II.A.2.b., CCCC is in the process of establishing an independent curriculum committee which will be operational after the college receives accreditation. The committee regularly monitors the development of all new courses and modifications to existing courses. In order to ease the transfer process to 4-year colleges, several disciplines have added transfer degrees to their programs in accordance with the Student Transfer Achievement Reform Act (SB 1440) and the Common Course Numbering System (SB 1415). In developing these new degrees, faculty adhered to the Transfer Model Curriculum (TMC), a set of common degree requirements, and the Course Identification Numbering System (C-ID), which aids articulation throughout the community college and California State University systems. Transfer degrees at CCCC include Administration of Justice, Business Administration, Communication, English, Early Childhood Education, Kinesiology, Mathematics, Physics, Sociology and Psychology. [Evidence # TMC Update All Campuses 11/29/12; AAT and AS-T Degrees; C-ID Memo 11/30/12]

In order to aid students in their degree and transfer goals, flowcharts demonstrate how required courses should be taken in sequences and how prerequisites fit together. The curriculum committee also ensures that course syllabi communicate expected learning outcomes to students in all courses, and the Reedley College/CCCC Catalog lists criteria for degrees and certificates. [Evidence # Curriculum Handbook; meeting minutes? 2012-14 WI/Reedley College Catalogue; Majors/Degrees/Certificates Sheets(formerly 194)]

In addition to Program Review and Curriculum Committee work, faculty and staff collaborate to develop student learning outcomes, systematically evaluate their progress in assessing and achieving those outcomes, and file SLO reports each year with the Dean of Instruction and the

CCCC Program Review/SLO Assessment website. Each program is responsible for documenting the SLOs, the SLO assessments, and the SLO reports each calendar year. [Evidence # CCCC PR/SLO website link; CCCC PR/SLO website – Annual SLO Reports; PR-SLO Operating Agreement 2012-08-23]

As student success is at the center of the institution's efforts, faculty and staff work together to determine how best to use the results of SLO assessments to improve future instructional programs. Course syllabi communicate expected learning outcomes to students in all courses. Furthermore, in order to aid students in their degree and transfer goals, flowcharts demonstrate course requirements. Essentially, the course and program level outcomes drive the college curricula for all departments at CCCC. Faculty have aligned student learning outcomes (SLOs) for individual courses with each department's overall program learning outcomes (PLOs); these were aligned with the general education learning outcomes (GELOs) that serve as a road map to guide all instruction towards achievement of CCCC 's mission. This alignment, in concert with the assessment of student learning outcomes at the course level, helps to ensure the success of program and institutional learning outcomes for the college. [Evidence # RC Curriculum Committee Handbook; Syllabi samples; , 2012-14 WI/Reedley College Catalogue; (194) Reedley College - Majors Degrees & Certificates; 2012-14 WI/Reedley College Catalogue?; CCCC PR/SLO website – SLO-PELO-GELO mapping grids; CCCC Mission Statement; flowcharts?]

Placement test results reveal that basic skills courses in English and math are highly relevant to the success of students. CCCC's Tutorial Center provides exceptional support services for students in these areas. CCSSE survey results showed that over 90 percent of students at CCCC felt the Center gave support to help them succeed. [Evidence: CCSEE 2014; Tutorial Center Retention and Success data in Standard IIC]

Student success is also dependent on access to funding. Eligible students may receive financial aid in the form of grants, loans, fee waivers, and federal work-study. The CalWORKS Program is geared toward helping students who are the single heads of household with dependent children; qualified individuals may receive childcare benefits and textbook vouchers. Counselors ensure student compliance with CalWORKS criteria. The Disabled Students Programs and Services (DSPS) office, which provides specialized counseling, support services, and resources to students with temporary or permanent disabilities, addresses other barriers to success. DSPS offers assessments to determine if a learning disability exists and provides training, assistance, and resource information in the use of adaptive computer technology and assistive software programs for students with disabilities. The Student Support Services Program (SSS) promotes the retention and transfer rates of student with disabilities. [Evidence # CalWORKS Student Intake Forms; 2012-14 WI/Reedley College Catalogue; 2012-14 WI/Reedley College Catalogue]

Ultimately, the effectiveness of CCCC's courses and programs is evident in the success of its students. The outcome of student learning for all students can be seen in retention and successful completion rates from Fall 2009 through Spring 2014. The retention rate has exceeded 90 percent and the successful course completion rate has been approximately 70 percent, both on a very consistent basis. [Evidence # 2009-2014 WI ENROLLMENT TRENDS]

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STUDENT ACHIEVEMENT INDICATORS

WILLOW INTERNATIONAL	09FA	10SP	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP
GPA	2.37	2.41	2.39	2.43	2.44	2.42	2.37	2.44	2.37	2.38
SUCCESS	67.3	68.3	67.7	68.8	70.2	70.3	68.9	70.9	69.0	68.5
RETENTION	90.1	89.8	90.1	90.3	90.6	91.7	92.0	91.3	91.8	91.3
ATTRITION	9.9	10.2	9.9	9.7	9.4	8.3	8.0	8.7	8.2	8.7

Source: 2009-2014 WI ENROLLMENT TRENDS

The Center also collects data on the number of students who obtain degrees, documenting a total of 435 associate degrees and 30 certificates awarded between 2010 and 2014. Note that the large majority of both were awarded in the last two years, reflecting increasing enrollment rates and the development of associate degrees for transfer (see table below). Standard II.A.2.b above presents further, detailed information on transfer rates to 4-year institutions. [Evidence # 2009-2014 WI ENROLLMENT TRENDS; [Transfer data Clovis Community College Center 2010-11-2012-13]

OVERALL STUDENT PERFORMANCE – DEGREES AND CERTIFICATES

DATA MART	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014*
ASSOCIATE OF ARTS		30	33	78	55
ASSOCIATE OF ARTS - T		-	-	20	35
ASSOCIATE OF SCIENCE		10	14	40	54
ASSOCIATE OF SCIENCE – T		-	-	18	48
CERTIFICATE – 18 to <30 UNITS		2	3	4	21
TOTALS		42	50	160	213

* Totals are from SQL and are a subset of the Chancellor's site data

** Prior to 2010, Datatel did not have an indication for a "Willow" Graduation site and students were with all North Centers or Reedley college as a whole.

Faculty, staff, and administration systematically tie Program Review to college planning. The planning and resource allocation process integrates the program review process at CCCC via the Continuous Improvement Collaborative Decision-Making Process. Institutional planning, in terms of decision-making, funding, and resource allocation, relies in part on the results of Program Review in order to achieve short- and long-term goals. As noted, the evaluation of program data influences decision-making with respect to hiring of new faculty, course additions, and classroom allocation. Certificated Staffing Requests must justify the need for new faculty using information from the Program Review reports. For example, the Center hired five new full-time faculty in 2014, considering information from program review reports pertaining to full-time to part-time faculty ratios, full-time equivalent faculty (FTEF), full-time equivalent students (FTES), and courses offered. [Evidence # Certificated Staffing Request 2014-2015; Dept chair & CCC meeting minutes?] Action plans and expenditure plans rely on this process also; faculty and staff must indicate how the Action Plan Funding Request relates to Program Review recommendations. Program Review also aids in assessing the extent to which programs and services support the long-term goals of the college as outlined in the mission and Strategic Plan. [Evidence # Willow Planning Template Graphs; Action Plan request forms (formerly 27); Plan

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& Expenditure Plan Info(30), Action plan Requests for Lottery Funds & Instructional Requests(update); Certificated Staffing Request 2014-2015 -2015; College Center Council docs?; Curriculum Committee minutes? Evidence of support for mission & strategic plan needed; Dept. Chair & College Center Council minutes re: funding requests]

Actionable Improvement Plans
CCCC will continue to assess the efficacy of its programs and program review process in order to work towards Sustainable Continuous Quality Improvement.

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.

Descriptive Summary
CCCC uses a planning process that is collaborative and ongoing. Working with faculty and staff, the administration have designed the process to continuously improve student learning and achievement through effective programs, resource allocation, and ongoing re-evaluation. All stakeholders have designated roles in the planning process, which is systematic and data-driven. The planning process is codified in the faculty handbook and in the CCC handbook. [WI Faculty Handbook/Guide 2013-2014; WI & CCCC Faculty Handbooks 2015-2015; CCC handbook 2013-14]

CCCC's mission and vision statements guide planning. The mission statement expresses our commitment to data-driven cycles of research and innovation for student learning:

Mission Statement
Clovis Community College Center: 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.*

The vision statement expresses our aspiration for the future:

Vision Statement

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

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CCCC has developed the mission and vision statements to align with State Center Community College District's mission and vision statements:

SCCCD Mission Statement
State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

SCCCD Vision Statement
State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry that is well prepared professionally and personally to contribute to our community.

CCCC constituent groups created the above statements to highlight the core values of both the Center and district, namely student learning, success, access, and diversity through innovation and student support. CCCC has established a culture of communication through ongoing dialogue with stakeholders, through newsletters and meeting minutes, and through ready access to data. For example, the Clovis Community College Institutional Planning website on Blackboard portal is readily available.

There are five steps to our institutionalized planning process, each fully supporting the mission of student learning:

(1). Qualitative and quantitative data enriched by conversations with appropriate stakeholders drive **evaluation**. We draw on such tools as surveys, community conversations, program reviews, student learning outcome assessments for courses, programs, and institutional goals, Student Success Scorecard, etc. We currently share an institutional researcher with Reedley College but as a part of our transitional staffing plan, we will have a full-time institutional researcher in place by the end of the Spring 2015 semester. We draw additional data from the SCCCD institutional research department, which maintains a data bank webpage that is available to all stakeholders (www.ir.scccd.com). [staffing plan; CCIP: Accreditation, PR/SLO, office of institutional research link]

(2) CCCC coordinates **integrated planning** so our campus strategic plan is fully supportive of the SCCCD plan and so our strategic goals directly affect the overarching goal of continual improvement of student learning through innovative and sound instructional programs and through student support programs such as tutorial and library services.

The Center has developed various planning documents, which are in the cycle for improvement and revision as necessary. For example, through consultation and collaboration among the faculty, classified staff, student representatives, and administration, CCCC has developed an Educational Master Plan and a four-year strategic plan with annual updates, and living plans for enrollment management, student success, matriculation, technology, and future needs (program reviews and annual reports, facilities, and staffing). [SCCCD Strategic Plan; WI Strategic Plan;

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WI Ed Master Educational Plan; Enrollment Management Plan; Student Success Plan; Technology Plan; Staffing Plan]
The process of developing and implementing a plan is the responsibility of the College Center Council, which includes representatives of all constituent groups (administration, faculty, classified, and students).

(3) Resource allocation is an integral part of the planning process that begins with identification of needs. Although the district and the goals of the district strategic plan determine the general budget, allocated by the district, CCCC plans and approves most of the projects not covered by the general fund budget through our College Center Council. Faculty and staff members complete an "Action Plan Funding Request," which identifies projects and expenditures that may be covered by lottery funds, grant funds, etc. The form requires that the project directly support the mission statement and specific planning documents (strategic plan, enrollment management plan, student success plan, etc.) and/or to program review or student learning outcomes assessments. The request also requires that the originator establish a time line, set goals, explain the need for the funds, and designate an individual who is responsible for the implementation and monitoring of the project. [Action Plan Funding Request Process 2013-09-05]

As a part of resource allocation, a staffing plan has established future needs for academic and classified personnel. The staffing plan provides for growth and establishes sufficient personnel for all of the college functions currently performed on our behalf by Reedley College. [WI Staffing Plan]

The deans of instruction and student services in collaboration with discipline faculty, the vice president of instruction and student services, and the president develop externally-funded grant resources and community partnership resources to ensure appropriate expenditures.

