

STANDARD IIIB Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

- 1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Descriptive Summary

Clovis Community College Center first opened in Fall 2007 after the completion of the first 80,000 square foot Academic Center building (AC1). A child development center, cafeteria, bookstore, and maintenance plant became operational between Fall 2007 and Spring 2008. The campus doubled in size with the opening of a new 80,000 square foot Academic Center building (AC2) in Fall 2010. As in the initial planning stages for the new campus, current planning for campus physical resources focuses on actions that best support the college mission and are consistent with the college Strategic Plan and Educational Master Plan. Faculty and staff at all levels participated in collaborative planning for these new campus facilities. The campus utilizes the Strategic Plan and program review processes as well as participation on important oversight committees, including the College Center Council, in order to ensure that safe and sufficient physical resources are available to support and assist in the continuous improvement of Center programs and services. CCCC operates an off-campus site approximately four miles from the main campus. CCCC has offered classes there continuously since the new site opened in 2007. CCCC expanded course offerings in Fall 2014 at that site. CCCC also rents a pool from Clovis Unified School District for CCCC physical education classes. The pool is located at the Clovis North High School which is directly across the street from the CCCC main campus.

CCCC has grown tremendously since Fall 2007. Over 5,500 students now attend the Center, accounting 3,491 full-time equivalent students (FTES) annually. CCCC offers over 700 courses annually in 45 areas of study and gives students a choice of transfer, Associate Degrees, Certificates of Achievement, and Certificates of Completion through the Reedley College Catalog and curriculum. [Evidence # Two most recent course schedules]

CCCC has an Environmental Health and Safety/Facilities Committee. Members include the President, Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Instruction, Associate Vice Chancellor of District Operations, a faculty union representative, faculty representatives appointed by Academic Senate, classified representatives appointed by Classified Senate and Classified School Employees Association, counselors, department chairs, student representative appointed by the ASG, DSPS representative, Director of Technology, Director Maintenance and Operations, Grounds Manager, Director of

Environmental Health and Safety, and Construction Services Manager. The committee develops, monitors, and has implementation oversight of facilities. This committee evaluates and recommends revisions of plans and standards. The planning process and Facilities Master Plan and goals guide budget priorities. Recommendations made by the committee reflect the values of SCCCD and CCCC and support the mission of CCCC with the ultimate goal of improving student success, fulfilling student learning outcomes, and serving the community as a whole. The committee develops, implements, evaluates, and revises (if necessary), the facility plans, projects, and initiatives, both long and short term, within the continuous strategic planning process of Willow International Center and the district. In addition, the committee reviews scheduled maintenance plans and projects, on-going maintenance, grounds, and building services plans and schedules. The committee addresses diversity in all planning and implementation processes as appropriate. Diversity issues include but are not limited to access, use, learning experience, and indoor/outdoor environment. [Willow Safety/Facilities Operating Agreement]

In addition, the College Center Council is the CCCC governance council, whose purpose is to assess and improve upon the existing process of evaluation, planning, and improvement for the CCCC, including facilities, with an emphasis on strategic planning and implementation processes. The College Center Council is instrumental in identifying future programs and facilities.

At CCCC, the institutional planning and collaborative decision-making processes help to establish priorities among competing needs. Each fall, administrators, faculty, and staff begin the collaborative process for financial planning and budget development. In building the discretionary budget, administration invite and encourage all members of the campus community to submit a request for funding using the Action Plan Funding Request form for specific program needs to their representative on the College Center Council. In addition, each division may request additional resources for program needs as identified through Program Review recommendations. CCCC uses the Action Plan Funding Request process to identify program and department equipment replacement and maintenance needs as well as emerging space and facility needs. Through the collaborative decision-making process, this broad-based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. [Evidence # Action Plan form,]

The College Center Council prioritizes and addresses both instructional and non-instructional requests. Faculty and staff justify equipment repair through the budget process, using support from the Action Plan Funding Request process documentation. The College Center Council, President's Cabinet, and Environmental Health and Safety/Facilities Committee meetings discuss facility space needs. [Evidence # EH, CCC & PC agendas and minutes]

Facilities

In 2003, the State Center Community College District Board of Trustees completed the acquisition of approximately 110 acres for a permanent site located at Willow and International Avenues in response to the tremendous growth in the northeast area of Clovis and Fresno.

The district passed a local bond (Measure E) in November 2002, which provided \$161 million dollars for district-wide building projects. State funds and Measure E bond monies provided funding for the CCCC 80,000 square-foot Academic Center One facility in the amount of \$50 million. The facility that opened in Fall 2007 includes an open computer lab, computer laboratory classrooms, a multi-media studio, art studio, physics laboratory, forum hall, distance learning and traditional classrooms, tutorial center, Associated Student Government and College Center Activities office, administration, and offices. The initial phase also included in separate facilities a bookstore, internet café, and utility/maintenance facility.

The CCCC campus also includes the 80,000 square-foot Academic Center Phase Two facility that opened in Fall 2010. A 50-50 split between state funds and the Measure E bond provided funding for Phase Two (AC2) in the amount of \$38.5 million. The facility is located north of the existing Academic Center and includes allied health and science laboratories, a fitness center, dance studio, library/learning resource center, student services, business services, classrooms, and offices.

The campus also includes a central plant and yard that houses the district operations, grounds and maintenance staff, boilers and chillers, and technology. This facility opened with AC1. In addition, the bookstore and cafe facility opened in Spring 2008. The local Measure E bond provided funding for this facility.

As stated in the Educational Master Plan, CCCC has as its next priority the building of a Career Technical Education Facility that would house an Electrician Technician program, an Entrepreneurial Center, a Culinary Arts program and Water and Solar Technology programs.

For the CCCC Spring 2014 Duty Day, faculty, staff and administrators participated in an exercise where a priority list for new facilities was finalized. By votes from all groups, they determined the following priority:

1. Student Success Center
2. Classroom Building
3. Athletics: Soccer fields and field house
4. Student Services Building
5. Performing Arts Center
6. Gymnasium containing Tennis Courts and Swimming Pools
7. Softball and baseball fields
8. Warehouse
9. Administration Building
10. Library

Child Development Center (CDC)

Through AB-16 California Joint Use Facilities legislation, CCCC received funding to construct a state-of-the-art Early Childhood Education Center in collaboration with the Clovis Unified School District (CUSD) and State Center Community College District. The 12,000 square foot facility opened in Fall 2007 and serves as a licensed childcare center/laboratory for high school and college students taking child development and pre-teaching courses. Approximately \$2

million dollars each from SCCC and CUSD funded the \$6 million dollar facility; the state allocated an additional \$1.8 million dollars to complete the Child Development Center. A \$280,050 grant from the Fresno County First Five agency funded the playground for the CDC. [Evidence: Agreement with CUSD)

The CDC includes two-lecture classrooms, office space for four faculty, two observation rooms, a staff workroom, and four adult restrooms. There are four classrooms that provide care for ten toddlers and 40 preschoolers. Observation rooms offer students, caregivers, teachers, program managers, community members, and parents the opportunity to unobtrusively observe examples of high quality programming.

Clovis Community College Center completed construction of a soccer field during the summer of 2014. Classes began Fall 2014 and plans are to have a soccer team when ACCJC grants CCCC college status.

Self Evaluation

CCCC meets this standard. Planning for physical resources for CCCC utilizes the district's and Center's Mission Statement, Strategic Plan, Educational Master Plan, Program Review, Environmental Health and Safety/Facilities Committee, and College Center Council recommendations, along with faculty, staff, and students' input. [Evidence # Strategic Plan, Mission Statement, Ed Master Plan, Program Review]

In addition, the North Centers' Educational Master Plan, completed in March 2010, includes CCCC. The objective of the plan is to bring together educational components of CCCC and other centers into a long-range plan that will support decision making for the future. The plan is a dynamic document, flexible enough to adjust to new issues and needs that may arise, and assists with guiding decision-making at CCCC. [Evidence # Ed Master Plan and Strategic Plan]

The CDC at CCCC is one of eight accredited centers in Fresno through the National Association for the Education of Young Children (NAEYC) and serves as a demonstration site modeling best practices. The NAEYC accreditation is a voluntary system that measures the quality of child care centers and preschools. It is dedicated to helping programs offer high-quality learning environments for children. [Evidence # 461 – NAEYC Accred document – can use old one]

According to the Spring 2013 Faculty, Staff, Administration Accreditation Survey, 91.9 percent of respondents strongly agree or agree that “Systematic assessment of effective use of physical resources is integrated in institutional planning “ and 92.6 percent strongly agree or agree that “The College Center systematically maintains and upgrades its physical resources (i.e., facilities, equipment, etc.) to support its programs and services.” [Evidence # Survey q. 43, 44]

The Center encourages and supports faculty, staff, and student involvement in assessing, evaluating, and improving selection, allocation, and use of physical resources through shared governance, including the College Center Council, Strategic Plan, Educational Master Plan, Facilities Master Plan, Program Review, Technology Plan, and as well as the Environmental

Health and Safety/Facilities Committee. The Center utilizes a collaborative process for planning for physical resources, which demonstrates a commitment to improving educational effectiveness and student learning.

Actionable Improvement Plans

The State Center Community College District Board of Trustees is considering placing a bond measure on the ballot for the November 2016 election. If this measure passes, Clovis Community College Center has as its first priority to build a Career Technical Education Facility that would house an Electrician Technician program, an Entrepreneurial Center, a Culinary Arts program and Water and Solar Technology programs.

- b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Descriptive Summary

The CCCC campus design and construction conform to all applicable state and local building codes, including the Americans with Disabilities Act (ADA) which requires compliance with regulations regarding accessibility and safety for the handicapped. The California Division of the State Architect (DSA) review construction and remodeling to ensure compliance with access and safety requirements. Facilities maintenance and operations comply with the California Occupational Health and Safety Act (Cal/OSHA). CCCC considers input from faculty as well as staff at all levels in the planning and design of the campus in order to assure access, safety, security, and a healthful and effective learning and working environment.

Access

District and Center employees provide custodial, maintenance, and grounds services in order to ensure that paths, hallways, classrooms, and offices are clean and accessible. There is access to campus parking from three separate entrances and the number of parking stalls meets the current need. Bike lanes are well marked on both major streets that border the campus, and the cities of Fresno and Clovis have completed a new bike/walking path that further facilitates access to campus by bicycles and pedestrians. Both the bike lanes and the bike path connect the college with the downtown Clovis/Fresno area for safe commuting between the Center and many Clovis/Fresno city sites and residences. Pedestrian crosswalks are well marked at all intersections. Additional crosswalks are located at convenient locations between the CCCC campus and the Clovis North High School campus located across the street from the Center. There are multiple bicycle racks on campus. Handicap accessible parking, curb cuts, and electric entrance doors are in place for physically challenged individuals.

Custodial, Maintenance, and Grounds

The building services staff (custodial) is a center-managed department reporting to the Vice President of Administrative Services. These staff members are responsible for providing a clean,

safe environment and campus-wide event facilities management for students, faculty, staff, and visitors. The staff consists of one Lead Custodian, one General Utility Worker, and five Custodians. CCCC utilizes student workers as funding allows. In addition, CCCC partners with the Fresno Local Workforce Investment Board to provide custodial training for eligible participants. These trainees are at no cost to the center and are able to assist under direct supervision with basic custodial duties. The building services staff utilizes a “zone” process for cleaning. The entire building services team, with leadership from the Lead Custodian, provides absentee coverage, project work, and event management.

The District Operations Department organizes and manages maintenance and grounds staff at CCCC. The Director of Maintenance and Operations and the Grounds Manager report directly to the district Associate Vice Chancellor of Operations. These managers have authority throughout the district at all sites including CCCC. CCCC utilizes Maintenance Service Request (MSR) forms and Custodian Service Request (CSR) forms to allow any Center employee, via his or her supervisor, to request routine maintenance or repairs to buildings or equipment and to track the progress of those requests. The Vice President of Administrative Services Office processes and maintains MSRs and CSRs. [Evidence # 457, 459 – MSR & CSR – can use old forms – still the same]

CCCC develops scheduled maintenance lists in conjunction with District Operations to ensure that CCCC monitors and replaces or upgrades heating and cooling systems, fire suppression systems, and similar safety equipment in a timely manner. [Evidence Sched Maint 5 year plan]

The CCCC Vice President of Administrative Services is the liaison between the District Operations Department and the Center. In addition, the Director of Maintenance and Operations, the Grounds Manager, Director of Environmental Health and Safety, the Construction Services Manager and the Associate Vice Chancellor of District Operations serve on the CCCC Environmental Health and Safety/Facilities Committee. This structure serves the Center well and ensures that communication and cooperation takes place between the Center and the district regarding maintenance and grounds in support of the CCCC’s goals.

Police Services

Safety and security is a shared responsibility among the custodial, maintenance, and grounds departments; however, the SCCCD Police Department has overall responsibility for safety and security on the campus to ensure safe learning and working environments, and to protect persons and property. District police officers provide professional services and safety assistance to students, faculty, and staff and adhere to the training and hiring standards of the California Department of Justice Commission on Police Officer Standards and Training. The district determines campus assignments and schedules of police officers. Currently, there is a police officer assigned to CCCC part-time during day and evening hours. There is also a district-wide, 24-hour emergency police dispatch system that all students, faculty, and staff can use to more effectively connect to needed services from the nearest police department or other 911 emergency system providers. The District Police Department also monitors the automated door security system and camera systems throughout the campus.

As a part of its Emergency Response Program, the Center also participates in an emergency employee notification system that operates via text messaging, email. The district posts the information to the district website. The Academic Center One (AC1) and Academic Center Two (AC2) have an automatic lock-down system that an emergency call box in the Administration suite in AC1 and the Admissions and Records Office in AC2 activates. Upon activation, this system automatically calls the District Police Department, the City of Fresno Police Department, and locks down all exterior doors in AC1, AC2, and the CDC. In addition, CCCC recently had an interior and exterior audible alarm/notification system installed. The system consists of loudspeakers placed strategically throughout the campus and has tone and intelligible voice capabilities. The Center has installed three emergency call box/telephones throughout campus that will allow direct access to the District Police Dispatcher in order to request immediate police assistance in case of emergency. In addition, all classroom and office phones have a red “panic button” that immediately connects the caller to Police Dispatch when pressed. [Evidence # First to Know flier]

In the event of total system power failure, including the CCCC back-up generator, CCCC has installed a short wave radio battery back-up system that provides approximately six hours of power for the police channel and facilities staff. The police, college nurse, custodial, maintenance, and grounds staff as well as selective administrative personnel carry these radios. This additional power source assures that CCCC will maintain communication in the event of a campus-wide emergency. In addition, CCCC has also installed a radio signal repeater to boost the communication signal between the campus radios in order to ensure radio coverage for the entire site.

The District Police Department handles all reports of crimes, emergencies, and coordinates the assistance, if required, of outside agencies on the campus. The Police Department is also responsible for coordinating emergency/crisis management and as such has established procedures for faculty, staff, and students to follow in the event of an emergency. The Center has posted a flip chart displaying emergency procedures in each classroom and in offices throughout the campus. (Evidence: # New Poster)

The Vice President of Administrative Services is the CCCC liaison between the District Police Department and the Center.

Disabled Students Programs and Services

Disabled Students Programs and Services (DSPS) provides specialized services and academic accommodations that assist students with documented physical, psychological and learning disabilities reach their maximum potential while achieving their educational goals. Services and accommodations may include but are not limited to disability-related counseling, learning disability assessment, test proctoring, not-taking, alternate media for textbooks and adaptive software. [Evidence # DSPS brochure, RC catalog describing program]

Health and Psychological Services

One college nurse (RN), supported by one part-time department secretary position who also works for Psychological Services, staff.

The Health Services Office offers first aid, nursing consultation and referral, as well as other health and wellness services. Health Services also oversees the Automated External Defibrillator (AED) program for the campus, which includes monthly inspections and upkeep of the devices. The nurse maintains three AEDs on campus: one in each of the Academic Center buildings and one in the Health Office. Health Services provides and stocks first aid kits kept at various locations throughout campus including each of the laboratory areas. The nurse offers CPR and AED certification for staff as well as annual training to designated staff regarding the handling of student, staff, and visitor injuries on campus. Student and visitor injuries are reported to the college nurse and an accident report form is completed. The college nurse handles any paperwork required for student insurance coverage for injuries that occur on campus; the college nurse provides procedures and training annually to office staff to ensure that injured students receive safe, timely, and appropriate care of injuries whether or not the college nurse is available on campus. The college nurse reviews aggregated student and visitor injury reports, and the nurse is a standing member of the Environmental Health and Safety Committee. [Evidence # EH minutes and AED inspection reports]

Two rotating psychological interns staff Psychological Services and provide coverage Monday through Wednesday as well as Thursday and Friday afternoons. The Psychological Services office is located in Academic Center 2 building, room 117, adjacent to the Health Services office. The support provided through Psychological Services includes individual and group psychotherapy, mental health student outreach, classroom presentations, crisis intervention, community resources, and staff/faculty consultation.

The college nurse and psychological interns also serve as members of CCCC's Behavioral Intervention Team (BIT) and crisis intervention team for the purpose of maintaining overall health and safety for all students and the campus.