(4) Once the College Center Council approves resources and those resources are available, responsible individuals in cooperation with administration and appropriate faculty and staff **implement** the program and make regular reports to the College Center Council for oversight. [CCC Handbook, CCC minutes]

(5) CCCC collects and compares qualitative and quantitative data to the goals of the program for the purpose of **re-evaluation and improvement**. Through the collaboration and consultation with stakeholders, the College Center Council may set new goals, change processes, or make other changes to ensure that the Center utilizes resources well and directs them well toward the goal of student learning. [CCC Handbook, PR Annual Updates, CCC minutes]

CCCC assures ongoing re-evaluation of progress, in part, through the program review processes described in Standard IIA2e and through the integrated planning process described above. CCCC incorporates results of student learning outcomes assessment into the strategic planning processes. Other planning activities include identifying resources needed for new courses on the course outlines submitted to the Curriculum Committee and Program Review data used to make recommendations on full-time position allocations.

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To apply for a portion of the campus' discretionary funds, departments must show the relevance of their request to their Program Review, Strategic Plan, or other operational plans. Departments must commit to measuring the impact of the funds on their student learning outcomes.

The College Center Council is responsible for the continuing process of strategic planning. The College Center Council also guides the Center in the systematic cycle of evaluation, integrated planning, implementation, and reevaluation. The Institutional Researcher provides necessary data and regularly attends the meetings as a resource. This process and the above examples show continuing refinement of systematic evaluation and planning at CCCC. The availability of data and documents online and in print is also useful in informing appropriate constituencies.

The Educational Master Plan is available to the public and internal constituencies on CCCC's Blackboard website. Data about the center and its students are also readily available on the Institutional Research website which is open to the public, providing enrollment patterns, demographics, student educational goals, and institutional measures of success such as the number of degrees and certificates awarded and the number of students transferring to four-year colleges. The Center employs an institutional researcher who provides consistent and understandable data for faculty to interpret in Program Reviews.

Self-Evaluation
CCCC meets this standard. Program Review and the program planning process utilize results of student learning outcomes assessments and then weave those results into the educational master planning and strategic planning processes. Request for campus discretionary funds must show relevance of the request to Program Review and planning documents. The College Center Council is made up of representatives from all institutional constituencies, meets regularly, and is responsible for the continuing process of strategic planning. [Evidence # Educational Master Plan – NC; CCCC Strategic Plan; Action Plan request forms (formerly 27); Action Plan Requests for Lottery Funds (formerly 36); Action Plan & Expenditure Plan Information (formerly 30); IOBC minutes – updated (formerly 21) Technology Plan; CCC Integrated Planning-Participatory Governance Handbook 2013-2014]

CCCC has utilized an SLO coordinator since Spring 2011. The coordinator assists the Vice President of Instruction and Student Services in the continued development and administration of a systematic evaluation and planning process which ensures that SLOs are current and effectively measure student achievement for courses, certificates, and programs including general and vocational education and degrees. [Evidence # Educational Master Plan – NC; PR-SLO Operating Agreement 2012-08-23]

The CCCC Program Review/SLO Committee has been operational since Spring 2012. This joint committee is crucial in implementing the SLO process on a college-wide basis and has ensured that learning outcomes assessment is an integral part of program review. [Evidence # PR/SLO Website – agendas, minutes] A SLO coordinator works to ensure communication is ongoing and that faculty have opportunities to work collaboratively to improve SLO planning and assessment processes. As described in Standard IIA2b, faculty met in work groups to exchange information on progress and next steps in the SLO process. [Evidence # SLO Workgroup Agenda Samples SP14; Willow SLO Groupings] The Fall 2014 Duty Day offered a faculty workshop on data analysis. Full- and part-time faculty met during the evening Duty Day part-time meeting to

further discuss student learning outcomes. [Evidence # SLO Data Analysis Workshop FA14 Duty Day; FA14 Duty Day Agenda]

CCCC uses a timeline for SLO assessment that has enabled departments to achieve a proficiency level in the use of SLOs to improve student achievement. The timeline includes the following steps in a semester-by-semester sequence: determining the assessment tool; defining the measure of success; assessing the outcome; evaluation of assessment data; recommendations for changes in instruction based on the evaluation; implementation of changes (if needed); and finally, reporting the process. [Evidence # CCCC PR/SLO website – timelines]

CCCC makes regular use of a Blackboard site where all departments place data on course and program assessment timelines, assessment instruments, communication, and mapping. This facilitates the integration planning across departments. [Evidence # PR/SLO website]

Actionable Improvement Plan
None

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
Departments at CCCC do not currently use departmental course or program examinations. However, as part of developing systematic SLO assessments at the course, program, certificate, and degree levels, administration encourages departments to explore uniform outcomes assessments. Examples include incorporating some common questions on tests, course or program portfolio reviews, and standard rubrics to assess SLOs in papers and essays. However, these are not departmental exams.

In general, each academic discipline addresses non-biased measures of student learning. During faculty tenure review and part-time evaluations, faculty submit assessments, such as exams, to their faculty evaluator, and along with the tenure committee members, the faculty evaluator reviews these assessments. The evaluators ensure that all exams are non-biased measures of student learning. Some departments participate in norming sessions prior to assessment of student work in order to minimize possible instructor bias or subjectivity. No course or program uses an exit exam.

CCCC also makes use of placement tests to ensure that incoming students take the most appropriate English and math courses based on their current ability level. In 2012 and 2013, the Institutional Researcher collected and reviewed data on the accuracy of these assessments in order to validate their effectiveness and identify and diminish potential biases.

Self-Evaluation
CCCC meets this standard. In order to ensure quality assessment of student learning outcomes, departments have collaborated to explore options that will result in uniform assessment tools and procedures that are equivalent across different sections of any given course. Incorporating common questions on tests, course or program portfolio reviews, and standard rubrics to assess SLOs in papers and essays accomplish this quality and uniformity. For example, the English and

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Foreign Language departments developed assessment rubrics in order to minimize instructor bias and subjectivity in evaluation procedures. Spanish courses have used rubrics for evaluating oral proficiency and writing skill consistently. Spanish faculty have shared these rubrics with instructors of other foreign languages for their use. [Evidence # English Dept. Rubrics – updated; Spanish Oral Rubric; Spanish Writing Rubric; RC Consequential Validation Study]

An additional measure of the quality of outcome assessment tools occurs during the tenure review process for new faculty and part-time evaluations. Evaluating faculty review samples of exams used in courses to assess whether exams show evidence of being non-biased measures of student learning. [Evidence # Faculty Contract]

The college relies on the use of placement tests so that incoming students register for English and math courses most in line with their needs. The Institutional Researcher compiled data and reported on the effectiveness of the placements tests as assessed by student and faculty surveys. In Fall 2012 students and faculty in all English, math, and ESL courses from Reedley College and CCCC participated in a validation study. In accordance with the Chancellor's Office protocol, the study addressed the question: "Do students and faculty believe the student placement to be appropriate by an assessment score test?" [Evidence # RC Consequential Validation Study; http://extranet.cccco.edu] The researcher examined each course for appropriate placement by both students and faculty. In addition, the researcher computed a cross tabulation between students and faculty for agreement with placement. The threshold criterion, as established by the CCCCO, is 75 percent for both students and faculty.

The general picture for English and math courses is similar (see tables below). Some classes had very small sample sizes, thus limiting generalizability in those cases. The data for English and math indicate that placement on all courses by student and faculty was above the 75 percent threshold and acceptable. Overall, agreement between faculty and students as to proper placement in English was 95.6 percent. The researcher ran and confirmed a Chi-square finding X^2 (4) =11.147, p = 0.025. Agreement between math faculty and students as to proper placement was 94.3%. The researcher ran and confirmed a Chi-square finding X^2 (4) =19.435, p = 0.001.

Student and Faculty Evaluation of ENGLISH Placement Results by Course (First Time students only) placed by assessment only, Fall 2012

	Higher Course		Appropriate Placement		Lower Course	
Engl-1A	N	%	N	%	N	%
Student	5	3.0	158	96.3	1	0.6
Faculty	2	1.2	162	97.6	2	1.2
Engl-126						
Student	25	10.6	210	89.4	-	-
Faculty	7	3.0	226	96.2	2	0.9
Engl-125						
Student	18	7.3	228	92.7	-	-
Faculty	6	2.4	232	93.5	10	4.0
Engl-252						
Student	3	7.9	35	92.1	0	0.0
Faculty	2	5.3	34	89.5	2	5.3
Engl-262						

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Student	7	18.4	30	78.9	1	2.6
Faculty	1	2.6	37	97.4	-	-
Engl-250						
Student	-	-	3	100.0	-	-
Faculty	-	-	3	100.0	-	-
Engl-260						
Student	-	-	1	100.0	-	-
Faculty	-	-	1	100.0	-	-

Student and Faculty Evaluation of MATH Placement Results by Course (First Time students only) placed by assessment only, Fall 2012

	Higher Course		Appropriate Placement		Lower Course	
Math-45	N	%	N	%	N	%
Student	-	-	4	100.0	-	-
Faculty	-	-	4	100.0	-	-
Math-250						
Student	10	14.9	56	83.6	1	1.5
Faculty	2	3.0	64	95.5	1	1.5
Math-11						
Student	-	-	7	100.0	-	-
Faculty	-	-	7	100.0	-	-
Math-260						
Student	3	21.4	11	78.6	-	-
Faculty	-	-	14	100.0	-	-
Math-4A						
Student	-	-	2	100.0	-	-
Faculty	-	-	2	100.0	-	-
Math-103						
Student	18	10.2	159	89.8	-	-
Faculty	4	2.4	159	95.2	4	2.4
Math-201						
Student	30	12.9	202	86.7	1	0.4
Faculty	11	5.3	185	89.8	10	4.9
Math-256						
Student	1	10.0	9	90.0	-	-
Faculty	-	-	5	83.3	1	16.7

The researcher concluded with the following recommendation:

> Currently, California is considering a common assessment, and the regional C6 Consortium which includes 13 Central Valley Community Colleges has been working toward that. The "Common Assessment/Placement Project," which Department of Labor funding supports, is a collaboration of the 13 college faculty and experts from McCann Associates. Given the possible move toward this common assessment, and based on the above 75 percent threshold in almost all areas (both faculty and student) and corroborating grade and faculty by student agreement, the researcher recommends that

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the current assessment tests be continued while the consortium develops the common assessment.

Actionable Improvement Plan
None

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.

Descriptive Summary
Faculty teach course concepts identified in the course outline of record with the objective of satisfying the stated learning outcomes. They assess student mastery of outcomes and award credit based on student achievement of course learning outcomes. The faculty evaluation process includes an assessment of whether the faculty member adheres to the course outline of record in the classroom setting. The peer evaluation form calls for assessment of the standard, as do the administrative evaluation and student evaluation-of-instructor forms. The evaluation forms also request information on the syllabus and testing.