Environmental Health and Safety

The District Director of Environmental Health and Safety updated the district's health and safety training programs as of January 2013. The training is available via the district's website and includes Injury and Illness Prevention Plan (IIPP), Hazard Communication, Chemical Hygiene, Blood-borne Pathogen, Heat Illness Prevention, Respiratory Protection, Hearing Conservation, and Emergency Response. The district established these programs with the primary purpose of ensuring the safety and health of students and employees by providing a safe and healthful work and study environment. The district designed these programs to train all employees in safe and healthy work practices. Employees received fundamental safety training in an online safety training program implemented in Spring 2010. Online training modules include IIPP, Chemical Hygiene, Blood-borne Pathogen, and Safe Lifting Practices. Future modules include Utility Cart Safety and Ergonomics. [Evidence #- AR 6800, screens prints showing website]

The campus President and Vice President of Administrative Services co-chair the Center's Environmental Health and Safety/Facilities Committee, which convenes once per quarter or more often as need dictates. The purpose of the committee is to promote health, safety, and emergency preparedness on campus. The committee reviews and investigates employee injuries, student and visitor injuries, routine facility safety inspections, as well as other identified campus health and safety issues. The committee makes recommendations to the administration to provide for continuous improvement of campus safety. Safety hazards receive the highest priority in terms of finance

allocations and response time. [Evidence EH minutes and agendas, used CCC handbook last time]

The Center has an automated fire notification system, and it performs testing of the system annually. The automatic sprinkler system is tested once every five (5) years. In addition, custodial and building maintenance staff inspects all fire extinguishers and science lab eye wash stations on a monthly basis. The Vice President of Administrative Services office maintains records of inspections. In addition, the Central Plant office houses completed scheduled maintenance reports for the eyewash stations, emergency lighting, generator testing, and elevator permits. Per regulation, the Child Development Center performs fire drills on a monthly basis. The Child Development Center Coordinator forwards any issues identified during the fire drills to the Environmental Health and Safety/Facilities Committee for review and recommendations for improvement as appropriate. [Evidence # Fire Extinguisher inspections, eye wash inspections, CDC Fire Drill logs]

Custodial, grounds, and maintenance staff keep Safety Data Sheets (SDS) binders for grounds, maintenance, and labs up-to-date. The binders are specific to the area of use, and each area houses its specific binder. In the labs, the Chemical Hygiene plan binder includes the SDS. In addition, the district Director of Environmental Health and Safety conducts periodic inspections of the Center to ensure the center is storing and handling hazardous waste properly. The Center stores hazardous waste products in a locked storage unit located in the plant facility yard. An outside waste management firm picks up and transports these waste products at least every six months or more frequently. [Evidence # Material Safety Data Sheets from several vendors]

Employee injuries and Worker's Compensation claims are processed through and managed by Alliance of Schools for Cooperative Programs (ASCIP), a joint-powers agency, process and manages employee injuries and worker's compensation claims. This agency also provides safety programs and reviews ways and means of minimizing district and Center liability loss. Employees have access to a 24-hour Company Nurse hotline for triage by a nurse and facilitation of referral to healthcare providers for on-the-job injuries. The Company Nurse completes all employee accident reports and forwards them to the District Safety Officer who reports findings to the Environmental Health and Safety/Facilities Committee for review.

Self Evaluation

CCCC meets this standard. CCCC provides a healthful environment at its campus by maintaining grounds and pleasant, attractive landscaping. Multiple indoor and outdoor seating areas are available for individual or group study, rest and relaxation or social interactions. There are ample, readily available, easily accessible, and well-maintained restroom facilities. The café offers comfortable seating as well as many healthy/nutritious snack and meal options. Hand sanitizers are located in all high traffic offices and TV monitors displaying campus information include health tips such as seasonal flu information or stress management techniques. The insides of bathroom stalls display Student Health 101 Stall Street Journals, which provide practical health and safety information specific to college life. Stall Street Journal topics cover a wide range of health and safety information including tips for stress management, cold/flu prevention,

depression, nutrition, exercise, and sleep as well as tips for safe ways to enjoy college life. Attractive display cases also provide students with helpful and interesting learning opportunities including information on health issues, campus club activities, and various student support services. As a courtesy to others, signage directs smoking students to limit smoking to specific designated areas on campus. [Evidence # AR 6850, BP 6850, Copies of Stall St. Journals]

The Child Development Center complies with Title 22 Community Care Licensing Regulations which regulate the physical indoor and outdoor space of the facility as well as the health and safety of all staff members and children at the site. In addition, the National Association for the Education of Young Children (NAEYC) awarded the CDC accreditation in July 2010 for having met their early childhood program standards. [Evidence # NAEYC Accreditation Document valid thru 7/1/2015, Title 22 Licensing Regs]

To increase safety, the CCCC campus has emergency lighting and exit signs that maintenance staff regularly maintain, a generator to power lights during power outage events, regular maintenance of the heating and cooling system provided by the full-time maintenance staff, evacuation chairs at the top of each stairwell to assist non-ambulatory students and staff in the event of loss of elevator power (training for use of the evacuation chairs has been provided to custodial staff and is open to all staff), and a district contract for the safe handling and disposal of hazardous materials. In addition, PE, biology, and chemistry instructors give students oral and written safety instructions at the beginning of each semester; the Child Development staff conduct daily inspections of the Child Development Center for unsafe conditions. [Evidence #copy of written safety instructions, CDC Cleaning Schedule]

Biannually, the college nurse certifies the permanent staff members in the Child Development Center in CPR and first aid. In addition, the CCCC Health Services office regularly schedules CPR training for faculty and staff. So-and-so also instructs CPR-trained faculty and staff in the use of the Automated External Defibrillator (AED) devices that so-and-so has installed in both AC1 and AC2 buildings. The AED log that the Health Services Office maintains demonstrates that the Health Services staff monitor AEDs on campus on a monthly basis and maintain them in good working order. The Health Services Office stores replacement AED supplies to allow for quick replacement of outdated pads and batteries as needed. CPR training logs demonstrate that CPR and AED certified staff is available on campus to assist with emergencies. [Evidence # AED Monthly inspection reports and training logs, CPR certificates for CDC staff and other staff]

In order to ensure timely and appropriate care of injured students, the college nurse provides training annually to designated administrative staff. The nurse also trains staff members on completion of student insurance documents for times when the nurse is not available. Health Services staff maintain and annually update the Student Injury Guidelines and Forms binders that the Center provides to designated administrative staff. The binders contain the information and all the forms needed to safely handle campus injuries and the student insurance paperwork. [Evidence # First Aid kit list of locations, Student injury guidelines and forms.]

All colleges and centers within the district have an Emergency Preparedness Plan. The plan identifies the critical response team members and related duties. In addition, CCCC has crisis

intervention information posted in each classroom/office to address issues such as active shooter, fire, injury or illness, crimes in progress/civil disturbance, bomb threat/suspicious objects, hazardous materials leaks/spills, earthquakes, evacuation of disabled, and campus emergency evacuation maps. In March 2014, CCCC managers attended an Active Shooter Training Class. [Evidence # Emergency procedure poster, First to Know flier, Emergency Response Plan, Handouts from the Active Shooter class]

In the event of a gross power outage, a generator in the central plant is available to provide backup power to the Center through a diesel fuel engine. The generator also provides the Center with emergency lighting. Batteries provide a secondary source of power should the generator fail to act as an uninterrupted power source (UPS) for the facility network system, including phones.

The District Director of Environmental Health and Safety provides online training modules, including safety training, for specific employee groups that various department managers can monitor. The District Director of Environmental and Health Safety also provides training to staff involved with hazardous materials both in storing, handling, and disposal of hazardous materials/waste. [Evidence # IIPP Process]

The district also provides all full-time staff in benefited positions with an Employee Assistance Program (EAP), a service which provides faculty, staff, and their family members with personal assistance, counseling, and advice on health and welfare issues. In addition, the Holman Group sends regular e-mails to staff on topics ranging from diet and nutrition, exercise, money management, and stress management. The District Benefits Office Specialist relays frequent information through e-mails and newsletters. CCCC displays health posters throughout the campus.

The CCCC campus does not have a history of claims alleging problems with access, dangerous facilities, or inadequate security. The Center is committed to maintaining services to ensure that this record will continue as the campus continues to grow.

According to the Spring 2013 Faculty, Staff, and Administration Accreditation Survey, over 96.7 percent of the respondents agree or strongly agree that “The College Center systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.” In addition, 93.2 percent of survey respondents agree or strongly agree that “The exterior lighting of the College Center is adequate and kept in working order.” [Evidence # 127 q. 45, 49]

Question # 47 in the CCCC Accreditation Survey addresses the physical appearance of the campus with 99 percent of respondents in agreement that “The exterior features of the campus buildings are well maintained.” In addition, question # 48 addresses “The interior of the classrooms, offices, and restrooms are adequately maintained” with a response of 98.1 percent of respondents agreeing or strongly agreeing. Question # 46 had a respondent result of 98 percent agreement to “The grounds are pleasing and adequately maintained.” [Evidence # 127 q. 47, 48, 46]

Currently there are 1,700 total parking stalls on the CCCC campus. Over 87 percent of staff surveyed in Spring 2013 agree or strongly agree that “Parking facilities at my primary work site are adequate for my needs.” [Evidence # 127 q. 51]

Actionable Improvement Plan

None

- 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**
 - a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Descriptive Summary

As part of its institutional planning process, CCCC is committed to a systematic approach for all planning and budgeting activities. This approach includes the assessment of all current functions and activities and the development of a district-wide process for the ongoing assessment of future programs, services, and facilities.

The district develops annual and long-range plans for capital expenditures directly linked to the Center’s needs and are congruent with both short- and long-range planning processes. The district and Center’s Mission Statements and Strategic Plans provide the outline for the development of the five-year CCCC Construction Plan. In addition, the CCCC College Center Council, in conjunction with the Environmental Health and Safety/Facilities Committee (comprised of faculty, administrators, classified staff, and students), utilizes many sources, including the Educational Master Plan and program review documents, in order to identify facilities and the associated cost of ownership necessary to address institutional improvement goals.

The district and Center use a broad definition of “cost of ownership” including staffing, equipment maintenance and replacement, utilities, and supplies. In 2000-2001, the district contracted the services of an outside consultant to address maintenance staffing needs and establish a guideline to assist in assigning the appropriate number of building custodial staff in relation to facility square footage. As a result, CCCC received an additional district-funded custodian upon the completion of the AC2 facility.

Responsibility for equipment is dependent on the function of the equipment. “Fixed” classroom equipment and equipment pertinent to the physical plant are the responsibility of the Maintenance Services Department (in conjunction with the district-level Operations Department). The district’s Information Services (IS) Department is responsible for the Datatel MIS, network systems, and telephone systems. The Center’s Technology Services department is responsible for implementation and maintenance of all other technology; once network systems

and services arrive on campus, technology services takes over all responsibility for the system's operation.

CCCC's Director of Technology is currently a 40% shared position with Reedley College. The Clovis Community College Staffing Plan provides for a full-time Director of Technology beginning Fall 2015. The director chairs the CCCC Technology Advisory Committee/Distance Education and is a member of President's Cabinet. The Technology Services Department procures and maintains audiovisual and computer equipment used for student learning, including video conferencing, with assistance from the district's IS Department. The Director of Technology manages a staff of one permanent, full-time Microcomputer Resource Technician, three permanent part-time Instructional Technicians, and varying numbers of student aides.

The Center maintains Blackboard as its primary course management software tool. Courses in all formats (online, face-to-face, and hybrid) use this software to disseminate course material, post grades, communicate with students, and hold discussions. The software is especially indispensable for courses taught in the distance education mode.

Also facilitating distance education courses is the Camtasia software tool. This program allows instructors to record live presentations for remote viewing. CCCC also provides many instructors who teach in the distance education mode with tablet PC's that enable "live" help with homework as well as facilitate the production of recorded lectures. Students taking online courses who do not have their own computer equipment may use computers on campus in the open lab to complete their coursework.

There are classrooms with remote video conferencing capability in each academic center building at CCCC. These classrooms are available for synchronous distance education instruction between district sites.

Selection, maintenance, inventory, and replacement of equipment have not been an issue for CCCC. The Center purchased the majority of equipment purchased through state Building Capital Project funds as well as Measure E local bond monies, and as a result, equipment is generally fewer than four years old. With instructional equipment funds, CCCC plans to replace our computers in student labs in fiscal year 2014-15.

While state funding has been uncertain the past few years, the lottery funds for the district and Center have remained relatively stable and are available for capital expenditure projects. The district and Center's decision package process consists of restricting the annual lottery (LTO) revenue to one-time funding, on a "one year delayed basis." The one-year delayed basis reserves a full year of lottery funds and positions the Center and district to make annual or shorter notice funding decisions for needs not included or funded by the other capital expenditure sources. For example, the Center has upgraded equipment (computers, printers, etc.), facilities (signage, high speed buffers, custodial utility carts, etc.), and provided instructional support (autoclave, science models, etc.) as appropriate. [Evidence # Action Plans]

Department chairs prioritize instructional action plan requests prior to submitting the requests to the College Center Council. The College Center Council receives input from the various groups represented on the council in order to prioritize requests for the lottery funds. In building the lottery funds discretionary budget, administration invites and encourages all members of the campus community to submit a request for funding on an Action Plan Funding Request form. The Center uses the Action Plan Funding Request process to identify program and department needs as well as emerging space and facilities needs, which tie in directly to integrated planning. Through the collaborative decision-making process, the College Center Council evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans as well as accreditation requirements. The College Center Council prioritizes and addresses both instructional and non-instructional requests and forwards their recommendations to the President. [Evidence # Action Plan Funding Request forms]

The CCCC Educational Master Plan and Strategic Plan tie directly to the District Strategic Plan and strategic issues. The CCCC Vice President of Instruction and Student Services, the Vice President of Administrative Services, a faculty representative, two classified staff and one student are members of the District-wide Facilities Planning Committee, which the district established in May 2007. The purpose of the committee is to assist in planning for facilities, personnel, utilities, insurance, supplies, and other operational expenses. Each committee member is able to provide pertinent information as to the unique needs of each of the colleges and centers during the planning process. The committee functions as an information liaison between the district and the colleges and centers regarding information on the development and planning of new facilities. In addition, committee members give updates on the progress of district facilities projects. Representation on this committee includes certificated, classified, and management staff district wide. Each member has the responsibility to communicate information back to his or her constituency groups. This committee systematically assesses the effective use of new physical resources and uses the results of the evaluation as the basis for future planning. [Evidence #Recently revised DW Facilities Committee Operating agreement]

The Center closely ties capital expenditures with district plans. The Center uses the following documents for planning: Five-Year Construction Plan, Scheduled Maintenance Plan, various block grant funding, and lottery revenue decision Action Plan Funding requests. All of the above tie strategic academic planning, the Educational Master Plan, Program Review, and student success initiatives to capital expenditures. In September 2012, the board approved a comprehensive Master Facilities Plan for the colleges and centers. [Evidence: updated operating agreement for DW Facilities Committee]

Self Evaluation

CCCC meets this standard. Long-range capital planning, relying on the Facilities Master Plan, annual Five-Year Plan updates, and Action Plan Funding Requests allow for informed decision making and results in facilities that meet the institutional goals of CCCC.

Energy efficiency is a priority design criterion. A closed loop system utilizing hot water boilers and chillers provide heating and cooling at CCCC. The hot water boilers at the central plant

provide heating while conserving natural gas consumption. The central plant chiller saves utility costs by chilling water and running the water throughout the facility to cool buildings during the day.

A computerized process that provides for system control and centralized monitoring controls a building Energy Management System (EMS). The EMS also controls lighting for the Center. Windows throughout the facility are insulated glass with a performance level of VS8-08.

The landscape at CCCC is state of the art for efficiency. The Rainbird Maxicom system, which uses an on-site weather station that provides information on watering needs on a daily basis, controls the grounds' irrigation. This type of system typically saves 30-50 percent of water usage as compared to a traditional irrigation clock system. The Center also uses the weather station for monitoring other Rainbird irrigation system clocks within a 50-mile radius throughout the Fresno and Clovis area. In addition, the Center uses surface water from the Fresno Irrigation District as it does not have a ground water well on site. Drought resistant plants and landscape design have resulted in a beautiful yet ecologically-friendly environment.

Custodial and grounds service levels are adequate for the Center. However, CCCC will add staff per the approved CCCC Staffing Plan when the budget allows.

The Center plans, builds, maintains, and upgrades or replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes. The Center files the five-year construction plan annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how the Center will use projected facilities. [Evidence # Five year construction plan]

The CCCC Accreditation Survey reflects 92.6 percent of staff agree or strongly agree that "The College Center systematically maintains and upgrades its physical resources (i.e., facilities, equipment, etc.) to support its programs and services." [Evidence # 127 q. 44]

Actionable Improvement Plan

None

- b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary

There is an emphasis on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives coming out of the Center's Mission Statement, Strategic Plan, Educational Master Plan, Matriculation Plan, Technology

Plan, Program Review recommendations, and annual goals and objectives. The district's comprehensive strategic plan is also an integral factor in the Center's planning processes. In addition, the Board of Trustees approved a district-wide Facilities Master Plan in September 2012. The Center updates the Facilities Master Plan as necessary to reflect changes in the curricula and programs.

Physical resource planning and evaluation support the mission of the Center, and the Center links these plans to the Center's specific educational goals and objectives. Constituency groups, administration, the Environmental Health and Safety/Facilities Committee, the College Center Council, and the Board of Trustees collaborate to ensure that facilities support the strategic and educational plans and goals. The Center holds forums to gather input and to discuss priority planning of projects. Program planning, design, review of design drawings, and implementation of construction involve all stakeholders, including end-users and building occupants. Furnishings and equipment selection processes have been open to end-user for input and selection. [Evidence # Facilities minutes, CCC minutes and maybe President's Cabinet minutes]

Staff, faculty, and managers determine the needs for equipment in various instructional and student service programs. During budget preparation, all programs and services evaluate the sufficiency of both instructional and non-instructional equipment. The department chairs collaborate with faculty to review their requests. Managers monitor budget and work with their respective staff to determine what equipment they may need. In addition, the program review process allows faculty and staff to evaluate their programs in an objective manner to determine needs and to update curriculum, programs, and services as needed, including physical resources. Following the evaluation, faculty and staff develop Action Plan Funding Requests for justification for additional resources to support the identified needs. Faculty and staff submit all Action Plan Funding Requests to the College Center Council. All requests must tie back to one or more of the institutional or district plans: Strategic Plan, Educational Master Plan, Enrollment Management Plan, Technology Plan, Facilities Master Plan, Program Review, Matriculation Plan, or student learning outcomes. The College Center Council prioritizes requests, makes recommendations, and forwards them to the campus President.

The College Center Council and campus President make decisions to purchase equipment based on need and budget availability. The Center funds many equipment needs through the college general fund budget, the Perkins Grant budget, decision packages, and available bond funds. A five-year technology equipment replacement plan to address technology needs has been developed with the Technology Advisory Committee (TAC) making recommendations of priorities. The TAC developed this plan in conjunction with district wide strategic planning to include computer standardization and technical support personnel recommendations. [Evidence # Technology Plans – last three years]

The district-level Information Systems Department and the Center's Director of Technology jointly coordinate the purchase and maintenance of hardware and software. The Director of Technology also prepares and submits Action Plan Funding Requests to support identified technology and software needs. State-of-the-art computer equipment and software are currently the standard at CCCC due to the recent completion of the building projects and associated

equipment budgets from both the state funding and local Measure E bonds. [Evidence # Computer Services Request Form]

Physical resource planning is integrated with institutional planning. The Strategic Plan, the Educational Master Plan, and the Facilities Master Plan, along with the Five-Year Construction Plan, serve as guiding documents for facilities planning. The ultimate goal of the process is to provide facilities that support campus programs and services and operate at a high level of integrity and quality.

Self Evaluation

CCCC meets this standard. The shared governance process through the College Center Council ensures that resources tie back to the institutional plans. Resource allocation through the College Center Council Action Plan Funding Request process directly links requests for funds to the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Matriculation Plan, and student learning outcomes. Program review recommendations are also a consideration during the budgeting process as the Center assesses physical resources through the program review process, which includes review and evaluation of data relating to facilities use. The Center makes changes based on program needs and uses this information to evaluate, plan, and improve facilities to meet student learning needs. [Evidence # 185 – Form 700 – Statement of Economic Interests.]

Through effective use of state and bond funds, CCCC has completed construction of both major facilities on campus: Academic Center One and Academic Center Two. These facilities include classrooms, science laboratories, computer labs, library/learning resources facilities, tutorial center, distance education classrooms, student services, and all administrative offices.

Through the College Center Council annual planning and budget process, the Center evaluates and incorporates its facility needs in plans and budget requests. The College Center Council prioritizes the list of needs and passes the information on to the Campus President. [Evidence # Action Plan spreadsheet]

The Center evaluates the sufficiency of equipment using the same processes. Individual departments and programs identify specific needs, both short- and long-range for consideration of funding. The district and CCCC have been successful in writing grant applications, and CCCC has been awarded grant money for the following: a national Department of Education Title V grant to promote basic skills education through the establishment of a tutorial center, a Student Support Services Science, Technology, Engineering, and Math (STEM) grant, and a Student Support Services (SSS) Grant that provides for counseling and advising for high-risk transfer students. CCCC also received American Restoration and Recovery Act funds for two networking cohorts.

Question # 43 on the Accreditation survey validates that 91.9 percent of staff agree or strongly agree that “Systematic assessment of effective use of physical resources is integrated in institutional planning.” [Evidence # 127 q. 43]

Actionable Improvement Plan

None

STANDARD IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

- 1. The institution ensures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

The State Center Community College District provides the primary support for district-wide networking and administrative systems, such as Datatel and e-mail. Clovis Community College Center has a dedicated staff who support the campus technology environment for students, faculty, and staff. They work closely together to provide support for all the educational and administrative needs of the campus.

The Distance Education/Technology Advisory Committee (DETAC), comprised of campus users, advises the Director of Technology on the technology needs for the campus. Technology planning is a key part of the integrated planning model. CCCC utilizes the Action Plan Funding Request process to evaluate and allocate funds for the next year. The College Center Council evaluates the action plans based upon how they support both the Educational Master Plan and the CCCC Strategic Plan. Program Review recommendations and student learning outcomes assessments play an important part in the technology planning process. The DETAC submits Action Plans for items that the CCCC Technology Plan identifies. [CS 2015 action plans]

- a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

Descriptive Summary

Technology services are critical to produce the high level of student learning that is a hallmark of Clovis Community College Center. Maintaining technology requires balancing and prioritizing the constantly evolving needs of different constituencies on campus to ensure that every population is able to achieve the expected level of excellence. Technology resources fall broadly into district- level services and campus-level services. Within each of these levels, technological resource management employs collaborative decision-making models to involve all constituencies in using technology to support student learning and institutional effectiveness.

District Level Resources

State Center Community College District provides enterprise level leadership, implementation, and support for the many needs of our campuses. The district manages hardware and software that students, staff, administration, and faculty use daily to create an environment that maximizes the effectiveness of the institution and the delivery of instruction.

The district has deployed and maintains Ellucian (Colleague and WebAdvisor) which is the enterprise administrative system that manages student information, human resources, and financials. Colleague is a comprehensive academic management system that Admissions and Records, Student Services, and Administrative Services use to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions.

WebAdvisor, a web application for both faculty and students, allows faculty to access current class rosters, and to submit census reports and grades. Students can access class schedules, add and drop courses, check grades, review financial aid and student account balances, and make electronic payments. WebAdvisor also provides web-based student services such as registration, transcript requests, degree audit evaluations, and grade reports. SCCCD is on the most current release of Colleague R19 and runs on HP servers that the district IS staff upgrades on a scheduled basis.

The district maintains a Voice Over Internet Protocol (VOIP) phone system by Cisco. CCCC has full deployment of the Cisco's VOIP offering. District Information Services (IS) manages the inbound/outbound telephone circuits and negotiates for the entire district to take advantage of volume pricing and other discounts. They are also responsible for the Microsoft Exchange environment that is tightly integrated with the Cisco VOIP system. It allows voicemail to be stored in a user's Outlook mailbox so users can retrieve from a PC that has access to the Internet.

District Information Systems provides and ensures the proper operation of the district's connection to the Internet. The district currently has a one gigabyte connection speed to the internet. The physical connection to the internet is at the District Office; the wide area network (WAN) distributes the access to all the campuses. Information Systems is also responsible for the firewall, remote access (VPN and dial-up), CENIC data and video gateways for videoconferencing, and e-mail handling.

The district network group is responsible for planning, implementing, maintaining, and troubleshooting the wide area network (WAN) that connects all the locations. The WAN is a combination of DS3, T1 and 1 gigabit connections to the campuses. CCCC connects to the district by a one gigabit point to point circuit.

The district staff support video conferencing. Meetings via video conference between multiple locations are examples of everyday technological use by CCCC personnel and students. The district staff provides training and support for the equipment and operation of CCCC distance learning classes and conference rooms.

The district help desk primarily supports Ellucian, WebAdvisor, and telephone problems or issues. Campus personnel are responsible for PC/network issues.

There are district-level committees that work to ensure that the support needed for campuses to maximize student learning is available to all the constituencies that the district serves. The self-evaluation process will detail district-level committees that are part of the integrated decision-making model.

CCCC's goal is to maximize student learning and completion. Achieving this goal and having the fluidity to engage in sustainable continuous quality improvement requires effective use of technology resources.

At the campus level, staff, faculty, and administration who utilize technology to best serve students' needs and support student learning augment the district's contribution.

CCCC has a computer services staff who are responsible for local computers, servers, and printers. Computer services staff are also responsible for Local Area Network, software deployment, classroom technology support, distance learning equipment, and open lab resources.

One Microcomputer Resource Technician, three part-time Instructional Technicians, and several student aides compose the technical staff. The Director of Technology for Reedley College is responsible for overseeing the department. That position will change in 2015 from a part-time to full-time in as identified in the Staffing Plan. The Reedley College Network Coordinator is responsible for maintaining the network and server environment. The Staffing Plan for CCCC incorporated a dedicated network coordinator (2015) and additional technicians to support the campus as it grows [CCCC Staffing Plan]. The computer services staff utilize an online form for requesting support for any technology needs, as well as being on site to support technology issues that immediately impact the classroom (online, distance learning, and traditional). The computer services staff prioritize the issues that need resolving in an order outlined by the Technology Advisory Committee.

The CCCC campus opened in 2007; the second phase (AC2 building) opened to students in Fall 2010. The AC2 building brought the number of computer labs on campus to six. A robust open computer lab with 84 PCs and four Macs (for students utilizing digital art production software) is located in Academic Center One, and students use it extensively. AC1-245 houses a state-of-the-art graphics art lab of 33 Apple Mac Pro computers, graphic tablets, and large format printers, and promotes interdisciplinary collaboration between computer graphics and art. All campus classrooms are "smart rooms" equipped with an instructor computer station, projector, sound, and DVD/VCR player. Four classrooms (one of which is an Apple lab) have dedicated PCs for each of the students. Three mobile laptop carts have Wi-Fi-enabled laptops for use in the classrooms. There is an assessment center with dedicated computers so the Center can accommodate assessments and career planning workshops at any time; the Center does not schedule classes in this room. The library has 23 PC's available for student use loaded with all the software that students uses on campus. A faculty workroom, available to all full- and part-time faculty, is equipped with computers, printers, and internet access. The Associated Student Government (ASG) office is equipped with computers with internet access for students. Three classrooms and four conference rooms have video conferencing equipment which allows increased efficiency by eliminating travel for intra-district meetings.

The Center has implemented VDI, Virtual Desktop Infrastructure, comprising of 48 workstations into AC1-114. VDI allows a lower TCO, total cost of ownership, and improves the support model for the equipment. The Distance Education Technology Advisory Committee has updated

the five-year equipment replacement plan to reflect using the VDI model. [CC_Equipment inventory – 5yr replacement plan]

The network resources that operate the LAN and Wi-Fi access use the latest network design using Cisco's 3750 series network switches. The switches are connected together in a stack in each of the MDF (main distribution frame) and IDFs (intermediate distribution frame) rooms. The Local Area Network (LAN) connects all computers, printers, servers, and telephones at gigabyte speeds. Each of the rooms has a UPS (uninterruptible power supply) and they are connected to the backup power generator which ensures up-time during power outages. The MDF is where the Dell server farm resides and supports all the local academic and administrative needs. Computer staff updated the wireless network in 2014 with Aerohive equipment. This allows CCCC to have complete wireless coverage for the entire campus, including all classrooms and offices. A Summer 2014 project to replace the Bluesocket equipment with Aerohive equipment allowed more and faster user connections while improving security and control of access. The campus maintains service agreements for all of its mission critical equipment, which minimizes outages due to failures.

Distance Education

The Center maintains Blackboard as its primary course management system. All courses, regardless of format (online, face-to-face, hybrid), use Blackboard to disseminate course material, post grades, communicate with students, and hold live discussions. The software is especially indispensable for courses taught in the online mode.

Also facilitating distance education courses are the Camtasia software tools. These programs allow instructors to record live presentations for remote viewing. CCCC provides many instructors who teach in the distance education mode with tablet PC's that enable synchronous help with homework as well as facilitate the production of recorded lectures.

Students taking online courses who do not have their own computer equipment may use computers on campus in the open lab to complete their coursework.

Student Services

Student Services uses many of the SARS (Scheduling and Reporting System) suite of products. SARSGRID, an online appointment system used to schedule appointments and to track data which the Center uses for matriculation and decision-making processes; SARS Call, an automated messaging system for appointment reminders, announcements, registration notices and other student-related messages; and SARS Alert, which will provide an online system to identify students who are struggling early in the semester and offer these students appropriate services. eSARS, an online appointment scheduler, allows the students to schedule online counseling appointments. SARS Trak, is a student self-serve check-in/check-out system for measuring students' use of college services, such as counseling.

Self Evaluation

CCCC meets this standard. The Center and district recognize the importance of technology in the delivery and support of student learning. Under the technology goal of the Strategic Plan are objectives to “increase the level of independent trouble-shooting by end users, increase the efficiency of tech support, and to increase professional development opportunities,” for all constituents of Clovis Community College. We have moved closer to our objectives by utilizing Flex Days to hold workshops for faculty, staff, and administration on a variety of technology programs including but not limited to:

1. Blackboard—For improving classroom and online resource management and distribution of class materials, lessons, notes, and communication. This software solution is also a valuable resource for decreasing the wasteful use of paper and other print materials. Presidium supports Blackboard by giving 24-hour help to instructors and students. Committees and campus organizations like Accreditation, Academic Senate, Office of Instruction, Technology Advisory Committee, etc., use Blackboard organizations extensively for collaboration and record keeping.
2. WebAdvisor—Allows continuous access for instructors to rosters and schedules, as well as abilities to drop students. WebAdvisor also allows instructors to turn in midterm and final grades along with attendance rosters. Students are also frequent users of WebAdvisor as it is the primary method for registering for classes and enrolling in school.
3. Classroom solutions such as PowerPoint and Camtasia—These allow faculty, staff, and administrators to learn how to integrate technology into presentation of materials and concepts for classroom, Program Review presentations, and Duty Day presentations. The “smart classroom” allows faculty to either insert a flash drive into the classroom computer or quickly connect their laptop to use the presentation equipment. They can also log onto the classroom computer and access their presentations stored on the shared folders.
4. Micrograde – is offered to instructors to manage grades and attendance. Test and homework scores are entered and the package calculates the overall grade for the student. WebGrade allows the student online access to their grades.
5. Atomic Learning – This online learning tool was implemented in 2014 and allows faculty, staff, and administration training on the Center’s software. It is accessible from anywhere, so employees can learn at their own pace and location.

There are also additional opportunities for technology training offered by Reedley College and Fresno City College over a range of topics from scanning documents to building web pages and more. Online access to Atomic Learning allow faculty and staff to training modules on most of the software applications used at the Center. CCCC is dedicated to improving student learning and the effectiveness of the institution through the use of technological resources.

Results from the faculty/staff survey are quite supportive of the technological resources available:

- 96.1 percent of faculty/staff agree or strongly agree the available computer hardware, software, multimedia, and other technologies are sufficient to help them effectively perform their required duties.
- 81.3 percent of faculty/staff agree or strongly agree that technology training is available when needed; while 81.3 percent agree or strongly agree that technology training has been effective and of high quality .
- 96.0 percent of faculty/staff agree or strongly agree that when technology is required for them to perform their duties, it is available at appropriate times and places (on campus and/or remotely).

[Computer Services PR survey]

Results from the student survey for the Computer Services Program Review have similar support.

- 94.3 percent of students are satisfied with the available computer hardware and software help them to effectively perform their required assignments
- 93.8 percent of students are satisfied that the staff is helpful when they need technical support/training
- 90.9 percent of students are satisfied that there are an adequate amount of work stations in the computer lab.

[Computer Services PR survey]

Technology is important to all areas of CCCC. As part of the program review cycle, technology undergoes a review process the same as all academic programs and student services. [RC-WI Computer Services Program Review] This is a critical step in utilizing resources effectively using the collaborative decision-making process that integrates planning, student learning outcomes, and Program Review. Surveys of faculty, staff, and students during this process allow all constituents the opportunity to add to the dialogue that will contribute to sustainable continuous quality improvement. There are several committees working toward the acquisition and implementation of technology resources, resulting in all campus groups participating in the decision-making process. [CCC Agenda 02-21-2014, DETAC minutes/agenda 9/12/2014]

Classroom Technology

The faculty, through professional development and Program Review, assess the technology needs for students in the classroom to effectively engage in learning. These needs are brought forward in Program Review reports and yearly Program Review recommendation forms that track annual goals developed through the review process. Once faculty identify a need, they create an Action Plan Funding Request for the purchasing and implementation of a technology resource. This Action Plan must be tied to the Educational Master Plan, Strategic Plan, Program Review, and/or other functional plans relevant to the importance of student learning and the mission of CCCC. Department chairs review Action Plans before forwarding them to the College

Center Council. The College Center Council has representation from all constituencies on campus including faculty (part- and full-time), classified staff, administration, and students. The College Center Council also reviews Action Plans and then makes funding recommendations to the Campus President. The Campus President only funds Action Plans that can show relevance to meeting the recommendations of Program Reviews, improved student learning outcomes, or are necessary to accomplish objectives outlined in the Strategic Plan or Educational Master Plan. Items as small as instructional DVDs to as large as software acquisitions for programs go through the collaborative decision-making process. [Budget process]

Campus Technology

At the campus level, the Distance Education/ Technology Advisory Committee (DETAC) and the Technology Plan identify, evaluate, and make recommendations for technology support and improvement on a campus-wide scale. The DETAC brings plans through the College Center Council. The DETAC itself has representation from all divisions, including classified staff. [DETAC COA]

There are over 530 computers on campus with one full-time Microcomputer Resource Technician and three part-time Instructional Technicians who are responsible for the deployment and implementation of software, the repair and maintenance of hardware, and the integration of new microcomputer resources. With technology use increasing in all academic departments, increased student access to campus wide Wi-Fi, the integration of technology in the tracking of student data, and the necessary security measures to support the use of technology, the Center needs to establish staffing minimums that adequately address the needs of the campus. [CCCC Tech Plan 2014-17]

The accreditation survey given CCCC faculty and staff included a question about the effectiveness of technical support staff. In response to the statement, “The number of technical staff is sufficient to provide effective service for faculty/staff,” only 68.9 percent of the respondents strongly agreed or agreed, with 24.4 percent disagreeing or strongly disagreeing to the statement. This is an obvious indicator that CCCC needs to increase the level of support for the technology. The Staffing Plan addresses this issue by prioritizing the hiring of additional support staff once CCCC receives initial accreditation. [Accreditation survey][staffing plan]

There are a number of committees that support the advancement of technology at Clovis Community College Center. These committees have specific roles that define and address the variety of technology needs and represent all of the campuses constituents:

College Center Council - Faculty for each division, students, staff, and administration comprise this committee. This committee is responsible for addressing the needs and concerns of all constituent groups as they relate to funding specific technology needs or in their implementation. [CCC COA]

Curriculum Committee - The curriculum committee recently installed CurricUNET to handle all curriculum needs. With this technology, the committee improves its effectiveness (and ultimately the institution) by centralizing the curriculum creation, approval, and modification process. The

use of CurricUNET also contacts necessary constituent groups for review of curriculum additions and changes. [CC COA]

Distance Education (DE) / Technology Advisory Committee (TAC)- The DE and TAC committees were combined in 2013 with the charge to address distance education, including online and hybrid classes. One of their responsibilities is to define the technology needs of distance education and the college. In 2014, the Center appointed two distance education coordinators to help instructors with managing online courses. [DE/TAC COA]

IS (Information Systems) Priority Committee - The IS Priority Committee is an operational district-wide committee that primarily addresses Datatel/WebAdvisor programming projects that faculty, staff, students, and administrators have requested to improve technology services. The main goal of this committee is to review and prioritize requests and existing projects in order of importance to maximize service delivery and programming resources.

District Technology Committee - This district-level committee is a forum where members can discuss technology plans that affect the whole district. The district has recently reactivated the committee. The first major initiative was to update the district technology plan.