Department chairs and faculty who teach classes designated as transfer-level courses look to the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC)—which provides a forum for discussion between faculty at community colleges, California State University, and University of California campuses—for guidance on student learning outcomes for programs and courses. This enables CCCC faculty to understand the requirements four-year college faculty have for students who transfer and has significantly contributed to strengthening the content and student learning outcomes in many courses at the Center.

CCCC complies with all applicable California Code of Regulations Title 5 regulations on the review and approval of Course Outlines of Record, which establish robust standards of good practice and accepted norms. CCCC's Office of Instruction and the Curriculum Committee, in conjunction with the SCCCD's Educational Services staff, maintain an archive of course outlines and make them available to faculty through the CurricUNET site.

Under Reedley College, CCCC awards credit for occupational, college transfer, and basic skills classes based on norms accepted in higher education in California and by articulation with public and private colleges and universities. CCCC awards units of credit consistent with the Carnegie unit. Systematically assessed student achievement provides the basis for this credit, and systematic faculty evaluation, curriculum review, and articulation oversee it.

Self-Evaluation
CCCC meets this standard. Revised course outlines include stated learning outcomes which serve as the basis for awarding course credit. All units of credit the Center awards are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Syllabi and the college catalog apprise students of academic policies and grading information; students can locate the catalog on the Internet. Students can find additional information about academic regulations in the catalog, the schedule of courses, and online.

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[Evidence: Reedley CurricUNET site; Reedley College Catalog; CCCC Course syllabi; CCCC instructor evaluations]

Actionable Improvement Plan
CCCC will continue apprise itself of state and federal regulations on credit received and outcomes achieved. The CCCC PR/SLO Committee, and the SLO Coordinator in particular, will continue to review the assessment processes of all programs and service units to ensure that CCCC awards units of credit in conformity with generally accepted norms or equivalencies in higher education.

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
CCCC awards degrees and certificates when students complete a program of required coursework. The Center, college, district, and state community college system review degree programs while the Center, college, and district approve certificate programs under 18 units, with ultimate approval coming from the State Center Community College District Board of Trustees. Each course has specific learning outcomes established when faculty submit the course to the Curriculum Committee for approval. Students demonstrate achievement of these learning outcomes through grade achievement and thus through credit received for a particular course.

In compliance with the U.S. Department of Education and ACCJC's policies, CCCC uses the Carnegie unit to define units of credit. A unit of lecture credit corresponds to 16 lecture hours per term (nominally one hour per week) and an additional 32 hours of student work outside of lecture through assigned homework and study hours arranged by the student. A unit of laboratory credit corresponds to 48 hours per term (nominally three hours per week). The Reedley College and CCCC Curriculum Committees have incorporated these standards into the course-outline-of-record (COR) form on CurricUNET, and the committees check them during both the technical review and the full Committee on Instruction review of new and modified course outlines. CCCC staff enter course hours into Ellucian, ensuring that each semester's schedule includes appropriate contact hours.

CCCC established an independent Program Review/Student Learning Outcomes (PR/SLO) Committee in Fall 2012 precisely to ensure that every student who receives a degree or certificate from CCCC has achieved the stated learning outcomes of the degree or certificate program in which he or she graduates. As of the spring semester 2014, all instructional programs at CCCC which award degrees or certificates have established a regular schedule of assessment and analysis. CCCC has established general education learning outcomes, and degree- and certificate-awarding programs continually refine assessment of their course- and program-level outcomes to ensure that students are achieving the stated learning outcomes of the program. [Evidence: CCCC PR/SLO Blackboard site]

In addition, all programs at CCCC have mapped student learning outcomes to program learning outcomes and general education outcomes since the fall semester 2010. Faculty updated mapping

grids in Fall 2013. The SLO Coordinator reviews SLO mapping and posts them to the CCCC PR/SLO Blackboard site. This ensures that students who earn degrees and certificates at CCCC are also achieving the institution's general education outcomes. [Evidence: CCCC PR/SLO Blackboard site]

Self-Evaluation
CCCC meets this standard. The CCCC catalog lists the requirements for a degree or certificate in a particular discipline. Course outlines of record and course syllabi include student learning outcomes. Faculty measure success in courses through assessment instruments which ensure that students have mastered the outcomes of a course and all program- or degree-level outcomes with which faculty coordinate the course-level outcomes.

The Center required self studies produced during the 2005-2010 Program Review cycle to include short- and long-term goal development, program, certificate, and degree SLOs, and the assessment process by which faculty will measure student achievement of those outcomes. The CCCC Program Review Committee has regular discussion about how the identification and assessment of degree-level outcomes can be more adequately incorporated into the program-review process.

To ensure that the degrees and certificates CCCC awards reflect achievement of credits as defined by Carnegie units in USDE and ACCJC standards, all instructors in all courses at the Center require students to complete substantial amounts of work outside the classroom. The Reedley College Catalog expressly requires that students make satisfactory progress in any course they take. To make satisfactory progress, students must study a minimum of two hours outside of class for every hour they spend in class. For most classes this means that students must study a minimum of six hours outside of class every week in order to make satisfactory progress, and ultimately to succeed in a course. CCCC instructors impose consequences if students do not complete this out-of-classroom work. Sometimes the consequence is a grade penalty, sometimes the consequence is being dropped from the course.

Instructors consistently cite failure of students to devote sufficient time to out-of-class study as the single most serious barrier to student success. [Evidence:]Thus CCCC is continually seeking new ways to improve student success by increasing the commitment students make to their own educations as measured by their efforts outside of the classroom. [Evidence:]

Another way the institution has encouraged students to study outside the classroom is by expanding its tutoring program to include embedded tutoring and more tutors and longer hours in the Tutorial Center. The expansion of the Tutorial Center provides students with a friendly learning environment where they can more comfortably satisfy the Carnegie-unit standard to study two hours outside of class for every hour they spend in class. Embedded tutoring especially helps CCCC to confront the problem that "students don't do optional," as the problem is stated in the 2010 Report of the Commission on the Future of the Community College League of California. Rather than waiting for students to "opt-in" to services, the report recommends that colleges offer students what it calls "intrusive" support. With CCCC's embedded tutoring program, the student does not have to seek the help of a tutor; instead, the help of a tutor comes to the student. The embedded tutor is a peer who attends class with students and provides them

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with individual help in the classroom. Students know the tutor from class, and so are more likely to seek out his or her help in the Tutorial Center.

Compliance with the requirement that students do substantial studying outside the classroom is also a major goal of the On Course strategies used by many Clovis instructors to encourage students to take responsibility for their own educations. The gist of the On Course program is help students transform their behavior and attitudes from self-doubt, victimization, and entitlement to self-management, self-responsibility, and self-motivation.
[Evidence: Philosophy program review final report 2012; "Staying On Course" newsletter, FA 13, SP 14; Ann Brandon's description of implementation of On Course at the Clovis Center]

The Reedley College Assessment Advisory Committee, which includes members from CCCC, has been meeting regularly since Spring 2009 to plan the implementation of the SLO process. Part of their work is to ensure that CCCC awards degrees and certificates based on student achievement of a program's stated learning outcomes. [Put in report on corresponding Clovis committee] [# doc SLO Advisory Committee]

In addition, the CCCC Child Development Center Advisory Committee meets regularly to ensure that the Child Development Program awards certificates based on student achievement of the program's SLOs. [Evidence: CDC Advisory Committee Meeting minutes]

Actionable Improvement Plan
CCCC will continue to map course-level outcomes on to program-level outcomes and general-education outcomes. This process is now at the sustainability stage. As we develop new certificates, associate degrees, and associate degrees for transfer, we will coordinate the course-level SLOs for these new programs with PLOs and GELOs. This will ensure that every student who earns a degree or certificate from CCCC has achieved the stated learning outcomes of the program in which he or she is enrolled.

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.

Descriptive Summary
General education courses and opportunities abound for every student as he or she progresses toward his or her academic goals at Clovis Community College Center. CCCC is devoted to enriching people's lives by creating an atmosphere for the practice of intellectual curiosity, personal integrity, and individual accomplishment. Faculty and staff design programs and activities to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment. The Reedley College Catalog clearly states the institution's philosophy:

> "We believe that people's lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences

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designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment...The goal of the college is to develop each student's full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services." [Reedley College Catalog, pg. ???]

The college catalog identifies the purpose of general education components of its AA/AS and transfer degree programs as "intended to complement a concentrated study in a single discipline or 'major.' It should provide a broad base of educational experience about aspects of the world which a major area of study may not include." The college catalog breaks general education requirements into the following areas: natural sciences, social and behavioral sciences, humanities, language, and rationality. [Evidence # 315]

However, general education encompasses more than just that of our catalog description or degree requirements. State Center Community College's Administrative Regulations 4025 expects general education to include the ability to "communicate clearly and effectively, use mathematics, be aware of other cultures and times, [and] develop the capacity for self-understanding." [Evidence # 676]

With this broader scope in mind, the CCCC Curriculum Committee and College Center Council identified four main areas of general education that are central to the college's mission. These four areas are communication skills, critical thinking and information literacy, global and community literacy, and personal development. The Curriculum Committee, Academic Senate, and Classified Senate prepared general education learning outcomes (GELOs) which they sent to the College Council for approval.

The following are the College's general education learning outcomes (GELOs), which the Center publishes (on page 6) in the college catalog:

Communication Skills
#1: Interpret various types of written, visual, and verbal information..
#2: Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy
#3: Analyze quantitative information and apply scientific methodologies.
#4: Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
#5: Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy
#6: Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
#7: Apply historical and contemporary issues and events to civic and social responsibility.

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#8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development
#9: Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
#10: Incorporate physical and emotional principles to make healthy lifestyle choices.
#11: Make ethical personal and professional choices.

General education is a significant element in our educational philosophy. The Center bases its approach to measuring student learning in general education on the course composition of the college's degrees and certificates, student surveys, and mapping of student learning outcomes (SLOs) to general education learning outcomes (GELOs). We review and employ the general education course composition of every degree, regularly survey our students, and utilize student learning outcomes to demonstrate progress and success of our eleven general education learning outcomes.

Self-Evaluation
CCCC meets this standard. The Reedley College catalog, page 30, states that "General education course work is intended to complement a concentrated study in a single discipline or 'major.' It should provide a broad base of educational experience about aspects of the world, which a major area of study may not include. The student who completes the general education requirements will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning." The Center requires students in both academic and vocational areas to complete coursework in the areas of natural sciences, social and behavioral science, humanities, and language and rationality to earn an associate's degree. [Reedley College Catalog, pg. ???]

Currently, faculty create all courses (in many cases, both full- and part-time) within the discipline; the Curriculum Committee and the program review process evaluate those courses. Consensus of instructors within a department determine course content and then forward the course on through a formal process of examination by department chairs, division dean, and then on to final approval by the Curriculum Committee made up of faculty, students, and non-voting administrators. Whenever the faculty create and submit a new course, as the discipline experts they decide whether the course fits as a general education course in addition to being a part of a program. (In some cases the course would only be a general education course.) The ongoing program review process further validates and improves this decision when faculty revise the course outline of record for each course at least once every five years. [Evidence # 310, 116]

Upon each review, full- and sometimes part-time faculty members of a department, the Curriculum Committee, and the Office of Instruction separately evaluate the relevance and integrity of a course outline. Through the ongoing process of program review and Curriculum Committee approval, these constituencies continually evaluate courses to determine their appropriateness within the GE curriculum. Faculty publish and share the results of the planning and formal assessment processes extensively with internal and external constituencies. The Articulation Officer also reviews courses to ensure general education courses are meeting

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general education standards for four-year institutions. [Evidence: Clovis CCC PR/SLO Blackboard site, 190; Curriculum Committee minutes 9-16-10]

Faculty design courses within the GE fields faculty, and the Reedley College Curriculum Committee reviews and approves courses to ensure that they support the philosophy of general education based on official course outlines and stated student learning outcomes. The Curriculum Handbook requires that GE courses be intellectually challenging and prepare students for participation as contributing citizens, entry into four-year colleges and universities, and the job market. Furthermore, courses must "enable students to gain an understanding of the methods of inquiry that characterize human thought: the natures of the questions that can be addressed, the ways questions are formulated, the ways analyses are conducted, and the validity and implications of the answers obtained. They should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach with an historical perspective." [Evidence # 112 p. 13]

Under the guidance of the CCCC SLO Coordinator (a faculty member), the Center's counselors evaluate the most popular general education courses for their fit within the college's general education learning outcomes. Counselors and the SLO Coordinator review how courses introduce, practice, or assess (either directly or indirectly) the general education outcomes. The Center's mapping process establishes the fact that the both GE and non-GE courses support GELOs, and collecting data from individual course outcomes (or SLOs) measure GELOs. [Evidence #: Clovis PR/SLO Website]

Actionable Improvement Plan
Review and update the college's general education outcomes.

a. General education has comprehensive learning outcomes for the students who complete it, including 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

Descriptive Summary
CCCC requires students who pursue an Associate Degree to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, government awareness, and computer concepts. The CCCC College Catalog lists courses a student can take for each of these areas on page __. All course outlines of record for degree-applicable courses explicitly state which skills instructors emphasize in these courses as well as the rigor of these skills necessary for successful completion of the course. [Evidence # 315 p. 31]

General education learning outcomes (GELOs) that relate to this standard:

> #3. Analyze quantitative information and apply scientific methodologies.
> #6. Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

#7. Apply historical and contemporary issues and events to civic and social responsibility.

Student success in these areas is assessed in part through the Community College Survey of Student Engagement (CCSSE) There is a wide body of evidence among the four-year institutions that confirm the connection between student engagement and student success. According to the Center for Community College Student Engagement, learning, persistence, and attainment in college are associated with college faculty and staff, other students, and with the subject matter they are studying. Specifically focusing on community colleges, the Center has been collecting and analyzing this relationship of engagement using the Community College Survey of Student Engagement (CCSSE) for over ten years and has facilitated its administration to nearly 900 community colleges and two million students. Using five benchmark factors, the participating schools are able to gather information with respect to what they are doing well and where gaps might be for themselves as well as comparable institutions. Questions are specifically aligned to the WASC Accreditation Standards and to date 34 California Community Colleges are engaging with the CCSSE. Clovis Community College Center, along with the State Center Community College District, is committed to administering the CCSSE every other year (with CCCC's first administration in 2012).

Item #5 on the CCSSE includes some of the evidence related to the areas of general education shown above; item #5 asks how much coursework has emphasized various mental activities:

5b. Analyzing the basic elements of an idea, experience, or theory.
5c. Synthesizing and organizing ideas, information, or experiences in new ways.
5d. Making judgments about the value or soundness of information, arguments, or methods.
5e. Applying theories or concepts to practical problems or in new situations.

Students indicated that Clovis Community College Center emphasized these areas between 86 and 94 percent of the time.

Self-Evaluation
CCCC meets this standard. As described earlier, many processes delineated in the Curriculum Handbook rely on the expertise of our faculty to determine whether or not to include a course in general education. The official course outline of record of each general education course must explicitly state how the course covers the major area of knowledge, where it is situated, and reference the appropriate general education codes. The official course outline must also state the breadth of content, the rigor of the work required to be successful, the critical thinking skills required, and the relevant multicultural or global issues. In addition, every course outline must specify the SLOs students are expected to master upon completion of the course. The Program and Course Approval Handbook, 3rd Edition (March 2009), requires that the goals and objectives of general education courses must be consistent with the mission of the community colleges as established by the California Legislature in CEC §66010.4. [Evidence # 112 (Reedley Curriculum Handbook); 678; 282 p. 3]

Although faculty have mapped all course SLOs, which the SLO Coordinator posts on the CCCC Program Review/ Student Leaning Outcomes Blackboard site, the table below demonstrates a sampling of courses linked to GELOs. Departmental assessments reports contain analysis of the

SLO data for each of these courses. These reports are available on the Program review SLO site. Results from the course SLO assessments generate course, program, and overall institutional improvement. [Evidence # Clovis Community College Center PR/SLO Blackboard site]

CRITICAL THINKING AND INFORMATION LITERACY

GELO #3: Analyze quantitative information and apply scientific methodologies.

COURSE/AREA	SLO #	SLO
PHYS 4A	SLO 3	Apply algebra, trigonometry, and first year calculus to solve problems from several specific areas of physics.
MATH 4A	SLO 3 (6)	Derive, use, and prove trigonometric properties and identities.
MATH 5A	SLO 1	Determine limits and continuity using graphical, analytical, and tabular techniques.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

GLOBAL AND COMMUNITY LITERACY

GELO #6: Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

COURSE/AREA	SLO #	SLO
HIST 11	SLO 2	Analyze the fundamental changes in the American economy from re-industrial times to the late 1800s.
HIST 12	SLO 2	Analyze the fundamental changes in the American economy from re-industrial times since 1877.
POLSCI 2	SLO 1	Recognize the Constitutional processes and principles as they occur in modern U. S. and California politics.
SPAN 1	SLO 5	Demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures.
ENGL 126	SLO 2,3	Analyze college-level, academic reading materials.

GLOBAL AND COMMUNITY LITERACY

GELO #7: Apply historical and contemporary issues and events to civic and social responsibility.

COURSE	SLO #	SLO
POLSCI 2	SLO 1	Identify the basic principles and characteristics of democracy in the United States.
POLSCI 2	SLO 2	Identify the key elements in the formation of domestic and foreign policy, and relate how events can dictate our government's priorities.
HIST 11	SLO 1	Identify the origins of America's distinctive political traditions and governmental institutions.

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The following table represents CCSSE questions related to this area of humanities, fine arts, natural sciences, and the social sciences of general education and the total percentage of students responding "Very Much," "Quite a Bit," or "Some."

Item 5. During the current school year, how much of coursework at the college emphasized the following mental activities?	% Responding "Very Much," "Quite a bit," or "Some"
5b. Analyzing the basic elements of an idea, experience, or theory	94.3
5c. Synthesizing and organizing ideas, information, or experiences in new ways	90.4
5d. Making judgments about the value or soundness of information, arguments, or methods	86.9
5e. Applying theories or concepts to practical problems or in new situations	86.2

Data Source: Community College Survey of Student Engagement – CCCC 2014, Item 5.

Actionable Improvement Plans
Analyze data to identify areas that fall below the college's targets. Develop plans to improve the college's performance in those areas. Implement plans and re-assess.

b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life-long 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.

Descriptive Summary
As stated earlier, CCCC requires students who pursue an Associate Degree to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, government awareness, and computer concepts. [Evidence # 315[Reedley College] p. 31]

Several of stated GELOs relate to this particular standard:

> #1. Interpret various types of written, visual, and verbal information.
> #2. Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.
> #3. Analyze quantitative information and apply scientific methodologies.
> #4. Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
> #5. Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Items #4 and #12 from the CCSSEE contain some of the evidence related to the areas of general education shown above; item #4 asks how often students had engaged in various analytical

activities, and item #12 asks how college contributed to students' knowledge, skills, and personal development:

4b. Made a class presentation.
4d. Worked on a paper or project that required integrating ideas or information from various sources.
4j. Used the Internet or instant messaging to work on an assignment.
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).

12c. Writing clearly and effectively.
12d. Speaking clearly and effectively.
12e. Thinking critically and analytically.
12f. Solving numerical problems.
12g. Using computing and information technology.

Self-Evaluation
CCCC meets this standard. Faculty from all disciplines, including student support services, work together on mapping of all course SLOs to program learning outcomes (PLOs) to general education outcomes (GELOs/ILOs). In September 2010, the Academic Senate approved a mapping grid that the Program Review/ SLO Committee created. This template is now the standardized mapping document for Clovis Community College Center. [Evidence: PR/SLO Blackboard site]

Although faculty have mapped all course SLOs, which the SLO Coordinator has posted on the Program Review/SLO Blackboard site, the table below demonstrates a sampling of courses linked to GELOs. The departmental assessment reports available on the PR/SLO Blackboard site contain analysis of the SLO data for each of these courses. Results from the course SLO assessments ensure course, program, and overall institutional improvement. [Evidence # 433[PR/SLO site]]

COMMUNICATION SKILLS

#1: Interpret various types of written, visual, and verbal information.

COURSE	SLO #	SLO
ENGL 1A	SLO 1(L)	Write a documented research paper of at least 10000 words that includes…an annotated bibliography of multiple sources.
GEOG 5	SLO 2 (B)	Analyze and solve problems in physical geography, including those requiring computation.
SPAN 1	SLO 3	Read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
MATH 4A	SLO 1	Provide and analyze graphs of trigonometric functions.
ENGL 126	SLO 2,3	Understand and state the topic, and the explicit and implied main idea of college-level, academic reading materials

GELO #2: Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

COURSE	SLO #	SLO
PHIL 6 Logic	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.
MATH 5A	SLO 2	Explain and apply the techniques of differential calculus to construct derivatives graphically, numerically and analytically.
ENGR 8	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

CRITICAL THINKING AND INFORMATION LITERACY

GELO #3: Analyze quantitative information and apply scientific methodologies.

COURSE	SLO #	SLO
PHYS 4A	SLO 3	Apply algebra, trigonometry, and first year calculus to solve problems from several specific areas of physics.
MATH 4A	SLO 3	Derive, use and prove trigonometric properties and identities.
MATH 5A	SLO 1	Determine limits and continuity using graphical, analytical, and tabular techniques.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

CRITICAL THINKING AND INFORMATION LITERACY

GELO #4: Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

COURSE	SLO #	SLO
GEOG 5	SLO 2	Analyze and solve problems in physical geography, including those requiring computation.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
MATH 5A	SLO 2	Explain and apply the techniques of differential calculus to construct derivatives graphically, numerically and analytically.
ENGR 8	SLO 4	Solve friction application problems.
PSY 2	SLO 4	Critically evaluate scientific claims within the field of psychology and beyond.
PSY 2	SLO 5	Develop insight into their own development and growth.

GELO #5: Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

COURSE/AREA	SLO #	SLO
ENGL 1A	SLO 1(L)	Write a documented research paper of at least 10000 words that includes…an annotated bibliography of multiple sources.
POLSCI 2	SLO 2	Identify the key elements in the formation of domestic and foreign policy, and relate how events can dictate our government's priorities.
PHIL 6	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
PSY 2	SLO 4	Critically evaluate scientific claims within the field of psychology and beyond.
PHIL 6 Logic	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.