Actionable Improvement Plan

CCCC will implement the proposed Staffing Plan to provide additional technology support staff once it becomes Clovis Community College.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

There are many training opportunities at CCCC for students, faculty, and staff. The Center focuses technology training on the areas where each group interfaces with technology to support and enhance student learning.

The Center routinely offers technology workshops for classified staff (though all personnel are welcome to participate in many of these workshops) via the Classified Professionals Steering Committee. Technology training classes are available for faculty during the spring and fall Flex Days. Resident faculty and/or outside experts typically lead these professional development opportunities. Computer services staff assist many faculty and staff by providing one-on-one training on an as-needed basis. The District Office of Institutional Research and the CCCC Institutional Researcher survey faculty and staff to ascertain their training needs. Faculty who teach in DE mode have held workshops for training on software such as the Blackboard Version 9 upgrade, the Microsoft upgrade to Office 2010, and Camtasia. [Flex day training schedules]

Faculty and staff members have many other avenues for obtaining technology training. Many often travel off-campus to participate in technology training conferences, and workshops. Staff development (Lottery Funds) or Perkins Grants fund these events. Faculty and staff members ask for administrative approval before attending these events, and in the case of staff development

funds, the Staff Development Committee approves the expenditures. In 2013, the Center implemented Atomic Learning, an online resource for faculty/staff training. The CCCC website has links to online training for Office 2010, Atomic Learning, Blackboard, and Datatel. Some faculty have attended online course training for teaching courses via distance education. Other faculty have obtained technological training relevant to their discipline and teaching through university courses (or equivalent) as part of professional development encouraged by the “Salary Advancement” portion of the faculty contract. [Screen shot Atomic Learning]

Each area of the campus may also offer training specific to its own needs. The counseling faculty and staff have provided staff training for the Clovis Community College Center website development and editing, online counseling, Live Help and FAQs, development of Blackboard organizations, Datatel uploads for multiple student contacts, and Datatel MIS coding entries for interested staff. Counseling has also provided training in each component of the SARS System for student services: SARS Grid, a grid-based system designed to make student appointments, track drop-in visits, and maintain counselor schedules; SARS Plan, an on-screen calendar/planner with point and click capability; SARS Trak, a student self-serve system allowing students to check in/check out of service sites and record reasons for their visits; and SARS ALERT, an early alert referral system that enables faculty to identify students who are having academic, behavioral, personal, or enrollment difficulties, connects students with campus support services that can provide appropriate interventions, and record feedback on actions taken. [Evidence # 596, 597, 598]

Distance education coordinators have provided training in Blackboard covering the following topics: customization, creating announcements, creating and deploying assignments, viewing rosters, grading, discussion boards, and grouping students in Blackboard. The distance education coordinators have also provided training on creating closed caption videos for use in faculty Blackboard classrooms. Trainings have also been provided to the Student Success Committee & Faculty Duty Day workshops regarding the Distance Education population attending CCCC, a comparison of distance education and traditional students, as well as Distance Education faculty standards.

Mathematics faculty have provided training in math related teaching software such as Geometer's Sketch Pad, Camtasia, and MyMathLab online homework software.

Students have many avenues for technology training in their many interactions at the Center: advising, transfer, registration, distance education, course management software, technology competency, and library research training. Counseling faculty and staff provide an online orientation for students new to CCCC. They offer CSU online application workshops to assist students in navigating the website in this important step towards transfer. Counselors train students to use assist.org, a website that helps students explore major options and articulation at CSU and UC systems. Counseling and technological support staff provide training in WebAdvisor, the enrollment management system; Blackboard, the course management system; and the new SCCC email system. Students interested in taking a distance education course can take IS 202, Introduction to Online Education, to familiarize them with the online learning

environment. Students on Academic Probation can attend an online probation workshop offered through Student Services. [Evidence # 109, 379, 558]

The librarian provides on-demand and course-integrated information competency instruction. Students learn how to locate print and electronic resources, narrow or broaden topic assignments, use the online library catalog, construct effective search strategies, understand the ethical use of information, and cite sources appropriately. In the 2013-14 academic year, the librarian provided 2,624 on-demand sessions and 72 course-integrated sessions. Computers are a mainstay of this instruction, and 89 percent of the course-integrated sessions required the use of a computer lab. [Evidence # 353]

One of the Associate Degree requirements for students is familiarity with computer concepts and computer use. There are three options available to the students: complete a course from the approved list, complete the Information Systems - Computer Literacy Brief Courses Certificate, or successfully pass a college examination of computer familiarity. The Center catalog lists and describes the options. [Evidence # 297 p. 29]

There are four computer familiarity graduation performance standards:

1. Activate a personal computer and load files or software from a disk and/or CD ROM;
2. Access and use one application to create a document, save, retrieve, and print it;
3. Access the Internet on a dial up basis or via a school Local Area Network and use a search tool to locate information relevant to course work, then print it or download it to a file; and
4. Send and reply to email messages.

[Evidence # 112 p. 18]

Results from the faculty/staff survey are quite supportive of the training available at CCCC:

- 81.3 percent of faculty/staff agree or strongly agree that technology training is available when needed
- 81.3 percent agree or strongly agree that technology training has been effective and of high quality.
- 96.0 percent of faculty/staff agree or strongly agree that when technology is required for them to perform their duties, it is available at appropriate times and places (on campus and/or remotely).

[WI 13FA faculty, staff, and student survey results]

Self Evaluation

CCCC meets this standard. The Classified Professionals workshops provide regular training opportunities available for staff so that they can improve their technical knowledge. Those who attend evaluate these workshops regularly, and evaluations are positive. These workshops are open to all personnel. Flex Days and other training sessions offer opportunities for faculty to engage in planned, organized technology trainings geared toward their needs. Atomic Learning

online training website offers faculty and staff easy access to training materials. Computer Services incorporates training for software upgrades into the roll-out schedules. Library resource training for students is available. Students also have access to online probation workshops, orientation, and a distance education course management class. Surveys and program reviews provide feedback on training needs. [WI 13FA faculty, staff, and student survey results][WI Accreditation survey]

Actionable Improvement Plan

None

- c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

Descriptive Summary

District Information Systems

The district Information Systems department is responsible for the support and maintenance of the core administrative systems (Datatel, WebAdvisor, Exchange, and Institutional Research data) and the WAN. Administrative systems are on an annual maintenance program. Hardware is under full warranty and then placed on maintenance plans once the warranty has expired. The IS department staff is responsible to upgrade hardware to meet user demands for more processing power and speed, i.e. Blackboard and Ellucian upgrades. They upgraded the wide-area network to meet the campus needs; this includes converting to AT&T's OPT-E-MAN for network speeds. The district has recently installed a backup generator to provide power during outages; previously access to district resources was lost during an outage.

The District Technology Committee is a district-wide committee that has constituents from the colleges, centers, and the district office. The committee is responsible for coordinating technology plans and projects that impact the district. The IS Priorities Committee is responsible for coordinating projects related to the Colleague/WebAdvisor systems. Constituents from the colleges and centers make decisions about future projects and direction for Colleague.

The CCC campus is a new facility and the funding for the construction allowed for the purchase of all new equipment for infrastructure, classroom, and office environments. Incorporated into the design of the facility is power redundancy; each MDF/IDF has a UPS that is connected to the emergency backup generator. The Accreditation Survey results of the statement "The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties" indicated a 96.1 percent "strongly agree" or "agree" response by the faculty and staff. The question "The College Center systematically reviews and updates its technological infrastructure and equipment to meet institutional needs." Indicated a 88.6 percent "strongly agree" or "agree" response by the faculty and staff. [Accreditation Survey]

The Director of Technology currently allocates 40 percent of his time to CCCC. There is currently one Microcomputer Resource Technician and three part-time Instructional Technicians who support the CCCC campus, along with student aides when funding is available. The Center's staffing plan will convert the director to full-time, add a network coordinator, and convert the part-time instructional technicians to full-time by 2016. The tremendous growth of the Center has increased the demands for support of technology beyond the current staff capability. [Staffing Plan]

The Distance Education/ Technology Advisory Committee (DETAC) is responsible for the updates to the Technology Plan. The CCCC Technology Plan addresses the acquisition, support, and replacement process for the technology infrastructure and equipment. The five-year replacement plan details the current year's projects that support the goals and objectives identified in the Technology Plan. [CC Equipment inventory - 5 year replacement plan DP2015 10-05-14]

The Center uses the annual planning and budget process to allocate funding for technology needs. An Action Plan Funding Request identifies technology needs. The College Center Council reviews and rates the requests based upon how well the request supports program reviews, the Strategic Plan, the Educational Master Plan, the Technology Plan, and other functional plans. The DE/TAC reviews and advises on projects affecting technology, including software, hardware, and training. Software upgrades are part of the annual Action Plan Funding Request process and are given top priority for funding. [CC Equipment inventory - 5 year replacement plan DP2015 10-05-14][CS_2015_action_plans]

The Center has developed a sustainable replacement cycle for the future and is in the process of implementing the plan. The Educational Master Plan identified funding for CCCC as a major area that the Center needs to address. [Replacement Plan]

Self Evaluation

CCCC meets this standard. The planning and budget process has an objective protocol for assessing and prioritizing equipment and software needs. Results of the 2013 Faculty/Staff Survey confirm that CCCC consistently meets its technology needs. As indicated in Standard III.D., the Center will consider funding reserves when addressing the replacement of technology as per the replacement plan. [WI 13FA faculty, Staff, and Student survey results]

Actionable Improvement Plan

CCCC will implement the proposed Staffing Plan to provide additional technology support staff once it becomes Clovis Community College.

- d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

Descriptive Summary

Technology resources (hardware, software, and services) are available to students, faculty, and staff in many different venues. Students and staff have access to a large number of computers in classrooms, open computer labs, and offices. There are 530 computers at CCCC, with approximately 400 allocated for student use in the open computer lab, laptop labs, PC labs, an Apple Lab, the library, and the assessment center. E-communication is available through online resources such as the CCCC website, interactive video, teleconferencing, the online course management system (Blackboard), WebAdvisor, online counseling, online assessment, and a vast variety of online library references available both on and off campus. All students have been provided with a district e-mail account which helps in their communication with the faculty and student services. [Replacement plan]

Every full-time faculty member has been provided a laptop to use for instructional or program purposes. All classified professional have either a desktop or laptop PC at their workstation. All computers are attached to either dedicated or networked printers.

Departments and programs are the initial link in the process. They are responsible for determining needs and creating proposals to address technology shortcomings and potential targeted areas of growth, and upgrading software/hardware. Action Plan Funding Requests generate decisions regarding the acquisition and distribution of technology resources. The Technology Plan category addresses technology-related areas; one of five resource allocation areas found on the Action Plan Funding Request Form that faculty and staff use to address acquisition, continued support, and necessary replacement of the technology infrastructure and equipment. The review of the requests is the responsibility of the College Center Council which makes decisions with the input of the Distance Education Technology Advisory Committee (DETAC). The College Center Council and DETAC base this review and rating on how well the request supports Program Review, the Strategic Plan, the Educational Master Plan, and the Technology Plan. A process, which requires supporting evidence from Program Reviews, the Educational Master Plan, and the Technology Plan, governs the distribution and utilization of technology. [Tech Plan][DETAC minutes – Sept/Oct 2014]

The 2012 CCSSE survey showed 85.6 percent of students said that computer labs are a somewhat/very important service to them. Over 63 percent of students said that they use the computer lab (Sometimes/Often). Over 76 percent of students said that the college emphasizes using computers in academic work (Quite a bit/Very much). [CCSSE survey q13.3h, q13.1h, q9f]

Self-Evaluation

CCCC meets this standard. Technology is widespread. Various disciplines, such as Information Systems, Engineering, Computer Science, Health Science, and English, use the 48 computers in each of the Academic Center One instructional computer labs (AC1-145, AC1-114 and AC1-118). Computer services has upgraded one of these instructional labs, AC1-118, with new computer desks where students can raise the computer on individual desks above the desk or lower it down below the desk. This configuration provides flexibility in scheduling AC1-118 as

an instructional computer lab and as a lecture classroom. It is extremely useful for engineering classes where there are instances when the instructor needs the students on computers or other times when the instructor is just lecturing. The Center utilizes VDI (virtual desktop infrastructure) in AC1-114 and AC1-145 instead of the traditional desktop. This should allow a lower total cost of ownership while at the same time allows for quicker repairs and updates.

Two classrooms, AC1-141 and AC1-108, are configured to be laptop-ready classrooms with adequate power supply and network connectivity. Three rolling carts each with 30 laptops that computer services brings into any classroom when needed for instruction. The cart has a charging station to charge individual laptops' batteries during idle times. An automated scheduling system helps technical-support personnel to set up these laptops in a timely fashion.

Faculty, staff, and administration assisted with developing the design of CCCC's Academic Centers in order to put student learning needs as a primary criterion. The open computer lab in AC1 provides a comfortable and supportive study area with an adequate number of up-to-date computers and study tables. The configuration of these tables allows large and small group study as well as individual reading and writing. The tables are wired so that students can bring their own laptops and plug in to power as necessary. Several toll printers are available in this area to allow students to print their documents immediately to meet their learning needs.

The library in AC2 provides a supportive learning environment for individual students as well as for collaborative groups of students. In the library 22 computers are available for students to access various-electronic learning resources such as research databases, on-demand tutorials, and selected internet resources. Wireless connection is available throughout the campus to allow students to access these electronic learning resources while they are on campus, including the study area in the library.

Three collaborative-learning rooms are available in the library for those who need to complete their group assignments and projects. Up to six students can occupy each of the rooms, which each contain a large whiteboard, a table and chairs, and a 48-inch HD-flat monitor connected to a DVD player. Ample power sources are available in every room to allow students to connect their portable computers during their stay in the room. To satisfy students' printing needs, a toll-free laser-jet printer and a toll-free photo copier are also available in the library.

The Technology Plan includes the following goals linking technology resources to program development, maintenance, and enhancement:

- I. Implement equipment replacement plan for CCCC as budget allows
 - a. Objective: Prioritize technology needs for upcoming budget cycle
 - b. Objective: Identify sources of funding

- II. Increase level of independent trouble-shooting by end users
 - a. Objective: Increase Blackboard technology training
 - b. Objective: Increase classroom technology training
 - c. Objective: Increase WebAdvisor submission of grades by faculty

- III. Increase the efficiency of tech support
 - a. Objective: Increase the number of online help tickets submitted
- IV. Increase professional development opportunities
 - a. Provide at least four opportunities for staff to improve technical skills
 - b. Objective: Provide CCCConfer and @One training for posting on Blackboard
 - c. Objective: Provide training on website, budget development, Datatel and the use of the student information system

[Tech Plan]

The most used technology resources include the computers and printers in classrooms, student services programs, and faculty and administrative offices. Faculty also use classroom presentation equipment (such as projectors, computers, and document cameras) to augment classroom instruction. CCCC is a newly constructed facility that incorporates state-of-the-art teleconferencing equipment. The use of this technology is integral when conferencing with Reedley College, Fresno City College, the district office, and CCCC. WebAdvisor is the dominant method in which students search for classes. The Distance Education Technology Advisory Committee is responsible for providing guidelines for online teaching/learning and student services.

Since CCCC is a newer facility, the classrooms have modern technology. Faculty, staff, and administration will utilize the Action Plan Funding Requests process when technology upgrades are necessary. The responses to the Accreditation Survey question, “The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties” indicated that 96.1 percent “strongly agree” or “agree.” The student responses to the Computer Services Program Review Survey gave similar support. Over 94 percent of the students were satisfied that “The available computer hardware and software help me to effectively perform my required assignments.” The 2012 CCSSE survey showed that 73 percent of the students were satisfied with the computer labs (Somewhat/Very). This demonstrates the commitment to supplying appropriate technology throughout Clovis Community College Center. [Accreditation Survey] [CCSSE q13.2h]

Actionable Improvement Plan

None

- 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Descriptive Summary

The Educational Master Plan, various Program Reviews, and the Strategic Plan serve as the guideline for the institution to operate, evaluate, and plan its institutional tasks. CCCC achieves

the objectives of its Strategic Plan, including the Technology Plan, through an action-planning process where, by consensus, the College Center Council allocates resources.

The Distance Education/ Technology Advisory Committee (DE/TAC) is the standing committee making technology recommendations, which it incorporates into the CCCC Technology Plan. The members of DE/TAC meet periodically to discuss topics related to technology items including planning, implementation, and evaluation. DE/TAC's meetings serve as forums for faculty, staff, and administration to channel their suggestions and concerns regarding technology resources and technology supports that have direct and indirect impact on their duties as well as their safety. Evidence of the technological involvement of staff, faculty, and administration is the design and implementation of technology infrastructure and technology components in the buildings, classrooms, and offices of CCCC. [DE/TAC minutes]

The design of the buildings at CCCC have re-scalable technology infrastructure to support the growing needs of academic programs as well as student support services. This design process included comprehensive consultation with the discipline faculty members who use the facility. The design of the classroom provides a rich learning environment for the students. The Center has equipped all classrooms with a computer, a projector, a smart panel with built-in multimedia players, and connectivity to local-area networks, the district's wide-area network, and the internet. Some classrooms, conference rooms, and offices have video-conferencing equipment for distance education as well as for multi-site meetings. Free wireless internet is accessible from anywhere on campus, allowing students to access various online instructional materials from their portable computer or their handheld smart device while they are on the campus.

The faculty and staff had extensive input during both the design of AC1 and AC2. The technology and layout of the facilities are the result of the collaboration among all the constituent groups.

Self Evaluation

CCCC meets this standard. The above narration demonstrates a well-established procedure at the Clovis Community College of integrating technology planning with institutional planning. The DE/TAC will continue its role as the primary body to make technology recommendations for both the CCCC Technology Plan and the Strategic Plan as well as to serve as a catalyst to reach consensus among various academic and support-service entities. The growth of student population at the Center creates many opportunities and challenges that the Center will address through the integrated planning and resource allocation processes. [DE/TAC minutes]

Actionable Improvement Plan

None

STANDARD IIID: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Financial Overview

The district's financial support is largely from State of California apportionments, which incorporate into one system-wide formula the State Center Community College District's general fund allocation, property taxes, categorical funding, enrollment fees, Education Protection Act funds, and other state funds. The key component of apportionment is the calculation of full-time equivalent students (FTES). State Center Community College District resident FTES reported for the 2013-14 fiscal year was \$27,135.