The following table represents CCSSE questions related to productive individual and life-long learning, oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, critical and logical thinking, and the ability to acquire knowledge through various means.

Item 4: In your experience at this college during the current school year, about how often have you done each of the following?	% Responding "Very Often," "Often," or "Sometimes"
4b. Made a class presentation	61.3
4d. Worked on a paper or project that required integrating ideas or information from various sources	87.6
4j. Used the Internet or instant messaging to work on an assignment	90.7
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	82.2

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 4.

Item 12: How much has your experience at the college contributed to your knowledge, skills, and personal development in the following areas?	% responding "Very much," "Quite a bit," or "Some"
12c. Writing clearly and effectively	85.6
12d. Speaking clearly and effectively	83.4
12e. Thinking critically and analytically	91.0
12f. Solving numerical problems	85.8

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12g. Using computing and information technology	84.9

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item12.

To further the development of students' skills in computer literacy, CCCC has an open computer lab of approximately 88 computers including PC and Mac computers. The lab is open Monday through Thursday from 7:30 a.m. to 8:00 p.m. and Friday from 7:30 a.m. to 4:30 p.m. Also, in addition to the many online courses offered, many instructors are making use of Blackboard or other websites to deliver content to students giving students even more experience with computers and technology.

Actionable Improvement Plans
- Review and update mapping of course student learning outcomes to the college's general education outcomes.
- Analyze data to identify areas that fall below the college's targets. Develop action plans to improve the college's performance in those areas. Implement action plans and re-assess.

c. General education has comprehensive learning outcomes for the students who complete it, including 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.

Descriptive Summary
In addition to course options for students, CCCC offers students extracurricular opportunities to develop lifelong learning skills. Associated Student Government clubs encourage students to pursue lifelong computer, communication, math, and critical thinking skills and give them chances to apply these skills outside of the classroom.

Many classes within the general education curriculum include multicultural materials and concepts designed into their framework. Course outlines include a section requiring a description of how the course will specifically relate global and international and multicultural materials to the content outline and readings. If a course involves global and cultural ideas, the respective department must complete this section before the Curriculum Committee will approve the course. [Evidence # 678]

In history, for example, course content cuts across all lines. Faculty design SLOs to measure achievement in all the major areas of general education. For instance, in the History 11 class (US History to 1877), SLO questions have dealt primarily with understanding the political, economic, and social underpinnings of American society. This includes knowledge of the Scientific Revolution, Enlightenment, Reformation, and other events associated with America's beginnings. History covers many areas that would provide a well-rounded background to a variety of subjects including geography, philosophy, American literature, etc. For resident citizens of the United States, it provides a basic understanding of how our political and economic

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systems work. This would be necessary information for any productive and responsible citizen. [Evidence # 678]

Several of stated GELOs relate to this particular standard:

#8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.
#9: Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
#10: Incorporate physical and emotional principles to make healthy lifestyle choices.
#11: Make ethical personal and professional choices.

Items #4, #9, and #12 contain some of the evidence from the CCSSE related to the areas of general education shown above. Item #4 asks how often students had engaged in various analytical activities, item #9 asks students about campus diversity, and item #12 asks how college contributed to students' knowledge, skills, and personal development:

4f. Worked with other students on projects during class
4g. Worked with classmates outside of class to prepare class assignments
4i. Participated in a community-based project as a part of regular course
4s. Had serious conversations with students of a different race or ethnicity other than own
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

9c. Encourage contact among students from different economic, social, and racial or ethnic backgrounds

12a. Acquiring a broad general education
12h. Working effectively with others
12j. Understanding yourself
12k. Understanding people of other racial and ethnic backgrounds
12l. Developing a personal code of values and ethics
12m. Contributing to the welfare or your community

Self-Evaluation
CCCC meets this standard. Faculty from all disciplines, including student support services, work together on mapping of all course SLOs to program learning outcomes (PLOs) to general education outcomes (GELOs/ILOs). In September 2010, the Academic Senate approved a mapping grid created by the Program Review/ SLO committee. This template is now the standardized mapping document for CCCC. [Evidence: PR/SLO Blackboard site]

Although the Program Review/SLO Blackboard site contains all course SLO mapping, the table below demonstrates a sampling of courses linked to GELOs. Analysis of the SLO data for each of these courses may be found in the departmental assessment reports available on the PR/SLO

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blackboard site. Results from the course SLO assessments result in course, program, and overall institutional improvement. [Evidence # 433[PR/SLO site]]

GLOBAL AND COMMUNITY LITERACY

GELO #8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

COURSE	SLO #	SLO
SPAN 1	SLO 5	Demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures.
HIST 11	SLO 5	Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.

PERSONAL DEVELOPMENT

GELO #9: Assess current knowledge, skills, and abilities to further develop themselves and apply to new situations.

COURSE	SLO #	SLO
PE 12	SLO 1	Demonstrate an increase in cardiovascular endurance and speed.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 5	Determine centroid, center of mass, and center of gravity for various objects and geometric shapes.

PERSONAL DEVELOPMENT

GELO #10: Incorporate physical and emotional principles to make healthy lifestyle choices.

COURSE	SLO #	SLO
PE 12	SLO 1	Describe proper swimming technique as demonstrated in class.
PSY 2	SLO 5	Develop insight into their own development and growth.

PERSONAL DEVELOPMENT

GELO #11: Make ethical personal and professional choices.

COURSE	SLO #	SLO
ENGL 1A	SLO 1(L)	Write a documented research paper of at least 10000 words that includes…an annotated bibliography of multiple sources.

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PSY 2	SLO 5	Develop insight into their own development and growth.

The following table represents CCSSE survey questions related to 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.

Item 4: In your experience at this college during the current school year, about how often have you done each of the following?	% Responding "Very Often", "Often" or "Sometimes"
4f. Worked with other students on projects during class	80.3
4g. Worked with classmates outside of class to prepare class assignments	61.9
4i. Participated in a community-based project as a part of regular course	16.6
4s. Had serious conversations with students of a different race or ethnicity other than own	78.5
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	73.8

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 4.

Item 9: How much does this college emphasize each area of the following?	% responding "Very much", "Quite a bit", or "Some"
9c. Encourage contact among students from different economic, social, and racial or ethnic backgrounds	74.4

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 9.

Item 12: How much has you experience at the college contributed to your knowledge, skills, and personal development in the following areas?	% responding "Very much", "Quite a bit", or "Some"
12a. Acquiring a broad general education	93.0
12h. Working effectively with others	86.3
12j. Understanding yourself	78.5
12k. Understanding people of other racial and ethnic backgrounds	69.9
12l. Developing a personal code of values and ethics	69.9
12m. Contributing to the welfare or your community	58.8

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item12.

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To further develop these skills, students have opportunities to engage in many extracurricular activities. Associated Student Government (ASG) clubs, such as Alpha Gamma Sigma (AGS), Planeteers, Gay Straight Alliance, Health and Fitness Club, Early Childhood Development, The Way, and the Latter Day Saints Student Association, all allow students to develop a sense of citizenship in a diverse world. Students also have opportunities to serve as tutors on campus through the Tutorial Center, allowing them a chance to develop social responsibility and ethical principles as they interact with the various types of students on campus.

Actionable Improvement Plan
- Review and update mapping of course student learning outcomes to the college's general education outcomes.
- Analyze data to identify areas that fall below the college's targets. Develop action plans to improve the college's performance in those areas. Implement action plans and re-assess.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
CCCC offers over 600 courses annually in 39 areas of study. Students are able to attain Associate Degrees, Associate Degrees for Transfer, Certificates of Achievement, and Certificates of Completion, and/or transfer to a college or university through the Reedley College catalog and curriculum. The degree options require 60 to 64 units of work with an overall GPA of 2.0 or better in all classes applicable to the degree. Core requirements for the degree programs include a minimum of 18 units of focused inquiry in a "major" discipline or related disciplines, as well a minimum of 18 units of general education courses in the natural sciences, social sciences, humanities, and language and rationality. A complete list and description of degree programs offered at CCCC may be found on pages 63-129 of the Reedley College/North Centers Catalog 2014-2016. Faculty encourages students to explore these options with counselors.
[Evidence: WI Strategic Plan 2013-2017 (emailed to Leslie 5/1/14), RC catalog 2012-14 p. 10; 32-44 (emailed to Leslie 5/1/14)]

Self Evaluation
CCCC meets this standard. Most majors lead to an Associate in Arts degree. Minimum requirements for the Associate in Science degree are the same as for the Associate in Arts degree with the exception of the major requirements. CCCC awards the Associate in Science degree for the completion of a required pattern of courses in any occupational curricula or in the biological sciences, the physical sciences, or engineering. As outlined in the Program Review Handbook, Cycle Three: all degree programs must complete a rigorous review process established through Title 5 and appropriate policy regulations through the State Center Community College District and the college/center. During this process, faculty assesses course offerings in their disciplines and, through Program Review, ensures that any given sequence of courses leading to a degree reflects either a focused area of inquiry or an interdisciplinary core.
Evidence: RC catalog 2012-14] p. 32 (emailed to Leslie 5/1/14), RC Program Review Handbook; Cycle 3; rev. fall 2012, approved by CCC spring 2013 p. 4-10] (emailed to Leslie 5/1/14)

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Curriculum changes are subject to approval by the Curriculum Committee, the Educational Coordination and Planning Committee (ECPC), and the SCCCD Board of Trustees.
Evidence: RC curriculum webpage at http://www.reedleycollege.edu/index.aspx?page=1413 (emailed to Leslie 5/1/14); ECPC meeting agenda and RC ECPC summary 5/16/14 (emailed to Leslie 9/18/14); Consideration to Approve Curriculum Proposals, Fall 2013 through Spring 2014, Fresno City College and Reedley College; BOT agenda 12-10-13, pg. 5, #11 (emailed to Leslie 5/1/14)

In the five academic years from 2008-2013, Reedley College awarded 3096 associate degrees, including a total of 954 degrees or 32 percent in interdisciplinary studies.
Evidence: Data Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (emailed to Leslie 5/1/14)

The CCCC Program Review Data- 2008-2013 as well as the California Community College Chancellor's Office Approved AA and AS Degrees contain an updated list of degrees and certificates award (see list below).
Evidence: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (emailed to Leslie 5/1/14)

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Table of All Program Awards for Reedley College 2008-2013.

California Community Colleges Chancellor's Office
Management Information Systems Data Mart

| Home | Students | Courses | Student Services | Outcomes | Faculty & Staff |

You are here : Data Mart > Outcomes > Program Awards Summary

Program Awards Summary Report - Parameter Selection Area

Select State-District-College
Collegewide Search

Select District-College
Reedley College

Select Academic Year
Annual 2012-2013;Annual 20

Select Award Type
All Awards

Select Program Type
ALL

View Report

Program Awards Summary for Special Population/Group, please click here.