Current funding of CCCC is sufficient to support its existing financial commitments. The 2013-14 general fund budget of \$15,041,328 is comprised of \$13,123,856 in unrestricted funds and \$1,917,472 in restricted funds. The District Resource Allocation Model determines the unrestricted general fund budget allocation. (Evidence: 2013-14 budget, 2012-13 audit, DRAM allocation sheet, any addenda that increased budget)

Based on information current at the time, the district combines an estimate of state revenue with an estimate of miscellaneous revenue in order to determine the total allocation available for district distribution to all sites.

On May 13, 2011, a memorandum went out to the newly formed District Resource Allocation Model Task Force informing the group of their charge to develop and recommend to Chancellor's Cabinet and the Chancellor a District Resource Allocation Model for future resource planning and allocation decisions. This group transitioned from a taskforce to a committee in Spring 2012. The District Budget and Resource Allocation Advisory Committee (DBRAAC) consists of six administrators, six classified staff, seven faculty, and three students. Clovis Community College Center has one administrator, two faculty, two classified staff, and one student on the committee. DBRAAC developed and approved a model based on the SB 361 funding formula that the State Chancellor's Office uses to allocate funding to community college districts. Districts receive a basic allocation determined by the number and size of the colleges in their district and also a basic allocation per center. DBRAAC forwarded this model to Chancellor's Cabinet for review. The Board of Trustees approved the model in January 2014 with implementation scheduled for the 2014-15 fiscal year. However, the Chancellor determined that the model would have created undue hardship for the larger campuses in the district. The Chancellor's Cabinet made the decision to fund all sites in 2014-15 at the same level they were funded in the previous year and to allocate any additional funds to the sites based on growth. In addition, the district gave CCCC an annual allocation of approximately 1.2 million dollars from the reserve to hire additional faculty and staff to meet the needs of the CCCC Staffing Plan.

When CCCC becomes Clovis Community College, the site will receive the additional state funding.

The CCCC Mission and Goals, the Educational Master Plan, both the district and the CCCC Strategic Plans, and College Center Council recommendations based on review of faculty, staff, and administrator-prepared Action Plans Funding Requests direct CCCC priorities for resource allocation. [Evidence mail all regarding action plan requests, request form, List of requests funded or actual requests funded.]

1. The institution's mission and goals are the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

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

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

[Evidence mission statement approved by CCC, board item showing approval]

Descriptive Summary

The CCCC mission statement clearly defines the broad educational goals of CCCC. This statement is the result of dialogue and collaborative efforts and reflects a strong commitment to student learning, to educational quality, and to the needs of the local community. The institution's mission and goals are the foundation of the decision-making process for financial planning. At the Center level, emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives. The Center develops goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Recommendations, and these goals directly support the Center's mission. Administrators, faculty, or staff may submit Action Plan Funding Request forms, which generally fall within the organizational areas of facilities, technology, student services, instructional equipment or supplies, and library. Administrators, faculty, and staff complete Action Plan Funding Request forms linking needs with planning each fall and submit them to the College Center Council for review and recommendation for funding. The CCCC Campus President reviews the recommendations and requests and makes a final decision. [Evidence # Mission Statement, copies of the plans mentioned above, Action Plan funding requests]

The institution sets the goal of maintaining a balanced budget each fiscal year while continuing to serve students per the mission and goals statement. CCCC has shown tremendous growth

since its inception in the fall of 2007. The Center currently serves approximately 6,200 students (and approximately 1,900 FTES). The past fiscal allocations have appropriately funded the growth and support the achievement of institutional plans and CCCC's mission and goals. State apportionment primarily funds the necessary operating costs of the Center, including the cost of all full-time faculty, staff, and administrators.

The district's Office of Finance and Administration is responsible for ensuring that the district's and its colleges' and centers' management of state funds comply with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, the district and the Center manage funds received from federal government resources and from private sources according to the respective funding agency's fiscal requirements. Due to the State of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the Center and district use conservative resource projection models. Financial planning at the Center level is an ongoing process subject to adjustment as funding dictates. [Evidence – use a document that shows the budget changed during the year – possibly from February 18 Special Board Meeting)

Each fiscal year as part of the budget development process, the district Vice Chancellor of Finance and Administration presents a detailed report to the Board of Trustees outlining anticipated financial projections, state budget details, the impact of facilities construction, the impact of future collective bargaining negotiations, and a variety of other factors that could affect district budget resources. In this manner, the Board gains an overview of the current and expected finances of the district. The district and the Center submit final budgets to the Board for approval. [Evidence: Board Minutes, Ed's June Board presentation, Final budget]

The California Code of Regulations requires the State Center Community College District to schedule for adoption the district's tentative budget on or before July 1 and subsequent adoption of a final budget prior to September 15. In addition, the district must hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. All college budgets are available on the State Center Community College District website: www.sccd.edu. A quarterly financial report is available for trustee and public examination. The Board also archives documents for future reference. This open access and public scrutiny encourages realistic assessment of expenditures at the time the district constructs the budget. [Evidence: Budget Calendar-will be approved 2/18, final budget – last three years, Feb 18 presentation, Tentative 2014-15 budget]

Self Evaluation

CCCC meets this standard. The Center has institutionalized a direct link between planning and the budget processes with the development of the College Center Council and the Action Plan form process. The input from the wide range of committee members guarantees the opportunity to address needs identified in the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Staffing Plan, Facilities Master Plan, and Program Reviews. Faculty, staff, and administration tie all of the plans above directly back to CCCC's mission and goals. [Evidence: Action Plan funding request packet, Action Plan Funding spreadsheet, Copies of Requests funded, Closing the loop document, Willow Strategic Plan,

Status report on Strategic Plan or any updates, Technology Plan, Enrollment Management Plan, Educational Master Plan, Matriculation Plan, Scheduled Maintenance Five Year Plan, CCC Transitional Staffing Plan, Student Success Plan, Facilities Presentation usually done at Board Retreat)

In an accreditation self-study survey conducted at CCCC in Fall 2013, 92.4 percent of respondents agreed or strongly agreed with the following: “The College Center relies upon its mission, goals, and strategic plan as the foundation for financial planning and budgeting.” [Evidence 2013 Accreditation Survey, q. 60]

Actionable Improvement Plan

None

- b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Descriptive Summary

As noted above, financial planning at the district level starts with the Vice Chancellor of Finance and Administration’s funding projections, which he bases on an estimate of state funding. These funding projections provide the basis for budget planning for the district and each of its colleges and centers, and reflect a conservative yet realistic assessment of funding from the state.

[Evidence: Presentation at Feb 4 board meeting and also from Feb 18, 2014 Special Board meeting.]

In 2003, the Board of Trustees completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. In partnership with taxpayers, the district obtained \$50 million in local and state bond monies to establish the first permanent structure on this site, the CCCC Academic Center One facility. At the time of opening in Fall 2007, this facility included computer laboratories, an assembly hall, distance learning and traditional classrooms, a temporary library, Student Support Services, and offices.

In 2003, voters approved a bond (Measure E) for new financial resources to fund capital projects and associated instructional equipment. This bond included a \$38.5 million 80,000 square foot Academic Center Two facility at CCCC completed in 2010. The facility houses allied health and science laboratories, a fitness classroom, dance studio, library, Student Support Services, offices, and distance learning and traditional classrooms. [Evidence: Same evidence as last time, Citigroup info presented at 2007 board retreat.]

In addition to the facilities described above, AB-16 California Joint Use Facilities legislation awarded funding to construct a Child Development Center through collaboration with the Clovis Unified School District and State Center Community College District. The facility, which opened in 2007, fulfills two purposes: it is both a licensed childcare center as well as a teaching lab for students taking child development and pre-teaching courses. The \$6.2 million dollar facility includes toddler and pre-school labs and a playground facility funded through a grant from the Fresno County First 5 organization for \$280,050. [Evidence: same as last time-operating agreement]

The State Center Community College District Grants Office investigates additional financial resource development. In addition, the CCCC President, Vice President of Instruction and Student Services, and deans have written grant proposals with guidance and technical assistance from the Grants Office staff and consultants. Some examples of grant-funded projects at CCCC include the following: a Student Support Services Science, Technology, Engineering and Math (STEM) grant; a Student Support Services (SSS) grant that provides for counseling and advising for high risk transfer students; a Fresno County CalWORKS grant to assist CalWORKS recipients who attend CCCC, a Child Development Training Consortium grant to assist students to obtain a new or renewed Child Development Permit; a California Early Childhood Mentor grant to coordinate and offer an adult supervision course; and seminars for mentors and directors to develop mentoring programs, and a Career Advancement Academy (CAA) grant that provides career technical classes with contextualized math instruction. [Evidence: Contracts and Grants spreadsheet]

CCCC is a recipient of funding from the Perkins Act for its career technical education programs - business, child development and criminology; State of California Lottery funds, and grants or allocations for Basic Skills which helps fund the Tutorial Center and Counseling Department, Credit Matriculation, Disabled Students Programs and Services, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini-Grants program. [Evidence Grants spreadsheet, Final Budget (3 years), Lottery books (3 years) mini grant award letters, possibly tentative budgets?]

Self Evaluation

CCCC meets this standard. The district and the Center have historically prepared fiscally prudent and conservative budgets based upon a realistic assessment of state funding. The district expenses bond projects appropriately and according to the guidelines set forth in the bond measures. The district and the Center monitor grant-funded projects carefully to ensure that the Center completes those projects within the established budget(s). The Center bases its funding of known and estimated operational costs on prior year expenditures with consideration given to anticipated increases. The Center makes adjustments to the operational budget as necessary throughout the fiscal year.

Actionable Improvement Plan

None

- c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans and allocates resources for payment of liabilities and future obligations.**

Descriptive Summary

When developing the annual budget, State Center Community College District first budgets faculty, management, and staff step increases and other expenses that are not under district control, followed by operational fixed costs considerations. This process enables the district to project several years ahead the impact of these costs on reserve funds. The district maintains or exceeds the five-percent-reserve recommendation from the state. The Center links institutional

plans such as district and Center Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, as well as Lottery Decision Package Funding, Local Bond Funding for Capital Improvement, the Educational Master Plan, the Facilities Master Plan, Staffing Plan, and the Board of Trustees approved budget to both short-term and long-range operational financial plans. In addition, the program review process addresses facility needs that arise, and faculty submit recommendations to the College Center Council for consideration, as referenced above in III.D.1.a. [Evidence CCC minutes regarding the plans listed above, Program Review documents completed since 2012, Board minutes, not sure District Planning Council still exists]

Self Evaluation

CCCC meets this standard. The district has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. The district reserves for the past three years have been in excess of twenty-five percent. The district is self-insured through membership in two joint powers authorities: Valley Insurance Joint Program Powers Authority (VIPJPA) and Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District (FASBO) and has an irrevocable Other Post-Employment Benefits (OPEB) trust with a balance of \$11,349,405 on December 31, 2013. The district also has approximately \$800,000 in a district fund for post-employment health care benefits. [Evidence # GASB 45 statement and county statement, last three years actuarial studies, VIPJPA Financial statement with Independent Auditors report, last three actuarial studies, VIPJAP F/S with Indep Auditor's report]

The district manages risk for property, liability, worker's compensation, dental, vision, and health insurance by being members of VIPJPA and FASBO. The VIPJPA is a self-insurance pool for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group. The district is self-insured for theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk exposure. The VIPJPA is also a member of the Association of Community College Insurance Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA decided to join the larger risk pool (ASCIP) to further protect the member districts from the volatility of premium increases. [Evidence # VIPJPA F/S, Workers Comp Actuarial studies last three years, Prop and Liab Actuarial studies last three years VIPJPA Fin stmts, audit last three years, 564, VIPJPA Analysis of Prop and Liab program]

The second Joint Powers Agreement is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District comprise

FASBO. FASBO is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum.

SCCCD employees may also choose between two other medical providers: Health Net and Kaiser Permanente. The district and employee groups have negotiated to increase co-pays and deductibles in an effort to keep the medical premium near the negotiated district maximum contribution. [Evidence # most recent faculty and staff contracts]

In addition, because Governmental Accounting Standards Board Statement 45 requires government employers to measure and report liabilities associated with post-employment benefits, the district has established an irrevocable trust to begin funding the outstanding obligation over the required period. The trust currently has a balance of \$11,349,405 as of December 31, 2013. In addition, the district also has approximately \$800,000 in a district fund for post-employment health care benefits. [Evidence: VIPJPA Financial Statements with Independent Auditor's Report, document regarding Irrevocable Trust for Retiree Health Benefits (last time board presentation, most recent actuarial studies of postemployment benefits – last three years should be good)]

Actionable Improvement Plan

None

- d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Descriptive Summary

The institution's mission and Strategic Plan are the foundation of the decision-making process for financial planning. At the Center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. The Center develops these goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Facilities Master Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Funding Request recommendations, and these goals directly support the Center's mission. The Center develops these through dialogue and collaboration among all constituencies. In addition, the Center links the Board of Trustees Approved Budget, Local Bond Funding for Capital Improvement and District and College Lottery Decision Package Funding to short-term and long-range financial plans. [Evidence Action plan request form, Action plan requests, Willow Strategic plan and status reports and updates, action plan funding requests, Willow Technology Plan, Enrollment Management Plan, Educational Master Plan, Matriculation Plan, Scheduled Maintenance Five Year Plan, Five Year Construction Plan, Transitional Staffing Plan, if we have a current Basic Skills Plan, Facilities Planning Board Presentation, Lottery Decision Package book with only Willow info]

At CCCC, institutional planning processes and the collaborative decision-making process help to establish priorities among competing needs and assist with predicting future funding. Each fall,

the campus community begins the process for financial planning and budget development with the collaborative efforts of administrators, faculty, and staff. In building the discretionary budget, the Center invites and encourages all members of the campus community to submit a request for funding through the Action Plan Funding Request process for specific program needs. All College Center Council Committee members can present Action Plan Funding Requests on behalf of all constituents. In addition, each division may request additional resources for program needs as identified through Program Review recommendations. [Evidence CCC minutes approving the Action Plan list, CCC Agendas, Program Review documents, Action Plan Request forms and funded plans – spreadsheet and individual action plans]

Through the collaborative decision-making process, this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. [Evidence CCC Handbook, CCC minutes and agendas, Action Plan funding requests]

The College Center Council approves a CCCC Lottery Budget Development Calendar each year, which begins with an October deadline for submission of Action Plan Funding Requests. The calendar allows sufficient time for department chairs, deans, President's Cabinet, and the College Center Council to review submitted Action Plans. The Campus President makes a final review of all Action Plans, and the process concludes in mid-December with the drafting of the approved projects and associated budget proposal. [Evidence Action Plan Calendar – maybe last three years.]

College Center Council Minutes, Board of Trustees Minutes, Lottery Action Plans, and the published Tentative and Final State Center Community College District Budget Book records these processes for financial planning and budget decisions. These documents are available in hard copy in the Vice Chancellor of Finance and Administration's office and the Vice President of Administrative Services office. They are also available on the State Center Community College District website.

[Evidence CCC minutes, Board minutes, Final budgets last three years, Action Plan funding requests, link to website, Lottery Proposals including those not funded, Decision Package book, Budget Board Presentations]

Self Evaluation

CCCC meets this standard. Each fall, administrators, faculty, and staff begin the collaborative process for financial planning and budget development. The first step in building the Center's discretionary budget is to e-mail the Center faculty and staff a packet that includes the Lottery Budget Development Calendar, instructions for completing an Action Plan Funding Request, accreditation actionable improvement plans, an Action Plan Funding Request template, and an Action Plan Funding Request sample. Department faculty initiate the funding request process through the completion of an Action Plan Funding Request that defines the proposed project or budget request. College Center Council committee members are able to submit requests for funds on behalf of all Center constituents. The Action Plan Funding Request documents are subject to the College Center Council's discussion and consideration for funding. The College Center Council consists of the Campus President, the Vice President of Administrative Services, Vice President of Instruction and Student Services, the Dean of Instruction, the Dean of Student

Services, all faculty department chairs, the Academic Senate President, the Academic Senate Past President, a student representative from Associated Student Government, Classified Senate representatives, a part-time faculty representative, the Program Review Coordinator, the Student Learning Outcomes Coordinator, and the Institutional Researcher. The College Center Council forwards final recommendations to the Campus President. [Evidence CCC minutes, Action Plan funding requests, Detailed spreadsheet with budget numbers, mail alls]

Business Office staff e-mails a spreadsheet of the results of the Action Plan resource allocation process to the entire CCCC community, including the College Center Council committee members, and posted to the CCCC Blackboard website along with the College Center Council Committee minutes. The spreadsheet indicates the approved amount of funding allocated for the submitted Action Plan Funding Request and the specific need that the awarded funds address. [Evidence CCC minutes, Summary and detailed spreadsheets]

The College Center Council, with input from the various planning committees and the use of the Action Plan Funding Request Forms, has made great strides in integrating the planning and budget development process. The program review process has been a successful tool in identifying specific resource needs that the College Center Council addresses. The budget development process has helped to further a greater understanding of the fiscal management of the Center. In addition, as described in Standard One, the institutionalization of the CCCC collaborative decision-making process of evaluation, integrated planning, resource allocation, implementation, and re-evaluation allows for constant review of planning and resource allocation. [Evidence CCC minutes, Link to Program review documents]

In a self-study survey conducted at CCCC in Fall 2013, 79 percent of respondents agreed that “Faculty and staff have opportunities to participate in budget development and resource allocation.” [Evidence Accreditation Survey Results q. 63]

Actionable Improvement Plan

None

2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

The district’s financial management system utilizes the chart of accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges State Chancellor’s Office promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that district budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control department that performs due diligence on every financial transaction

- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A position control system through Human Resources to ensure that the district approves and budgets for all full-time positions
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place and who follow a consistent and thorough investigation processes set forth in the California State Audit Manual. [Evidence # last three audits]

The district uses the requisition and purchase order process in order to monitor and evaluate all proposed expenditures that its college, center, and district support service departments submit. The Center can only make purchases if authorized signatures are in place. The Vice President of Administrative Services maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of account codes for each department. The business office can make budget transfers based on changing needs throughout the year.

Some purchases require a contract between the district and the proposed vendor. The SCCC Chancellor delegates initial approval of all contracts to the district Vice Chancellor of Finance and Administration. The Board of Trustees reviews and votes on contracts and agreements over \$15,000 for public works and \$84,100 for goods and services during scheduled public sessions. The district will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place. [Evidence #]

CCCC's Vice President of Administrative Services is responsible for aligning the Center's process with district procedures and state regulations. CCCC follows the same procedures as the district. Faculty and staff initiated purchase requisitions must pass through an approval process involving the deans, Vice President of Instruction and Students, and the Vice President of Administrative Services. The Campus President's approval is required for all unrestricted general fund purchases. The district Purchasing Department processes the purchase orders. CCCC's Administrative Services Office analyzes the expenditures monthly to ensure that the Center does not overspend. The Vice President of Administrative Services communicates the results of this analysis to President's Cabinet. [Evidence # Purchasing Handbook]

The district ensures that it disseminates financial information in a dependable and timely manner, the district Vice Chancellor of Finance and Administration submits financial reports to the Board of Trustees on a regular basis. In addition, the district is required to submit financial information to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311). [Evidence]

Self Evaluation

CCCC meets this standard. The district has utilized a financial management system (Datatel) since 1998 that allows for real-time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration ensures adherence to district policies, procedures, and the financial integrity of the institution. The departments involved at the district level are the Finance Department for accounting, expenditures, contracts, and grant oversight; Human Resources for employee position control; and the Purchasing Department for procurement of goods and services.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, deans, administrative assistants, administrative aides, the Vice President, the President, and business office staff have real-time online access to college budgets and year-to-date account balances, etc.
- The Vice President of Instruction and Student Services and all deans meet monthly with the Vice President of Administrative Services and Business Office Accountant/Auditor to review budget account balances and to discuss budget concerns or issues.
- The Vice President of Administrative Services provides and discusses financial status and budget update information at the bi-monthly College Center Council meetings and weekly at the President's Cabinet meeting.
- The Vice President of Administrative Services regularly update College Center Council members, administrators, and managers on Center and state budget and financial issues as they unfold and information becomes available.
- The Vice President of Administrative Services and Accountant/Auditor maintains open access practices and are readily available to provide information, answer questions, or provide assistance or clarification of budget related issues.

In the Accreditation Survey of Fall 2013, 80.5 percent of respondents agreed that "Timely and accurate financial information is available to me as needed." During the spring 2014 semester, CCCC administrators participated in budget training. The business office is planning budget training for the general Center population. [Evidence # Survey q. 61]

Actionable Improvement Plan

As funding increases at CCCC as a result of expected increased growth, each department will have a discretionary budget to monitor. When this occurs, Business Office staff will give budget training to the department chairs.

- a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Descriptive Summary

The distribution of unrestricted funding to CCCC each fiscal year is a district function using the district resource allocation model. The district complies with state and federal law in the distribution of restricted funds to the colleges and the Center. The annual Community College Financial Status Report (CCFS-311) documents the district's compliance with direct instructional spending requirements. [Evidence # 311Q, board mtg minutes and presentations, DRAM]

Each year, the district provides tentative and final budget books to the Board of Trustees and the public for review. The district includes narrative information regarding the district's sites, including CCCC, and detailed financial information for all district funds in these documents. The tentative and final budget books also include prior fiscal year projections or actual information, and the budget information for the new fiscal year. [Evidence # budgets, SCCCCD website that shows budget, audits, etc, board presentations]

As required by California Education Code Title 5 California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the district contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. "Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133." CCCC is audited as part of the district's annual audit. When corrections to audit exceptions occur at the Center, the Center manages them at the Center level with oversight and availability of district management's advice.

The district has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year. The district completes its annual audit reports in a timely manner and distributes them to each site.

The annual budget, the annual audit report, and financial reports are available on the district website. [Evidence # Last three years of audit reports, last three years budget reports, board mtg minutes, website showing audits and budgets]

Self Evaluation

CCCC meets this standard. The State Center Community College District received one audit finding in 2011, six in 2012, and one in 2013. The district corrected and implemented each finding in the subsequent year. Budget managers review annual audit reports, recommendations, and findings. The external audit provides a means to monitor the appropriateness of financial activities. We respond to all audit recommendations and act upon them in a timely manner. The Vice President of Administrative Services presents and discusses audit finding in President's Cabinet and College Center Council. [Evidence # last three years of audits]

The district and CCCC meet all required budgeting and accounting standards and practices with no significant exceptions or recommendations. The district's and Center's budget documents are available to employees and the public, as are the annual financial and compliance audit reports. The external audit provides a means to monitor the legality, compliance, and appropriateness of financial activities.

Programs and services at CCCC develop their operating budgets based on Center level and program level goals, which link directly to the support of student learning programs and services. [Evidence # audits]

In a self-study survey conducted at CCCC in Fall 2013, 76.1 percent of respondents agreed that “Financial resources are adequate and support student learning programs and services,” while 20.5 percent disagreed with this statement. The rapid growth of CCCC has created fiscal restraints. However, once CCCC becomes accredited, the additional base and categorical funding allocation will more adequately support student learning programs and services. The district has advanced funds from the district reserve to Clovis Community College Center that enabled the Center to hire five faculty and several classified staff for the 2014-15 fiscal year in anticipation of receiving the additional funds once CCCC is accredited. [Evidence # 127 q. 62, DRAM, Board item for new hires]

Actionable Improvement Plan

None

- b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Descriptive Summary

Audit compliance is almost exclusively a district function. CCCC is audited as part of the district’s annual audit. When corrections to audit exceptions occur at the Center, the Center manages them at the Center level with oversight and availability of district management’s advice.

The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has responded appropriately to all audit findings or exceptions in a timely manner by correcting and implementing recommendations for each finding in the subsequent year. The district completes its annual audit reports in a timely manner and distributed to each site. The Vice President of Administrative Services presents and discusses audit findings in President’s Cabinet and College Center Council. [Evidence # Last three years audit reports]

Self Evaluation

CCCC meets this standard. Budget managers review annual audit reports, recommendations, and findings. CCCC’s President’s Cabinet and College Center Council review audit findings. When corrections to audit exceptions occur at the Center, the Center manages them at the Center level with oversight and availability of district management’s advice. [Evidence # Last three years of audit]

Actionable Improvement Plan

None.

c. Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary

The district provides financial information throughout the institution at the district, college, and center levels. The district e-mails its budget development calendar and end-of-year deadlines to all budget managers each year in order to provide sufficient timing to support institutional and financial planning and management. The internal budget development and approval processes of the Center and the district and the general dissemination of information result in an awareness of financial information among direct participants in these processes. [Evidence # Purchasing cut-off dates, budget calendar, lottery calendar, CCC and Board minutes]

To ensure that board members have a thorough understanding of the budget process, the State Center Community College District Board of Trustees has identified specific board meetings throughout the year for workshops and discussion of budget-related training and issues. These meetings are open to all members of the community including district administrators, faculty, and staff. The Board holds these meetings approximately three times per fiscal year and more often as needed. The meetings include an overview of the State Center Community College District budget history and development process. [Evidence # Board Budget Study session info]

Each year the district presents the annual budget to the Board of Trustees for discussion and approval in a public hearing. The district publishes notice of the hearing in local newspapers. After the hearing, the board takes action to approve a tentative budget by July 1 and adopt a final budget by September 15th. A public record of these approvals is available to the college and the greater community on the board's website, where the Board also archives documents for future reference. In addition, all college budgets and quarterly financial reports are available online and trustees as well as the general public can examine them. This open access and public scrutiny encourage realistic assessment of expenditures at the time the district constructs the budget. [Evidence # 311Q past two years, board minutes]

At CCCC, the state of the budget and associated issues are included on the agenda for the mandatory faculty Duty Day at the beginning of every fall and spring semester. CCCC's budget is a standing agenda item at the President's weekly cabinet meeting. The Vice President of Instruction and Student Services holds monthly budget meetings. The Dean of Instruction, Dean of Students, and Vice President of Administrative Services attend these meetings. So-and-so provides budget review and training at the meetings. In addition, the Vice President of Administrative Services provided budget training to access budget information to all managers in spring 2014 with the distribution of each manager's unit codes and expense codes. [Evidence #]

All budget managers have real-time online access to department budgets and year-to-date account balances via Web Advisor. The budget is also available in hardcopy format upon request. The Vice President of Administrative Services office reviews the CCCC budget on a monthly basis.

Self Evaluation

CCCC meets this standard. Budget information is widely available throughout the Center and district. The implementation of budget workshops, several years ago, for district Board of Trustees that are open to all members of the local and college community is evidence of the commitment the district, colleges, and centers have for providing appropriate financial information throughout the institution. In addition, the annual budget presentation to the Board of Trustees in a public hearing is indicative of the transparent sharing of information. Online access allows public viewing of all district budgets and quarterly financial reports. [Evidence # Last three years budget, 311Q last two years]

As previously mentioned, real-time budget information is available to all budget managers through the Datatel financial management system utilized by the district. Although access is available, continued training sessions are necessary so that all staff have the appropriate skills to accurately access and interpret the data presented in the budget reports.

The Vice President of Administrative Services reviews the annual audit reports, recommendations, and findings with CCCC's President's Cabinet and College Center Council. [Evidence # Last three years of audit, CCC agenda and minutes]

Each year, the district provides tentative and final budget books to the Board of Trustees and the public for review. The district includes narrative information regarding the district's sites, including CCCC, and detailed financial information for all district funds in these documents. The tentative and final budget books also include prior fiscal year projections or actual information, and the budget information for the new fiscal year. [Evidence]

The main vehicle for regular broad-based dissemination of financial information at CCCC is through the College Center Council, a committee with classified, certificated, and management representatives. So-and-so shares current needs, fund availability, and state budget and financial updates at these meetings. Budget development begins with the College Center Council in October each year for the following fiscal year in order to address budgetary issues or items needing specific action in a timely fashion. [Evidence #]

In a self-study survey conducted at CCCC in Fall 2013, 78.7 percent of respondents agreed that "Financial information is readily available throughout the College Center," while 20 percent disagreed with this statement. Furthermore, 80.5 percent strongly agree or agreed that "Timely and accurate financial information is available to me as needed." [Evidence # Survey q. 61, 64]

Actionable Improvement Plan

None

- d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation) auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

Descriptive Summary

An auxiliary organization that seeks financial resources to support the mission and goals of the institution is the State College Community College Foundation, a 501c(3) organization serving all colleges and centers of the district. "The mission of the State Center Community College Foundation is to encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District." The Foundation's mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support the district's colleges and centers. Five executive committee members and twenty-five board members from throughout the district service area comprise the volunteer Board of Directors. The Foundation Accounting staff manage foundation funds with the assistance of the district's finance department. An independent audit firm audits the Foundation, as a separate not-for-profit organization, each year. The district publishes, distributes, and makes available its annual audit on the district website. There have been no audit findings for the Foundation account for the past three years. [Evidence #]

The Associated Student Body of CCCC also conducts fundraising efforts. The business office audits this organization annually and found to follow prudent business standards and practices. CCCC continues to apply for and receive grants. Accounting staff has received training on Office of Management and Budget Circulars that are applicable to federal grants. Program staff receives training provided for the specific grants with which they are involved. Each year as part of the annual audit, the district's independent auditors audit grants. Occasionally, funding agencies also audit grants. [Evidence #]

Self Evaluation

CCCC meets this standard. CCCC has benefited from the fundraising efforts of the State Center Community College District Foundation. The Foundation strives to increase community awareness and to build financial support for the center and its students. The Foundation awarded over \$18,000 in scholarships to CCCC students in fiscal year 2013-2014. The faculty and staff at CCCC also participate in the Foundation's Mini-Grant project that allows for funding of \$8,500 each fall for specific proposals. The Foundation limits proposals to a maximum award of \$750 each, and a committee that includes two Foundation board members who are actively involved in the selection of the awards reviews the proposals. [Evidence Funding spreadsheet]

Leadership Clovis, a community-based group has raised over \$20,000 from the Fresno/Clovis business community for scholarship awards for students at CCCC.

The State Center Community College District Grants Office works actively with CCCC to receive federal, state, and local governmental grants. The Student Support Services Program through the United States Department of Education selected CCCC in Fall 2010 to receive two grants. The purpose of the Student Support Services Program is to provide academic and other support services to low-income, first-generation, or disabled college students to increase student retention and graduation rates, facilitate transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. The Department of Education funds two five-year grants with yearly amounts averaging \$200,000 to assist the general population of students and

\$183,000 to assist students pursuing studies in Science, Technology, Engineering and Math (STEM Grant). The Center applied for this grant with Madera Center and the two centers currently receive half of the grant allocation each year. The Fresno County Department of Social Services requested the State Center Community College District to submit one contract for CCCC, Reedley College, and Fresno City College to provide educational training to CalWORKS clients. This contract stipulates that CCCC will receive \$48,000 to provide counseling services for 35 CalWORKS students for the 2013-14 academic year. The Fresno County Department of Social Services has funded the Career Advancement Academy grant since 2011-12 to provide career technical education training for students and includes contextualized math instruction. [Evidence #]

The district distributes every notice of Intent to Apply for Funding district-wide via mass e-mail in order to initiate interest in participation in the grant proposal. The district Grants and External Funding staff provide support to faculty and staff who are interested in applying for funds. The accounting technician in the Business Services Office prepares and reviews budget and financial reports before submission to the district finance department where final review takes place prior to forwarding to the granting agency. This process ensures that all financial resources, including those from auxiliary activities, fundraising, and grants are utilized with integrity in a manner consistent with the missions and goals of the institution. [Evidence]

District Office Finance Office staff monitors bond expenditures for consistency with regulatory and legal restrictions. The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure E bonds are spent in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management. [Evidence #]

The district's external independent audits have had no findings representing reportable conditions, material weaknesses, or instances of non-compliance with auxiliary activities, fund raising efforts, or grants with external entities. [Evidence #]

Actionable Improvement Plan

None

- e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

Descriptive Summary

Independent auditors audit Clovis Community College Center as part of the district's annual audit. In addition, staff in the Business Office assess internal controls regularly and make changes and tighten controls when necessary.

Self Evaluation

CCCC meets this standard. Internal control systems are reviewed regularly and the district has had no findings in the last three years regarding internal controls. CCCC has appropriate separation of duties and adequate internal controls in place for cash handling. One staff member

in the Business Services Office does a monthly safe count, and another staff member witnesses it.

Actionable Improvement Plan

None

3. The institution has policies and procedures to ensure sound financial practices and financial stability.

- a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

Descriptive Summary

Since the state of California began buying down deferrals in 2012-13, the cash flow at the district has been sufficient. The level of district reserve is above average. The state considers five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The district historically exceeds this minimum reserve and has maintained a reserve greater than 25 percent for the past three years. The ending balance for the CCCC unrestricted allocation for the past three years (2011-12, 2012-13, 2013-14) has averaged 2.76 percent. The district reserve includes the ending balance for CCCC. [Evidence # Budget Study Session last three years, final budget last three years, CCFS 311 Analysis from Chancellor's Office website]

Self Evaluation

CCCC meets this standard. The prudent fiscal management of the district and center has allowed for a reserve of funds that are available in times of economic uncertainty in order to meet cash flow needs when necessary.

Actionable Improvement Plan

None

- b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets**

Descriptive Summary

Reedley College administers financial aid for eligible CCCC students based on authorization of state and federal agencies. This eligibility process ensures effective oversight of financial aid. The State Chancellor's Office has granted the Center authority to participate and disburse Title IV, state, and institutional funds. The CCCC Financial Aid staff works directly under the Reedley College Financial Aid Office and is responsible for documentation of student eligibility and processing the funding of awards. The staff consists of a Financial Aid Manager, a Financial Aid Assistant II, and a Financial Aid Assistant I. [Evidence #]

To ensure effective oversight, the Reedley College's Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all of its processes
- Sends the CCCC Financial Aid Manager and support staff to program training to stay current in changing rules and regulations
- Provides a list of disbursement dates and guidelines
- Maintains and makes available financial aid information for students
- Works in cooperation with Admissions and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations.

[Evidence #]

The district's Grants Office provides oversight for grant applications and other externally funded categorical programs in accordance with the Strategic Plans of the State Center Community College District. The district grant writer performs preparation of grant applications within the scope of the U.S. Office of Management and Budget Circular A-133. The Grants Office provides training and consultation in grant compliance for project directors who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted district, state, and federal audit practices. The CCCC Business Office and accounting support staff monitor and provide ongoing review and budget management of all Center grants. The business office prepares financial documents such as grant budgets, invoices, etc. at CCCC, and the State Center Community College District Finance Office accounting staff reviews them before forwarding them to the granting agencies. [Evidence #]

Independent auditors review internal control systems regularly, and the district has had no findings in the last three years regarding internal controls. CCCC has appropriate separation of duties and adequate internal controls in place for cash handling. One staff member in the Business Services Office does a monthly safe count, and one other staff member witnesses it.