Export To ->   ⦿ Excel ○ CSV ○ Text   Records Per Page: 10   ⦿ Simple Layout ○ Advanced Layout

Program Awards Summary Report - Data & Format Area

Report Area

Program Awards Summary

	nual 2008-2009 Award Count	Annual 2009-2010 Award Count	Annual 2010-2011 Award Count	Annual 2011-2012 Award Count	Annual 2012-2013 Award Count
⊟ Reedley College Total	902	922	898	869	1,118
Associate in Science for Transfer (A.S.-T) Degree					46
Associate in Arts for Transfer (A.A.-T) Degree					40
Associate of Science (A.S.) degree	185	163	237	238	278
Associate of Arts (A.A.) degree	511	429	356	308	305
Certificate requiring 60+ semester units					
Certificate requiring 30 to < 60 semester units					
Certificate requiring 18 to < 30 semester units	188	330	303	322	415
Certificate requiring 12 to < 18 units					34
Certificate requiring 6 to < 18 semester units	18		2	1	

3096 total AA degrees

Data Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

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Table of Interdisciplinary Studies Program Awards for Reedley College 2008-2013.

Data Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

A list of associate degrees and certificate programs is available on pages 94-97 of the 2014-2016 Reedley College Catalog. The Reedley College website, http://www.reedleycollege.edu/index.aspx?page=589 contains workshops for programs of study for AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Completion. Several disciplines, such as art, offer options for associate degrees. For example, Art, Option 1: Two Dimensional Program requires 24 minimum units of major requirements to earn an Associate in Arts Degree. Art, Option 2: Three-Dimensional Program requires a minimum of 21 units of major requirements to earn an Associate in Arts Degree. English offers an Associate in Arts Degree with 23 minimum units within the major, and a Certificate in Creative Writing with a minimum of 12 units within the major.
Evidence: RC catalog 2012-14; p. 70, 84-85 (emailed to Leslie 5/1/14); RC Major sheets 2013-14; http://www.reedleycollege.edu/index.aspx?page=1574 (emailed to Leslie 5/1/14)

In response to Senate Bill 1440 (Padilla, 2010), the Academic Senates for California Community Colleges and California State University decided to develop a faculty-led, state-wide, concerted effort to identify the course content for new associate degrees for transfer, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. CCCC's Articulation Officer is working in collaboration with Reedley College's Articulation Officer and both Curriculum Committees to assign CID numbers to all courses in alignment with the new transfer model curriculum (TMC) criteria.
Evidence: Senate Bill 1440 at http://sb1440.org/ (emailed to Leslie 5/1/14); Transfer Model Curriculum at http://www.c-id.net/degreereview.html (emailed to Leslie 5/1/14); Stacy's CID spreadsheet (emailed to Leslie 9/18/14)

Additional evidence that students completing AA/AS degrees/programs are prepared for transfer to four-year institutions is obtained in the CCCC 2013 Faculty and Staff Accreditation Survey Results. Approximately 98 percent of survey respondents agree that students completing AA/AS degrees/programs are prepared for transfer to four-year institutions.

7. The Center's students completing AA/AS degrees/programs are prepared for transfer to four-year institutions.			
$n = 95$, $M = 4.49$, $SD = 0.62$	Frequency	Valid %	Cumulative %
Strongly Agree	51	53.7	53.7
Agree	42	44.2	97.9
Disagree	2	2.1	100.0
Total	95	100.0	
Don't Know	8	7.8	

Evidence: Willow International 2013 Faculty and Staff Accreditation Survey Results, pg.8, question #7. (emailed to Leslie 5/1/14)

Actionable Improvement Plan
Approve more advanced degrees for transfer (ADTs)

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.**

Descriptive Summary
CCCC offers occupational programs in the following disciplines: business, criminology, education, child development, computer/information systems, multi-media/graphic arts, and wastewater. In alignment with the Clovis Community College Center 2013-2017 Strategic Plan, the college approves vocational and occupational majors and certificates based upon input from advisory committees and labor market research. In conjunction with Program Review, these processes contribute to the standards demanded by employers and external licensing agencies.
Evidence: WI website: WI Vocational Programs at http://www.willowinternationalcenter.com/index.aspx?page=174; CSAR page of IT Tech Program sections; CSAR page of Wastewater Program sections; WI Strategic Plan 2013-2017;

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CAA CTE programs brochure (All of the above evidence was emailed to Leslie 5/1/14); Stacy's spreadsheet of CCC Degree and Certificate Offerings emailed to Leslie 9/19/14

In order to make certain that course curriculum, degree requirements, and certificate programs meet industry employment technical and professional competencies, most occupational programs have local advisory committees that identify the technical and workability skills necessary to be successful in the workplace, review the existing curricula for relevance and, as appropriate, provide input into the internship component of programs. An additional function of advisory committees is to analyze the respective program's performance on the occupational core indicators, which the California Community College Chancellor's Office (CCCCO) identifies. These core indicators assess a program's academic and skill performance, program completion, placement, and employment retention. Advisory Committees meet with department faculty to discuss the programs and review curricula. In this way, faculty develops curricula to reflect industry standards and when necessary, modify it to keep pace with the changing needs of the industry.

The California legislature signed into law the Student Success Act of 2012 (SB 1456) aimed at improving educational outcomes for students and better preparing the workforce needed for California's changing economy on September 27, 2012. Beginning with registration for the summer 2014 semester, CCCC students must work with a counselor to complete the following steps to ensure they are fully matriculated as mandated by the Student Success Act of 2012. By refocusing matriculation services, SB 1456 demands that students maintain minimum academic standards to receive the Board of Governors Fee Waiver, and providing the support and safety nets necessary to do so and giving students the incentive to work harder.
- STEP #1: Application for Admissions (completed)
- STEP #2: Assessment/Placement Testing
- STEP #3: Online Orientation
- STEP #4: Counseling/Advising – Completion of a Student Educational Plan (SEP)

Evidence: Press Release regarding SB1456 at http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/SEP2012/ PRESS_RELEASE_SB1456StudentSuccessActSigned_FINAL_092712.pdf (emailed to Leslie 5/1/14); WI Academic Counseling & Student Educational Planning at http://www.willowinternationalcenter.com/index.aspx?page=67 (emailed to Leslie 5/1/14)

Self-Evaluation
CCCC meets this standard. The following 2015-2016 objectives of the Accreditation Committee and College Center Council include support of the assessment, maintenance, development and growth of vocational and occupational programs at Clovis Community College Center.

5. 2015-2016 objectives:
   a. 4.1 – Assess, maintain, and develop career technical programs and curriculum collaborating with external partners
   b. 4.2 – Establish workforce program and skill needs based on regular review and analysis
   c. 4.3 – Increase persistence and completion rates for students in career technical programs
   d. 4.4 – Increase number of opportunities of quality work experience, job shadowing, service learning, and internship experiences for students

Evidence: Page 2, #5 of Accreditation and CCC Joint meeting minutes 12-6-13 (emailed to Leslie 5/1/14)

Industry-based advisory committees and accreditation agencies (such as National Association For The Education Of Young Children) establish and govern these programs to assure that course curriculum, certificates, and to align program degrees align with industry-based technical skills and competencies that will prepare students for success within their respective industries. Vocational programs arc also working closely with those very same advisory committees and external accreditation agencies to make sure that course and program SLOs will be able to effectively gauge student performance and the program's success in preparing students for employment, external licensing, and certification. Additionally, CCCC partners with Fresno Regional Workforce Investment Board (WIB) as a California Statewide Eligible Training Provider (ETP) operating in the Fresno County Workforce Investment Area that provides training in locally defined demand occupations. Under the Workforce Investment Act (WIA), Training Providers must annually meet performance levels that they have negotiated with the State and those performance measures established by the Fresno County Workforce Investment Board (FCWIB). The performance of the Training Providers is critical to local board performance and is displayed on the ETP list as it serves as an evaluation measure to the FCWIB in determining how providers are contributing to the local area's overall performance.
Evidence: Fresno County Workforce Investment Board (WIB) website: https://www.it-frs.net//MasterFrame.asp?db=C&type=ALL&county=FRESNO&rgion=C/MasterFrame.asp; Fresno Area Workforce Investment Corporation Workforce Investment Act (WIA) Eligible Training Provider List Local Policy and Procedures; National Association for the Education of Young Children (NAEYC) website at http://www.naeyc.org/accreditation; All of the above evidence was emailed to Leslie 5/1/14

Accounting and Business
CCCC offers occupational degrees and certificates in accounting and business. The Business Advisory Committee consists of business advisors, business division faculty, administrators, and coordinators. Changes in technology, business, industry, and government have increased the need for effective communication between education and industry. The committee assists in determining job market information and corresponding program curriculum, student job placement, public relations/recruitment, and Program Review. Meetings include discussion and evaluation of programs as well as evaluations of the committee itself.
Evidence: RC catalog 2012-14; p. 65-66; 73-76 (emailed to Leslie 5/1/14); Program sheets from CurricUNET (emailed to Leslie 5/1/14); Minutes from SCCCD Business Advisory meeting April 25, 2014 provided by Matt Alanis (emailed to Leslie 9/18/14); Certificate Program of Study

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sheets from CurricUNET (emailed to Leslie 5/1/14); Notes from Business Department Advisory Committee Meeting on 4/25/14 (emailed to Leslie 5/16/14)

<u>Child Development and Early Childhood Education</u>
CCCC offers a Certificate of Completion, Certificate of Achievement, and Associate in Science Degree in the field of child development as well as an Associate in Arts degree for transfer in early childhood education. In as few as 13 and up to 18 months, students can earn a Certificate of Completion and be eligible for employment in the field of child development/early childhood education. Hands-on experience working in the state-of-the-art Child Development Center at CCCC, combined with academic requirements, provide a balanced experience and practical skills needed to compete for jobs in the field.

The Child Development Advisory Committee includes primary and secondary teachers and administrators from Clovis Unified School District and Madera Unified School District, local area family and children agency representatives from Children's Service Network, Fresno County and Madera County Head Start, Children's Service Network, Fresno County Office of Education, representatives from multiple private day care centers in Fresno County, and part-time and full-time faculty and counselors from Reedley College, Fresno City College, CCCC, and the Madera Center, California State University at Fresno, and student representatives from Madera Center and CCCC. This committee has been working diligently since the implementation of federal law No Child Left Behind in order to provide local area schools with the educated and re-educated workforce necessary to meet the law's mandates. As a result, the program developed curricula that prepare students with the levels of State Department of Education certifications and permits including Child Development, Child Development Associate Teacher, Child Care For School-Age Children/Teacher, Early Intervention Assistant, and Family Child Care.

CCCC offers programs for the following Certificates of Achievement in the field of Child Development:

- Child Care for School-Age Children/Teacher: This certificate requires 24 units of child development courses and provides the educational coursework that serves as the core curricula for working with school-age children in privately funded before-and-after school child care programs. Upon completion of this certificate and with appropriate documented work experience, the student is eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit with a school age emphasis. Requirements for the Teacher level of the Child Development Permit Matrix includes the following:
  - 24 units in Child Development/Early Childhood Education, with 12 units from the core courses
  - 525 hours of work experience
  - 16 units of General Education with at least one course in each of the following areas: Humanities/Fine Arts; Social Sciences; Math/Science; English/Language Arts [Program Description Form]

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- Child Development Associate Teacher: This certificate provides the educational coursework that serves as the core curricula for the early childhood education field and allows the student to work as a teacher in a private early care and education program. The student is also eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit. With an Associate Teacher Child Development Permit, an individual can work as an assistant or associate teacher in a publicly funded (Title V) early care and education program. It requires 15 units of major courses. [Evidence # 218]

- Early Intervention Assistant: Current legislation mandates that infants and young children with disabilities and other special needs be served in the "natural environment" starting at birth. This certificate of achievement prepares students to work with infants, toddlers, and young children with disabilities and other special needs in early intervention settings and inclusive early care and education settings. A student who completes the certificate is qualified to work at the Early Intervention Assistant I level of the California Early Start Personnel Model, which the California Interagency Coordinating Council recommends for the professional field of Early Intervention. The Interagency Coordinating Council is the statewide advisory body for California's Early Start Program. This program requires 29 units of major courses and recommends eight units of American Sign Language.