The district or CCCC develops contracts and agreements and the district legal counsel and the Vice Chancellor of Finance and Administration reviews them. The Board of Trustees reviews all contracts and agreements over \$15,000 for public works and \$84,100 for good and services and votes on them during scheduled public sessions. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations. [Evidence #]

The independent Citizens' Bond Oversight Committee makes sure that the district spends funds from Measure E bonds in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management. [Evidence #]

External auditors audit the institution on an annual basis. The district publishes, distributes, and makes available its audits on the district website. The State Center Community College District received a total of 11 audit findings since 2008, six of which occurred in 2012. The district

corrected each finding in the subsequent year. The district presents the internal audit reports to the Board of Trustees upon completion. [Evidence #]

Self Evaluation

CCCC meets this standard. The district financial management staff, campus program directors, and deans provide oversight of the institutions' finances, financial aid, grants, externally funded programs, and contractual agreements including the State Center Community College Foundation's institutional investments and assets. The Reedley College Business Services Office primarily administers financial aid for CCCC students in accordance with state and federal regulations. Reedley College and the State Center Community College District have a history of effective oversight of finances and are proactive in the management of financial functions as necessary. Student loan default rates have stayed below the federal guidelines for the past three years keeping the institution in compliance with federal regulations. As the Center moves toward college status, the Vice Chancellor of Educational Services and the Vice President of Instruction and Student Services at CCCC are developing a plan to administer a financial aid program. CCCC has appropriate separation of duties, and internal controls are in place. The district has implemented all independent auditors' findings in the subsequent year. The district finance office also monitors grant funding for compliance with state and federal regulations. Grant regulation compliance is of utmost importance to the administration, faculty, and staff at CCCC and therefore there has never been an issue with grant compliance. [Evidence #]

Actionable Improvement Plan

None

- c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

Descriptive Summary

The district maintains or exceeds the five percent reserve recommended by the state Chancellor's office and is fully funding its annual OPEB obligation (Annual required contribution [ARC]). The district provides a long-term disability program for regular permanent employees as prescribed in the various employee union contracts. Employees with a regular work assignment exceeding twenty hours per week are eligible to receive two-thirds of their monthly salary for a period of time commensurate to their years of service up to five years. Employees with more than five years of service are eligible for benefits up to the age of sixty-five. The district began addressing large vacation balances in 2013. The district limits classified staff and administrators to a maximum of two years of vacation accruals on the books.

Self Evaluation

CCCC meets this standard. The district has a strong commitment to plan for long and short-term liabilities by maintaining sufficient cash flow and reserves. The district has an irrevocable Other Post-Employment Benefits (OPEB) trust in the amount of \$11,349,406 at December 31, 2013 as well as a fund for post-employment health care benefits with a balance of approximately \$800,000. The district records a liability of the present value of future long-term disability payments. On June 30, 2013, fifteen employees were eligible to receive payments under the

program and the liability totaled \$1,626,249. The district is addressing compensated absences currently. The district compensated all managers and confidential staff who had a vacation balance in excess of a two year accrual on June 30, 2014 on July 31, 2014 for their vacation balances in excess of a two year accrual. Holding staff to the two-year maximum for vacation will decrease the vacation liability.

The district made attempts to negotiate the same payoff with the classified employee union, but they could not reach an agreement.

Actionable Improvement Plan

None

- d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

Descriptive Summary

State Center Community College District provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. As a result of offering such benefits, SCCCD is required to report the value of such benefits and the associated costs according to the accounting requirements of Governmental Accounting Standards Board Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. SCCCD provides medical, dental and vision benefits to eligible retirees and their covered eligible dependents. All active employees who retire directly from SCCCD and meet the eligibility criteria may participate.

Self Evaluation

CCCC meets this standard. The district retains an actuary to perform valuations of its postretirement welfare benefit plan for the purpose of determining its annual cost in accordance with GASB Statement No. 45 – Accounting and Financial Reporting by Employers for Post Employment Benefits Other Than Pensions. The actuary is a member of the Society of Actuaries and other professional actuarial organizations, and meets the “Qualification Standard for Prescribed Statements of Actuarial Opinion” relating to postretirement welfare plans. [Evidence #Actuarial report]

Actionable Improvement Plan

None

- e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

Descriptive Summary

State Center Community College District has no locally-incurred debt instruments.

Self Evaluation

Not applicable.

Actionable Improvement Plan

None

- f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

Descriptive Summary

The Reedley College Financial Aid Office processes student loans for CCCC students; therefore, the default rates that are available reflect an aggregation of the data for both campuses.

Self Evaluation

CCCC meets this standard. The Reedley College Financial Aid Office monitors default rates and the most recent report from 2010 reflects a three-year default rate of 24.6 percent. This is within federal guidelines set at 30 percent. The three-year default rate in 2009 was 21 percent, and the two-year rate in 2008 was 15 percent. The institution has a default reduction plan that would be set in motion should the default rate exceed federal guidelines. [Evidence default reduction plan sent by Candy and Chris Cortes will have 2011 -2013 information on default rates to us soon)

Actionable Improvement Plan

None

- g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Descriptive Summary

The Vice Chancellor of Finance and Administration and district legal counsel review all contracts and agreements that the district or CCCC develops. Contract agreements cover, among others, personal services, lease purchase agreements, instructional programs and services, contract education, and inside/outside facility use. The district finance office maintains various lists of different types of contracts (construction, independent contractor agreements, purchase orders, software). The district finance office reviews all contracts and are cautious with insurance and indemnity clauses, term and termination, evergreen renewal, warranties, expenses, governing law, etc. The institution can terminate contracts for cause. The district finance office monitors contracts for compliance with state and federal regulations. External independent audits for the district and college have had no findings representing reportable conditions, weaknesses or instances of noncompliance related to contractual agreements with external entities.

CCCC has contracts with various organizations to provide education services and classes. For example, CCCC has worked collaboratively with the Service Employees International Union to provide science courses for employees seeking to further their education and enhance job skills. The district also has contracts with outside vendors to provide food services and vending commissions at CCCC. [Evidence # SEIU and Food Service agreements]

Self Evaluation

CCCC meets this standard. The Board of Trustees adheres to established policies and procedures when entering into contractual agreements. The policy authorizes three administrators, the Chancellor, the Vice Chancellor for Finance and Administration, and the Vice Chancellor for Human Resources, to legally bind the district or colleges in contracts. Contracts are reviewed by the district's legal counsel for legal compliance. The district follows board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to signing by the Chancellor or a designee. The district's policies and procedures as they relate to contractual agreements with external entities support the Educational Master Plan and Strategic Plan of the district's colleges and centers. In addition, the district maintains the integrity of district contracts by adhering to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the government code as they relate to specific types of contracts. The institution can terminate contracts for cause. Contract compliance is of utmost importance to the administration, faculty, and staff at CCCC, and therefore, there have never been any contract compliance issues.

Actionable Improvement Plan

None.

- h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

Descriptive Summary

Each year the evaluation of expenditures for prior and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs. [Evidence # budget last three years, Board budget updates]

In addition, the Vice President of Administrative Services is responsible for providing ongoing monitoring and review of the Center's financial transactions including periodic financial reports and accounts, if any, that are in need of special review. Each departmental budget manager is responsible for the financial transactions for his or her assigned area(s). The budget manager and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances.

The District Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the district and colleges at weekly district-wide finance and administration meetings. The Vice President of Administrative Services is the CCCC representative at these meetings where they discuss financial activity, revenue or expenditure trends and take appropriate action, when applicable. [Evidence # Admin/Finance minutes and agendas]

The CCCC Vice President of Administrative Services and Vice President of Instruction and Student Services are representatives on the district-wide Information Systems Priority Committee, where they make recommendations for changes, additions, or deletions to the various Datatel modules. The district Director of Finance, district Director of Information

Systems, and the Information Systems Priority Committee evaluate and prioritize suggestions and ideas to improve the financial management system. The committee holds these meetings on a monthly basis. If the management system needs changes or modifications to improve its functionality, the committee makes these changes and provides applicable notification and training to the end line users of the system. [Evidence # policy]

As stated above, an independent firm audits the district each year and evaluates internal controls. As part of obtaining reasonable assurance that the district financial statements are free of material misstatement, the auditors perform tests of the district's compliance with various provisions of laws, regulations, contracts, and grants. The district discloses results of such tests in the auditor's report. This feedback is immediate, and the district implements recommendations within the next audit cycle. [Evidence # audit last three years]

Self Evaluation

CCCC meets this standard. Historically, the district and CCCC financial management practices reflect a pattern of prudent fiscal management and accounting processes. CCCC has maintained reserve funds with some fluctuations for the past three years. The district has consistently maintained a healthy reserve in excess of the five percent reserve level recommended by the State Chancellor's office in order to assist with funding needs due to the state economic uncertainties. [Evidence # Budget update from special board mtg]

The district reviews and evaluates financial management practices with the annual independent external auditors in order to assess the functionality of the system and compliance with rules. The College Center Council's participation in the CCCC funding process ensures participation from all constituencies: administration, faculty, staff, and students. [Evidence # audit last three years, CCC Handbook, CCC minutes, action plans]

Actionable Improvement Plan

None

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

The CCCC Mission and Vision Statements, the Educational Master Plan, both the district and CCCC Strategic Plans, and College Center Council recommendations based on review of faculty, staff, and administrator-prepared Action Plans Funding Requests directs CCCC priorities for resource allocation. Administrators, faculty or staff may submit Action Plan Funding Request forms, and these requests generally fall within the organizational areas of facilities, technology, student services, instructional equipment or supplies, and library. Administrators, faculty, and staff complete Action Plan Funding Request forms linking needs with planning each fall and submit them to the College Center council for review and recommendation for funding. All College Center Council members can present Action Plan Funding Requests on behalf of all constituents. In addition, each division may request additional resources for program needs as

identified through program review recommendations. [Evidence mail all regarding action plan requests, request form, List of requests funded or actual requests funded.]

Through the collaborative decision-making process, this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. The Action Plan Funding Request Form includes an assessment piece to evaluate outcomes. [Evidence CCC Handbook, CCC minutes and agendas, Action Plan Funding requests]

When the department chairs review Certificated Staffing requests before submitting their rankings to President's Cabinet for review, the ranking process includes verification that the position requests support the area's Program Review.

There are numerous mechanisms that ensure that the institution assesses its use of financial resources systematically and effectively. The Board of Trustees receives financial information from administrators and auditors. The board hears reports, solicits additional information as needed, and approves reports or recommended changes with the input and oversight from the District Finance and Administration Office. The independent Bond Oversight Committee ensures that the bond funds from Measure E are spent in accordance with projects and programs as outlined in the election ballot. [Evidence #]

Program directors and deans oversee the expenditures for all categorical funds, especially externally-funded programs and grants, and the district finance department verifies all grant expenditure reports, and the Vice Chancellor of Finance and Administration approves them. Grant projects have assessments built into their proposals. The grant project manager shares this information with affected departments and disciplines during program review to determine if general funds should be sought to continue the project when grant funding expires. [Evidence # Program review documents]

At the center level, the Educational Master Plan, Strategic Plan, and program review processes are guideposts for financial resource planning. These plans and processes provide a series of procedures and reviews to assess and modify systems in order to ensure the effective use of financial resources. CCCC utilizes a collaborative decision-making process to serve as the foundation for the continuous improvement of student learning. The cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation has been institutionalized at the Center. The core of the collaborative decision-making process is the mission and vision of the institution. Dialogue and communication are extensive within the College Center Council, ad hoc and standing committees, Academic Senate, Classified Senate, Faculty Association, President's Cabinet, division representatives meetings, Associated Student Body meetings, Duty Day faculty meetings, and the cycle of program review. [Evidence #]

Each year the annual program review update process evaluates whether the Center is meeting the fiscal needs of individual disciplines and programs. Faculty and staff conduct both instructional and non-instructional Program Reviews at the Center level. Individual disciplines or departments communicate their recommendations to the College Center Council for evaluation. Through a collaborative decision-making process, this broad spectrum of constituents evaluates and

prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above. Once the Center has allocated resources and implemented changes, the assessment of outcomes takes place and the respective discipline or program identifies areas for improvement. The discipline or program uses both quantitative and qualitative data in the evaluation, analysis, and reporting of outcomes in the subsequent program review cycle when reporting findings to the College Center Council, thus closing the loop on a continuous cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. [Evidence #]

Self Evaluation

CCCC meets this standard. CCCC has made a concerted effort to integrate planning and budget development through the active participation of the College Center Council and utilization of the Action Plan Funding Request process that ties back all requests for funding to the mission of both the district and CCCC, the CCCC Strategic Plan, and program review recommendations. All members of the campus community are able to submit a request for funding through the Action Plan Funding Request form for specific program needs. In addition, each department may request additional resources for program needs as identified through program review recommendations. The Action Plan form defines and justifies the proposed project or budget request. So-and-so e-mails this form to all staff and makes it available on the CCCC website. The College Center Council members review and discuss the Action Plan Funding Request documents. The College Center Council consists of the Campus President, the Vice President of Instruction and Student Services, the dean of instruction, the dean of students, the Vice President of Administrative Services, all faculty department chairs, the Academic Senate President, the Academic Senate Past President, a student representative from Associated Student Government, Classified Senate representatives, a part-time faculty representative, the Student Learning Outcomes Coordinator, the Program Review Coordinator, and the Institutional Researcher. The College Center Council forwards final recommendations to the Campus President. The Vice President of Administrative Services prepares a budget spreadsheet that reflects the allocation of funds. The business office distributes the spreadsheet via e-mail to all staff. [Evidence # Action Plan Requests, decision packages]

The Action Plan request for funds, as referenced above in III.D.1.a. must tie back to the established Center plans with an end to improve student learning. The ever constant challenge of the budgeting process is the prioritization of funding requests in light of limited availability of resources. The effective use of all resources is a dynamic process, and the Center can and does make changes as needed throughout the year. The collaborative decision-making process is an effective tool to evaluate and integrate planning, resource allocation, implementation, and re-evaluation throughout the fiscal year in order to assess the effective use of financial resources. [Evidence # CCC minutes, program review documents, Action Plan Requests, decision packages]

Actionable Improvement Plan

None

STANDARD IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved to improve student learning and teaching effectiveness. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Leadership at Clovis Community College is centered on student achievement and learning, as evidenced by the 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

The CCCC vision statement is aspirational and includes reference to the Center's core values; if faculty, staff, and administration implement the mission fully and within the context of trust and good ethical practice, they will achieve their vision:

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

The Center has closely aligned its mission and vision statements with the SCCCD 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.

Faculty, staff, and administration have embedded their values in the mission statement as a way of focusing community and campus leadership on the ethical and effective practices necessary for student and college success. The result is a nurturing, creative, and innovative culture where student ideas and initiatives rise through the same planning and consideration processes as ideas from administrators, staff, and faculty.

These two guiding statements, the mission and vision statements, show the commitment that the Center has to diversity, student success, and educational excellence. There is a campus-wide commitment to diversity, so all stakeholders participate in a community of inclusion. To this end, the Center has established a diversity taskforce which brings together students, staff, and faculty to arrange cultural enrichment programs on campus and to discuss ways of welcoming students who may feel marginalized. In addition, appropriate curriculum course outlines include provisions for cross-cultural readings and discussion materials. [operating agreement for diversity task force sent to Leslie 9/5]

The mission statement also focuses on integrity and accountability, which is a charge for all stakeholders, including students. The end results are directly stated in the mission statement by focusing on preparing students for their futures through certificates, degrees, and transfer programs.

The Center's goals and values are clearly articulated in the mission statement and in the vision statement, and the Strategic Plan establishes more specific goals, which are developed with full involvement of students, faculty, staff, and administrators, and which are closely aligned with the district strategic plan and goals. In addition, through advisory committees and community involvement in strategic conversations, CCCC's planning incorporates community needs. [Strategic plan; advisory committee list; community conversation notes]

All of the goals are available on the CCCC website, and there are frequent planning meetings that are open to all stakeholders. Students are included in all appropriate committees and have a voice in collaborative decisions. [committee list, showing student members]

In addition, the Center posts the mission and vision statements in each classroom; many administrators, staff, and some faculty include them as "signatures" on their e-mail accounts; and meeting agendas, minutes, and other documents state the mission and vision in the footer. Each

committee and task force on campus reviews the statements annually as the operating agreements for each committee require, and these committees report any possible or necessary changes to the College Center Council. In a recent survey, 94 percent of faculty (full- and part-time) and staff indicated that the programs, services, and planning are consistent with the Center's mission [question 1] and 96 percent agree that the mission statement accurately defines the Center's educational purposes, its intended student population, and commitment to achieving student learning [question 2]. [survey]

Staff members participate in regular Duty Day discussion on the Strategic Plan goals and implementation. [duty day agenda]

Information about the Center's performance is available from a variety of sources that appropriate discipline experts, administrators, and staff keep current. They are available either through the CCCC's website or through the Blackboard institutional planning pages where virtually all campus committees store files or link files. Only confidential material is not made publically available (for example, student petitions and equivalency applications are password protected so only those persons in need-to-know positions have access). Individuals tasked to do so for each committee or task force maintain the currency of materials. For example, the secretary/archivist of the Academic Senate is responsible for storing all documentation, meeting agendas, and minutes on the Blackboard page reserved for that purpose. All stakeholders, including students and the public, have one-click access from the CCCC website to find items such as the current and historical student learning outcomes files and analyses, all recent accreditation self evaluations and correspondence, and planning and resource allocation decisions.

As the planning process, described below, indicates, qualitative and quantitative data, properly analyzed, are at the heart of the dialogue that leads to decision making.

The CCCC Continuous Improvement Collaborative Decision-Making Process

Planning at Clovis Community College is collaborative and continuous. The goal of all planning is constant improvement of 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. Planning is based on solid evidence and is refined through constant re-evaluation.

The entire planning process as described is available to stakeholders in the Faculty Handbook and in the College Center Council Handbook. [faculty handbook 2014-15, CCC handbook]

CCCC has an established mission statement that fully integrates values including the commitment to data-driven cycles of research and innovation for student learning, and faculty, staff, and administration have chosen an ambitious vision for the future. And, as the description below explains, the mission statement guides each step of the planning process.

Throughout the planning processes, communication is key. CCCC has established a culture of communication through extensive formal and informal dialogue with stakeholders, through newsletters and meeting minutes, and through access to data and meeting minutes on the Clovis Community College Institutional Planning website on the Blackboard portal that is readily available to all stakeholders. Some pages have private pages, accessible to password holders, for

confidential information. [what kind of evidence do we need when the text clearly indicates where to find this stuff?]

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

(1) Evaluation is driven by qualitative and quantitative data enriched by conversations with appropriate stakeholders. The Center draws on such tools as surveys, community conversations, program reviews, student learning outcome assessments for courses, programs, and institutional goals, Student Success Scorecard, etc. CCCC currently shares an institutional researcher with Reedley College, but as a part of the 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 SCCC Institutional Research Department, which maintains a data bank webpage that is available to all stakeholders [www.ir.sccd.com, staffing plan, CCIP: Accreditation, PR/SLO]

(2) Integrated planning is coordinated so the campus Strategic Plan is fully supportive of the SCCC plan and so Strategic Plan 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.