Evidence: NAEYC website: http://www.naeyc.org/accreditation/ (emailed to Leslie 5/1/14); Program sheets from CurricUNET (emailed to Leslie 5/1/14); Child Development CTE Advisory meeting notice 2014SP, agenda and sign-in and PowerPoint presentation (emailed to Leslie 5/1/14); RC catalog 2012-14; pgs. 78-80 (emailed to Leslie 5/1/14); CHDEV Permit Workshop flyer (emailed to Leslie 5/2/14); CHDEV Career Workshop flyer (emailed to Leslie 5/2/14); CHDEV Certificate of Achievement Application (emailed to Leslie 5/2/14); CHDEV Career Options in Early Care sheet (emailed to Leslie 5/2/14); Child Development Flow Chart (emailed to Leslie 5/2/14); Child Development Majors Educational Paths (emailed to Leslie 5/2/14; Certificate Program of Study sheets from CurricUNET (emailed to Leslie 5/1/14)

Criminology
Faculty have designed the Criminal Justice Program for students interested in employment and/or further education in all aspects of the criminal justice system, including law enforcement, criminology, courts, corrections, probation and parole, juvenile authority, private and industrial security, and other related fields. The CCCC Criminal Justice Program offers two specific options for which Certificates of Achievement may be earned: a Law Enforcement Option and a Corrections Option.

All law enforcement agencies in California require a minimum of a high school diploma or GED to apply. Some, such as the Fresno County Sheriff's Department, require satisfactory completion of thirty (30) units from an accredited college or university that is acceptable within the United States' accredited college or university system. Units successfully completed toward earning a certificate of completion from a Basic Police Academy certified by the State of California, Department of Justice, the Commission of Peace Officer Standards and Training, may be applied toward the thirty (30) units required. Failure to list the required units on the job application will

result in disqualification of the application. College/university transcripts may be requested to verify completion of the required units.

All California law enforcement officers, regardless of the law enforcement agency, must attend and graduate from a California police academy. The courses offered at CCCC provide those cadets with an advantage as many of the subjects covered in the academy are in the CCCC course outline of record.

Evidence: RC catalog 2012-14; pgs.81-82 (emailed to Leslie 5/1/14); Certificate Program of Study (emailed to Leslie 9/18/14); Fresno County Job Class specs website: http://agency.governmentjobs.com/fresnoca/default.cfm?action=agencyspecs (emailed to Leslie 9/18/14); California Department of Corrections & Rehabilitation website: http://www.cdcr.ca.gov/Career_Opportunities/ (emailed to Leslie 9/18/14); FCC Police Academy training courses – link to website: http://www.fresnocitycollege.edu/index.aspx?page=1507 (emailed to Leslie 9/18/14); CRIM course outlines on CurricUNET – link to website: http://www.curricunet.com/reedley/search/course/course_search_result.cfm (emailed to Leslie 9/18/14)

Information Systems
The Information Systems program at CCCC prepares students with needed courses to complete Reedley College's Associate of Science degree in Information Systems and various certifications. The Information Technology Support Technician and Information Technology Support Specialist Programs provide students with hands-on training and job skills. In order to determine eligibility for these programs, student candidates must take a placement test and WorkKeys Assessment. These programs help students prepare for the Comp TIA A+ and the Comp TIA Net+ certification exams, which when successfully passed, are evidence of the student's ability to install, manage, repair and troubleshoot PC hardware and Windows operating system software. The CCCC Information Technology Advisory Committee (WITAC) meets annually to evaluate and these programs and review student success.

Evidence: CAA Grant Programs brochure; TestOut PC Pro Certification for IT Program students; WITAC meeting agenda, sign in sheet and recommendations - 1/23/14; RC catalog 2012-14; p. 91-94; Certificate of Achievement Program of Study sheets from CurricUNET (emailed to Leslie 5/1/14); Completion data for CAA grant programs (emailed to Leslie 5/5/14)

Wastewater Treatment Operator
The Wastewater Treatment Operator Certificate Program provides students with knowledge and skills required to effectively operate and maintain wastewater treatment facilities, including problem solving, safety procedures, and compliance with current law and regulations. The program curriculum includes preparation for the State Water Resources Control Board (SWRCB) Grades I, II and III. [Tom would have information on the Advisory Committee for this].

Evidence: CAA Grant Programs brochure; Certificate of Achievement Program of Study sheet from CurricUNET (emailed to Leslie 5/1/14); Completion data for CAA grant programs (emailed to Leslie 5/5/14); WTD Advisory Committee roster (emailed to Leslie 9/19/14); WTD

Advisory Committee 1-21-12 meeting agenda (emailed to Leslie 9/19/14); WTD Advisory Committee 1-21-12 meeting notes (emailed to Leslie 9/19/14)

The following report includes enrollment trends in vocational courses at CCCC for academic years 2007-2008 through 2013-2014. Overall, the number of successful completions increased from 3,126 to 3,698 (18.3 percent). Those attempting classes decreased over the past two years with consistent successful completions and higher completions overall.

	S.A.M. Code "B"			S.A.M. Code "C"			S.A.M. Code "D"			Total Vocational		
Year	S	C	A	S	C	A	S	C	A	S	C	A
2007-2008	38	51	60	1,785	2,250	2,520	1,303	1,808	2,052	3,126	4109	4632
2008-2009	69	89	102	2,503	3,351	3,787	1,753	2,437	2,731	4,325	5877	6620
2009-2010	77	98	107	3,014	3,948	4,442	1,687	2,292	2,627	4,778	6338	7176
2010-2011	62	75	85	2,746	3,555	3,967	1,544	2,126	2,366	4,352	5756	6418
2011-2012	77	88	98	2,805	3,672	4,057	1,656	2,138	2,361	4,538	5898	6516
2012-2013	95	111	118	2,586	3,405	3,792	1,455	1,872	2,051	4,136	5388	5961
2013-2014	68	78	82	2,291	3,155	3,476	1,339	1,742	1,924	3,698	4,975	5,482

S = Successful completion, C = Completed with a grade, A = Attempted course

Evidence: Enrollment by SAM Code from Office of Institutional Research 5-9-14. (emailed to Leslie 5/16/14)

CCCC faculty and staff agree that they integrate review of programs and services into the Center's planning process, and that Program Review and institutional planning consider student learning outcomes.

4. Review of programs and services is integrated into the College Center's planning process. Examples could be how Program Review recommendations are reviewed by the College Center Council and Strategic Planning for implementation.			
$n = 95$, $M = 4.39$, $SD = 0.87$	Frequency	Valid %	Cumulative %
Strongly Agree	52	54.7	54.7
Agree	36	37.9	92.6
Disagree	6	6.3	98.9
Strongly Disagree	1	1.1	100.0
Total	95	100.0	
Don't Know	8	7.8	

Evidence: Willow International 2013 Faculty and Staff Accreditation Survey Results, page 7, question #4. (emailed to Leslie 5/1/14)

IIA

The CCCC 2013 Faculty and Staff Accreditation Survey Results contain additional evidence that students completing vocational and occupational certificates and or AA/AS degrees are prepared for external licensure and certification as indicated in the table below. Approximately 93 percent of survey respondents agree that students completing vocational and occupational certificates and or AA/AS degrees are prepared for external licensure and certification.

Standard II: Student Learning Program and Services

Standard IIA: Instructional Programs

6. Students completing vocational and occupational certificates and/or AA/AS degrees are prepared for external licensure and certification and can apply those skills at the workplace, as needed.			
n = 73, M = 4.38, SD = 0.66	Frequency	Valid %	Cumulative %
Strongly Agree	34	46.6	46.6
Agree	34	46.6	93.2
No Opinion/ Does not Apply	4	5.5	98.6
Disagree	1	1.4	100.0
Total	73	100.0	
Don't Know	30	29.1	

Evidence: Willow International 2013 Faculty and Staff Accreditation Survey Results, page 8, question #6. (emailed to Leslie 5/1/14)

Occupational programs include student learning outcomes and participate in the program review processes on campus and will refocus attention from verifying curriculum relevance to assessing explicitly students' skills. Here advisory committees are of even greater value in assessing program effectiveness using these data. The existing programs that use data for external certification will provide a model for developing course, program, and degree and certificate SLOs.

Evidence: WI PR-SLO Annual Reports 2012 for Child Development, Criminology and Information Systems (emailed to Leslie 5/1/14)

Actionable Improvement Plan
Identify Career Technical Programs and facilities that would enhance the CTE offerings at the college center. (Dr. Kershaw's planning agenda)

Solutions: Establish and build Career Pathways Grant 2014 Programs; Entrepreneurship

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 institution's officially approved course outline.

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Descriptive Summary

The CCCC catalog, department brochures, and the college website provide information about educational programs offered at the Center. The catalog clearly lists and describes the degrees and certificates offered to students in addition to the transfer information and requirements.

Course outlines of record (COR) and course syllabi include student learning outcomes (SLOs). Instructors distribute syllabi during the first class meeting in addition to posting syllabi on Blackboard so students can always have access. Department heads and administration routinely review course syllabi for accuracy and the Office of Instruction stores electronic copies of instructors' syllabi.

The Center verifies that individual sections of courses adhere to the course objectives and student learning outcomes through the faculty evaluation process. The SLO Coordinator, Institutional Researcher, and Dean of Instruction collect the SLO assessments and data analysis reports, which the SLO Coordinator posts on the Blackboard site. The Curriculum Committee regularly reviews (and updates) courses and programs offered at the college.

Self Evaluation

CCCC meets this standard. The CCCC catalog provides information about educational programs and services offered to students. Students can find information about certificate and degree requirements on pages [32-35], transfer information and requirements on pages [36-44], Associate Degree and certificate programs on pages 65-119, and Associate Degrees for Transfer (AA-T/AS-T) on pages [120-121 of the 2012-2014] college catalog. In addition, catalog on pages [123-222] lists detailed descriptions of the college courses. Students can access the current and previous college catalogs on the Clovis Community College Center website (www.cloviscenter.com) under the current students tab.

The CCCC Counseling Department also provides students with updated information about educational courses and transfer policies. Counselors meet with students and prepare a Student Educational Plan (SEP) that outlines a student's course load and requirements based on the student's major or educational goals. Because of SB 1456 Student Success Act, the Counseling Department emphasizes the importance of students getting their SEPs in order to ensure the students have a plan and an updated registration date. Students earn registration priority when they have completed SEPs by a specific date. The Counseling Department conducts SEP Campaigns each semester by advertising with posters in all of the classrooms, posting information and due dates on Facebook, updating information on the college website, e-mailing students each semester, and participating in various campus events like Rocktoberfest in the fall semester and Spring Extravaganza, as well as, holding SEP Saturday sessions. In addition, the counselors offer classroom presentations throughout the semester informing students and faculty about the SEP. Counselors encourage students to make an SEP appointment each semester in order to keep the student on track and to update the plan as needed. [Evidence coming from Erica and Carla]

Other avenues of information about educational courses include course syllabi, which specify learning outcomes and objectives consistent with those in the approved course outlines of record. The Curriculum Committee reviews course curriculum to ensure that information about the Center's programs is clear and accurate. Clovis Community College Center's Curriculum Committee continues to work with Reedley College's Curriculum Committee to ensure

appropriate and accurate transfer of courses. CCCC's Blackboard site in the Academic Senate link houses information about the committee, its meeting agendas, and meeting minutes. In order to access the course outlines of record, faculty can go to the college's website to the faculty and staff tab to the CurricUNET link.

Actionable Improvement Plan
None

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.

Descriptive Summary
There are several resources available to students to determine which courses and programs are transferrable. Students can access information and the policies about transfer credits through the college catalog, the college website, the schedule of courses, and through the college's counseling department. The Articulation Officer develops articulation agreements between CCCC and other colleges and universities and is responsible for the implementation and evaluation of these agreements. The college's Curriculum Committee also evaluates courses to ensure they meet transfer requirements. Students who have previously attended another college and are in good scholastic standing are eligible to enroll at CCCC, subject to residence requirements. Counselors evaluate records for transfer students with regard to the scholastic status system in use at CCCC at the time of enrollment.

Self Evaluation
CCCC meets this standard. The college has clearly stated transfer-of-credit policies in the CCCC Catalog under the Transfer Information and Requirements section on pages [36-44]. There are sections addressing transfer to California State Universities (CSU), University of California (UC) schools, and private/independent and out-of state colleges and universities. In the Current Students tab of the CCCC website under the student support services link, students can access the transfer websites from CSU and UC in addition to the ASSIST website which is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. Finally, there is information for students regarding the Transfer Admission Guarantees (TAG) with specific schools, but with the note that students are to check with counseling and the Blackboard link for the most up-to-date information. The college's counseling department communicates to students which courses transfer and if there has been a change.

Incoming transfer credits must have comparable student learning outcomes (SLOs) to CCCC's. Each course outline of record and course syllabi list student learning outcomes. The Center's Curriculum Committee constantly evaluates courses and their SLOs to ensure transferability.

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Actionable Improvement Plan
None

b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements to that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
The Center's Curriculum Committee under the authority of the Academic Senate makes sure that if or when the Center eliminates programs or significantly changes program requirements students are able to complete their education with minimal disruption or delay. This information is communicated to the students through the college catalog, the current students tab in the college website (under student support services), and through the Counseling Department. The curriculum committee regularly meets and votes on the proposed elimination or changes to programs. The Counseling Department advises students on how to complete educational requirements when the Center eliminates or modifies programs.

Courses that are no longer practical go through program discontinuance. The Center does not eliminate these courses, but keeps them on record for the future if needed. Once revived, these courses do not have to go through the Curriculum Committee for approval a second time. [Administration?]

Self Evaluation
CCCC meets this standard. When the Center eliminates programs or significantly changes requirements, counselors advise students individually and update the student's Student Education Plan (SEP). The curriculum committee makes every effort to ensure that there is a minimum disruption or delay. When the Center deletes courses, the Curriculum Committee makes sure that there are other courses available for students to take to meet the same requirements. The 2012-2014 college catalog lists SCCCD Intra-District Articulated Courses, Common Courses, and In-Lieu Courses on [pages 127-128]. Faculty may make changes to the courses themselves (through the Curriculum Committee) in order to meet articulation requirements. The Curriculum Committee also investigates whether courses are transferrable to the CSU or UC college systems any time faculty create a new course or make changes to existing courses.

Actionable Improvement Plan
Currently CCCC is using Reedley College's Program Discontinuance Policy; however, the College Center Council, the CCCC Curriculum Committee, and the Academic Senate will review and write the new policy for CCCC.

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.

Descriptive Summary
The college produces the catalog that spans a two year period (e.g. fall 2012-summer 2014) in both printed and electronic forms. The college catalog describes academic regulations, degrees,

certificates, transfer information, course descriptions, student support services, and student activities. The College Center Council reviews the college catalog and sends it out to the constituent groups to read and comment. A schedule of courses is available each semester in both print and electronic form and updates due to schedule changes is available in the counseling office and posted in various high-traffic areas on campus for students to note the changes.

The college provides information on student achievement that is accurate and current. The public has access to Student Learning Outcome reports located on the Blackboard site through the college website's "About Us" tab and college planning link. In addition, a monthly newsletter from the president of the college is available highlighting student activities and various student achievements (e.g. certificate program completions, special art exhibits, special recognitions). Finally, the public receives information regarding graduation ceremonies through various forms of advertising on the college website and the local newspaper.

Self Evaluation
CCCC meets this standard. CCCC represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel in the CCCC catalog. For example, the current catalog lists academic regulations on [pages 21-31], information on certificates on pages [32-35], and course information on [pages 129-221]. Information on student support services and activities is listed on pages [53-60]. The catalog and other pertinent information are available on the college website (www.cloviscenter.com). The college curriculum committee ensures that the institutional policies and practices related to courses are accurate and correct. Finally, the college provides information on student success by informing the public and students through the calendar of events on the website.

Actionable Improvement Plan
The college currently needs a webmaster to update the college website on a regular basis in order to keep the community informed of the college's activities.

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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
The institution's Faculty Handbook publishes Board policies on academic freedom. Board Policy 4030 states that faculty members have the right to investigate, discuss, and objectively interpret any material which relates to the course being taught. Additionally, students not only have the right to question the instructor's interpretation of material without fear of reprisal, but are also informed of their rights concerning intellectual freedom and responsibility.

Individual course syllabi and the CCC catalog address board approved academic dishonesty statement policies. A student academic dishonesty statement, which includes cheating, plagiarism and collusion in dishonest activities, is found on page __ of the Reedley College catalog. This statement also details what constitutes cheating and plagiarism. [Evidence # 297]

The college does not promote any specific beliefs or world views.

Self-Evaluation
CCCC meets this standard. Board policy 4030 on academic freedom is located in the Faculty Handbook on page __ under the "Intellectual Freedom and Responsibility" section.

The Reedley College Catalog states the policy of academic dishonesty on page __, including the definition of dishonest activities and consequences of involvement.

Also, instructors include statements on academic dishonesty in their syllabi, which the college administration collects and keeps. [Evidence # 297]

This college does not promote any specific beliefs or world views, as it is neither a private nor a religious institution.

Actionable Improvement Plan
None

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

Descriptive Summary
Faculty should distinguish between personal conviction and professionally accepted views in their discipline. Faculty mentor programs and evaluation processes require class observation of full and part-time faculty, thus allowing more experienced faculty and administrators to communicate what is acceptable or inappropriate to teach. In Flex Day and Duty Day workshops, faculty can communicate with their peers on this subject.

Board policy dictates that a faculty member should always be accurate, interpret facts fairly, avoid bias, avoid teaching material not related the subject, respect other viewpoints, and not claim to speak for the college. [Could refer to the board policy # here and not list]

Self-Evaluation
CCCC meets this standard. There is an ongoing effort to ensure faculty distinguish between personal conviction and professionally accepted views. The faculty mentoring process, classroom observation reports, tenure review process, and student evaluations allow the faculty to continuously improve their knowledge of the distinction of professionally accepted views and personal conviction.

All full-time CCC faculty meet on Duty Day. On Flex Day individual departments usually meet. The discussions often include professionally accepted views. [Evidence # 2]

Additionally, Board Policy 4030, on pages 53-54 of the Faculty Handbook, dictates that intellectual freedom carries with it certain listed responsibilities. [Evidence # 214]

Actionable Improvement Plan
None

b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
This institution informs students and faculty about academic honesty through the Student Code of Conduct section in the CCCC Catalog and the Faculty Handbook. Additional information for students is in course syllabi and the schedule of classes. The faculty receives additional information during workshops, instructor reviews, and mentorships for interns who are completing graduate school.

Self-Evaluation
CCCC meets this standard. This institution establishes and publishes clear expectations to students concerning academic honesty and the consequences of dishonesty in the 2012-2014 WICCC catalog on page 48 which states that that there are a variety of sanctions and penalties at the discretion of the instructor including a failing grade on the assignment or course depending on the frequency and severity of the incidents.

Faculty review the college policies during duty day and flex day workshops, the tenure review process, and during mentorships for interns who are completing graduate school. There are also policies on cheating and plagiarism in the 2013-2014 Faculty Handbook on page 36 which mentions the Student Conduct Standards and Grievance Procedures Handbook in the Dean of Students office.

Some instructors use the website www.turnitin.com to assist them in checking for plagiarism.

There are clear expectations published concerning student academic honesty and consequences for dishonesty. There is continuous improvement of this standard because faculty are able to review college policies during duty day and flex day workshops.

Actionable Improvement Plan
None

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

Descriptive Summary
This college does not promote any specific beliefs or world views because this is not a private or religious institution.

Required course syllabi, course schedules and college catalog inform students of the codes of conduct.

Codes of Conduct for Faculty, Staff, and Administrators are in the Faculty Handbook. Faculty review codes of conduct during the faculty tenure review process which includes the Statement of Ethics by the American Association of University Professors (AAUP). Faculty interns who are in the process of completing their master's degree are also taught the codes of conduct during their mentorships. Administrator evaluations ensure that administrators follow the codes of conduct. [Adminstration??]

Self-Evaluation

CCCC meets this standard. The CCC Catalog describes the student codes of conduct on page 3. Specific rules and regulations are found in Board Policy 5520 which defines discipline procedures and when they apply.

The 2013-2014 Faculty Handbook contains information on how to deal with disruptive student behavior on page 62. The section of the handbook describes potential classroom situations, and gives recommended actions that the faculty should take. The Faculty Handbook also contains Codes of Conduct for Faculty, Staff, and Administrators in several categories including a Non-discrimination statement on page 52 which states that the State Center Community College District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age. There is a section on intellectual freedom and responsibility on page 49 which defines academic freedom, explains why it is important, and outlines its limitations. There is a section on sexual harassment on page 56 which defines sexual harassment and how to prevent it and complaint procedures.

The Center informs faculty of the Codes of Conduct during the tenure review process and the faculty mentor program. They also review of the Statement of Ethics by the American Association of University of Professors (AAUP) as part of the tenure review process. The AAUP's Statement of Ethics can be found online at www.aaup.org.

Periodically, staff and faculty evaluate administrators, which ensures that administrators also follow Codes of Conduct. The Center keeps these evaluations in administrative files. Various types of surveys (online and Scantron) have been given to the faculty to evaluate the administration.

As stated above, the CCCC catalog and Faculty Handbook list clear notices of policies concerning codes of conduct. There is continuous improvement in how the Center communicates and follows codes of conduct policies through the tenure review process and faculty mentor program.

Actionable Improvement Plan
None

IIA