Faculty, staff, and administrators have 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, living plans for enrollment management, student success, matriculation, technology, and future needs (program reviews and annual reports, facilities, and staffing). [SCCC Strategic Plan; WI Strategic Plan; 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 staff, and students).

(3) Resource allocation is an integral part of the planning process that begins with identification of needs. Although the district allocates the general budget based on the district strategic plan goals, the College Center Council plans and approves most of the projects not covered by the general fund budget. 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, future needs for academic and classified personnel have been established in a staffing plan that provides for growth and establishes sufficient personnel for all

of the college functions currently performed on our behalf by Reedley College. [WI Staffing Plan]

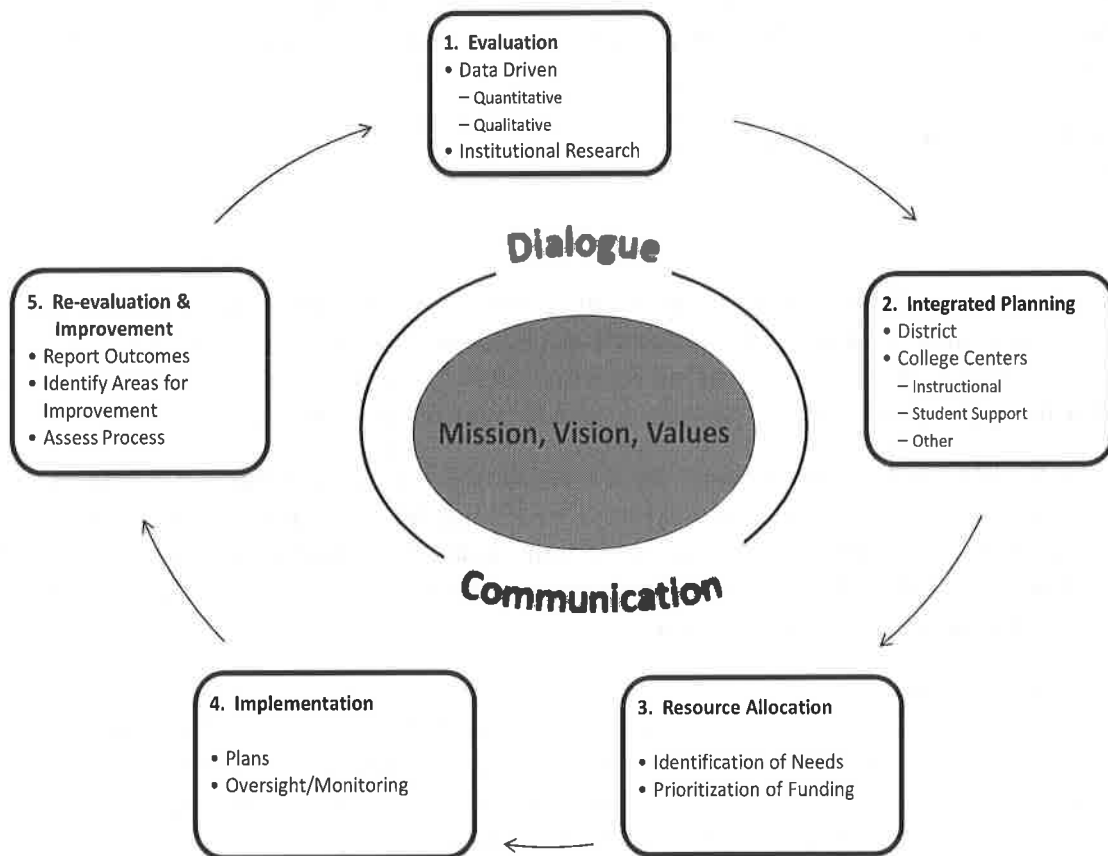
The deans of instruction and student services develop externally-funded grant resources and community partnership resources in collaboration with discipline faculty, the Vice President of Instruction and Student Services, and the Campus President to ensure appropriate expenditures.

(4) Implementation. 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) Re-evaluation and improvement. Responsible faculty, staff, or administrators, with the assistance of the Institutional Researcher, collect qualitative and quantitative data and compare it to the goals of the program. 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 resources are well utilized and are well directed toward the goal of student learning. [CCC Handbook, PR Annual Updates, CCC minutes]

The graphic below shows the collaborative decision-making process, described above.

Continuous Improvement – Collaborative Decision Making Process



Because the planning process returns again and again to the mission statement as the bedrock principle by which campus constituents make decisions, the entire planning process is focused on the primary duty of student learning and student success.

Self Evaluation

CCCC meets this standard. Faculty and staff are aware of how the Center meets this standard and agree that the process is effective as evidenced by the recent survey. Nearly 94 percent of respondents agreed or strongly agreed with the statement that the Center facilitates an ongoing dialogue about improving student learning and institutional processes.

Seventy nine percent of respondents agreed or strongly agreed that faculty and staff have opportunities to participate in budget development and resource allocations.

Ninety five percent of respondents agreed or strongly agreed with the statement that the institution’s goals and values are clearly articulated and understandable.

Over 88 percent of respondents agreed or strongly agreed with the statement that information about institutional performance is regularly used in institutional discussions and decision-making sessions.

And in response to the statement that communication is effective (e.g., clear, understood, widely available, and current), 91.8 percent agreed or strongly agreed.

Maintaining a leadership stance and a campus culture that encourages good communication and collaborative, effective, and ethical planning centered on student learning is CCCC’s highest priority.

Actionable Improvement Plan

None

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgets that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The SCCCD Board of Trustees have established a board policy that outlines the duties and responsibilities of the faculty, administration, support staff, and students in terms of institutional governance and input into institutional decisions. The CCCC Academic Senate serves as the faculty voice in terms of program, curriculum, and course development, along with academic issues relative to planning, budget, and policies. The Academic Senate meets regularly

throughout the academic year, working on the faculty business for the college and centers which is not part of the scope of the faculty bargaining unit. [Evidence: 23, 26, 27 also on blackboard, Evidence: pg. 5 of 2013-14 faculty handbook]

On September 11, 2012, Julie Adams, Executive Director of the California State Academic Senate, notified the CCCC Academic Senate that it had been unanimously recognized by the Executive Committee as a full voting member of the California Community College Academic Senate. The Academic Senate President regularly attends Area A (Northern California) meetings and Plenary sessions. After ratification of the Constitution and By-Laws, the faculty nominated candidates for the senate offices and held a formal election to select the senate President, Vice President, Secretary/Archivist, and Curriculum Chair. [Evidence: 14, 16, 28, 29, 30, 119]

On August 4, 2012, the President of the Academic Senate presented a report of the Senate's formation and goals to the district's Board of Trustees. Beginning in June 2012, the Academic Senate President was added to the Chancellor's Communication Council, which meets monthly with representatives from throughout the district, and which is a prime organ of participatory governance in the district. The Academic Senate President also participates in regular senate presidents meetings with the Chancellor and sits on the executive council of Reedley College's Senate and is a voting liaison with the Reedley Senate until CCCC receives candidacy.

The Academic Senate has primary responsibility to provide recommendations in the areas of program, curriculum, and course development as per SCCC Board Policy 4020 and Administrative Regulation 4020. [Evidence # 113, 124, 125]

The State Center Federation of Teachers (SCFT) handles contractual issues for full-time and part-time faculty. [Evidence # 118, 119, 708, 709]

The Classified Senate represents classified professional support staff. As part of the shared governance process, classified staff elect a president, vice president, secretary/treasurer, and five area representatives to represent CCCC. [Evidence # 131]

Similar to the Academic Senate, the Classified Senate is not involved with matters specified within or defined by a collective bargaining agreement. The California State Employees Association (CSEA) serves as the organization which manages all contractual issues, but also has additional responsibilities in the governance process, and thus appoints representatives (as appropriate) in numbers that equal those made by the Center's Classified Senate. [Evidence # 117]

In terms of student involvement in the governance of Clovis Community College, Board Policy recognizes the Associated Student Government as the official voice for the students in district and CCCC decision-making processes. College student involvement at the Board of Trustees level provides for representation at Board meetings and for student representation on committees through the appointment by the Associated Student Government. [Evidence # 124, 125, 381?]

The following CCCC committees have student representatives: Environmental Health and Safety, Facilities, Library Liaison, Scholarship, Student Success/Basic Skills, and Distance Education. The Associated Student Government (ASG) leadership identifies student representatives for the respective committees. The Center established an ASG in Fall 2010, and

ASG has since developed by-laws, operating policies, and procedures that govern the organization. [Evidence # 124, 114, 322, 681]

SCCCD Board Policies and Administrative Regulations outline administrative involvement in the institutional governance, operation, and assignments. Also, Board Policies describe the role of the college/center administration as determined by the Chancellor. [Evidence # 124, 125]

As mentioned earlier in this report, the main organization which acts as the umbrella for all CCCC decision-making processes involving planning, budget development, and input for institutional policy decisions is the College Center Council. Representatives from all constituency groups sit on the College Center Council, meeting bi-monthly on Friday afternoons during the academic year. The College Center Council has adopted a Continuous Improvement-Collaborative Decision- Making Process as the cornerstone of the council's operation. An example of this process in action would be the College Center Council's decision regarding the allocation of lottery funds. This happens through a process involving Action Plan Funding Requests submitted by any interested staff member who describes the need for funding a project or product based upon evaluation data and the connection to planning and institutional improvement objectives. Once the College Center Council reviews all requests, the council members come to consensus regarding resource allocation priorities which best suit the Center's goals. In an effort to best inform the CCC members of the needs of the respective programs, lead faculty present Program Review recommendations to the College Center Council each spring as they complete the respective reviews. [Evidence # 681, 123]

CCCC has "Duty Day" two days prior to the beginning of every semester. During those days, the Standard IV committee and others meet and discuss important issues which pertain to Center operations. During those meetings, staff members take photographs and produce notes on numerous subjects all pertaining to Center governance. In addition, each group takes notes on its particular projects. For example, on Duty Day August 7, 2014, all instructors and administrators met to discuss the Center's Strategic Plan and various standards. During those meetings, the group makes important decisions on the direction and modification of any needs. (meeting of August 8, 2014 with Garry Elliott and Robin Huigen)

Self Evaluation

CCCC meets this standard. As indicated earlier, the faculty and staff responded to the accreditation survey with over 84 percent strongly agreeing or agreeing to questions 65, 66, 67, and 68 which were developed to measure the Center's leadership and governance. In anticipation of receiving initial accreditation status, the College Center Council has discussed the need to review the existing structure of committees involved in the collaborative decision-making process and identify additional committees that will need to be operational upon full accreditation. Examples of these additional committees include Academic Senate, Curriculum Committee, Academic Standards, Equivalency, Flex Committees, Program Review Oversight, Sabbatical Leave, Salary Advancement, and Distance Education (some of these are already operational). [Evidence # 681, 382?]

Actionable Improvement Plan

The College Center Council should determine which new college committees will be needed upon receiving initial college accreditation status and have operating agreements in place for implementation once CCCC accomplishes college status.

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning program and services.

Descriptive Summary

Faculty, through the Reedley College Curriculum Committee and the program review process, initiate and monitor instructional programs and student services recommendations. SCCC Board Policy outlines these responsibilities of the Curriculum Committee: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricula offerings, including their establishment, modification or discontinuance” (BP 4020). The Center’s Curriculum Handbook and district Administrative Regulation 4020 outline procedures used for curriculum modification and development. The Curriculum Committee is a unit of the Reedley College Academic Senate and is chaired by an elected faculty member, along with faculty representing Reedley College and Clovis Community College. In terms of the course approval, district Administrative Regulations indicate that the Curriculum Committee must approve all non-degree and degree- applicable credit courses. [Evidence # 112, 710, 124, 125]

The Reedley College program review process began in 1998 with the goal of providing faculty, classified staff, and administrators with a mechanism to review and assess their respective programs and departments relative to the opportunities offered to students, and identify modifications to the degree offerings, course curriculum, student learning outcomes, teaching strategies (e.g. online, hybrid), facilities, equipment, staffing, student services, and other related areas that would improve student learning. Faculty have assessed and reviewed this process over the years, with the Program Review Cycle Three Handbook in use since Fall 2009. The Program Review/Student Learning Outcomes Committee (formerly called the Program Review Oversight Committee) assists programs in the completion of their Program Review reports, determines the degree of substantiation of each goal, reviews and makes recommendations for the program review process and handbook, and forwards the final Program Review reports and goals to the College Center Council. The composition of the Program Review/Student Learning Outcomes Committee includes administration, faculty, classified staff/CSEA, and student/ASG representation. Academic administrators are involved in the curriculum development and program review process through the committees listed above as well as serving on the College Center Council. [Evidence # 116, 14, 681] 383

Self Evaluation

CCCC meets this standard. This standard is met through the work of the CCCC Academic Senate, the Curriculum Committee and partnerships with Reedley College’s Curriculum Committee, and the program review process. The recommendations from Program Reviews drive budget decisions to improve student learning programs and services. [Evidence # 711, 712, 14]

Actionable Improvement Plan

None

- 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Descriptive Summary

On a district level, the Board Policy 2510 outlines the processes to be used for participation in local decision-making governance by four main constituent groups: students, faculty, staff, and administration in accordance with the California Code of Regulations, Title 5. In addition, each of these constituency groups participates on district-level committees and task forces including the District Budget and Resource Allocation Advisory Committee, District Human Resources Task Force, District Enrollment Management Committee, District Technology Committee, District Facilities Committee, and the District Communication Council. This participation allows for broad communication and collaboration by each of these constituencies on district-level issues, policies, procedures, and initiatives. The District Communication Council is the central communication vehicle for all district-level committees. All district level committees report to the District Communications Council. The District Communications Council reports directly to the Chancellor. [Evidence bp 2510 and committee operating agreements]

The Board of Trustees governs the State Center Community College District. The Board exercises its governance and communicates through Board meetings, the Chancellors Cabinet, Board Retreats, and district Charrettes. The Board of Trustees holds monthly meetings where the Board members, the college constituencies, and community members can communicate their needs, views, and ideas about districts issues [Evidence: Board meeting minutes & agenda (--see evidence Folder)]. Several times a year, the Board holds retreats to facilitate policy development, evaluate the Board's effectiveness, set goals for the coming year, and develop agendas. The Board members, college presidents, and invited guests attend Board retreats. The Chancellor's cabinet disseminates the output of the Board retreats. [Evidence: Board Retreat Agenda and/or output? - (--see evidence Folder)]. Several times a year, the Board of Trustees hosts Charrettes, which are themed events with the purpose of bringing community members and stakeholders together to brainstorm on a particular issue. A public report on the Charrettes is made in the subsequent Board of Trustee meeting. [Evidence: Charrette Flier/Charrette Board Report (--see evidence Folder)] Finally, the SCCCD Chancellor holds monthly meetings of the Chancellor's Communication Council. All district stakeholders including the college presidents, the Academic Senate presidents, the Classified Senate presidents, and the Associated Student Government presidents of each college attend the Communication Council. The Chancellors Communication Council is the primary vehicle by which information, ideas, and policy is communicated to and from the Chancellor and the college constituencies. The Chancellor communicates to and from the Board in their regular meetings. It is through this meeting with the Board that the Chancellor can communicate the output of the District Communications Council Meeting and receive the Board's input for future meetings. [Evidence: Operating agreement for Communications Council (--see evidence Folder)].

The Associated Student Government represents students in accordance with Title 5, section §51023.7. Per Board Policy 2510, "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that

have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of the student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students Government.”

Students play a major role in the governance process through their participation in the formulation and development of Center and district policies and procedures. CCCC established an Associated Student Government (ASG) in Fall 2010 as the main communication vehicle for the students at CCCC [Evidence: ASG Operating Agreement (on BB)]. The CCCC ASG has written a constitution and bylaws to guide their operation. ASG representatives were active participants in the development of this self evaluation, and are represented on various college and district committees as described in the College Center Council Handbook [Evidence: Sample Operating Agreements: CCCC, DE (on BB)]. The Reedley College Student Trustee represents the CCCC ASG at the Board of Trustees level. Once CCCC becomes an accredited college, a Clovis Community College Student Trustee position will represent the CCCC ASG (Title 5 Sec 7202 3.5). The ASG has developed a number of committees under its jurisdiction including Activities, Public Relations, Finance, Legislative, and Personnel. These ASG committees help facilitate the goals and duties of the ASG [ASG Committee Operating Agreements (on BB)]. CCCC has one full-time faculty advisor for ASG and one adjunct co-advisor to help to guide students through proper procedures for meetings and purchases, assist in maintaining a presence on committees, act as a resource for students, and other duties assisting the ASG and students.

The elected ASG representatives serve as the representatives of student for the ASG and its duties. The ASG posts all student committee meeting minutes and agendas in the Student Center, on the ASG Blackboard page, and on the Kiosk outside of Academic Center 2. [Evidence: Example ASG meeting minute and agenda (on BB)] When the ASG has determined that they need input from a broader cross section of students they represent, they have used surveys. For example, in Spring 2013, ASG gave a survey to gauge the interest of students in an invocation for commencement [Evidence: Survey 1 (--see evidence Folder)]. In Fall 2013, ASG gave a survey to gauge the interest in potential ridership from the Fresno Area Express bus service [Evidence: Survey 2 (--see evidence Folder)].

In an effort to further integrate the CCCC ASG in the broader ASG community and help raise ASG’s awareness of current issues affecting students on a state and national level, the ASG held a vote of all students in November 2012 to decide if they wanted to implement a student representation fee to fund ASG participation in state and national ASG conferences. Students voted to approve this fee. The ASG implemented the fee and began to collect it in Fall 2013. [Evidence: ASG Meeting minutes (on BB)] As stated in the ASG Program Review, the ASG plans to start attending such conferences as the Student Senate for California Community Colleges Conference, the Diversity conference, and the ASG Conference in Fall 2014 or Spring 2015.

Faculty shall be represented by the Academic Senate of their respective college on academic and professional matters in accordance with Title 5, sections §53200-53206. Per BP 2510, the Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. The Board collegially develops

these procedures to implement this section with the Academic Senate. Evidence: BP 2510 (on BB)]

As stated above, the CCCC Academic Senate is the elected committee that represents all faculty and serves as the main communication vehicle on issues affecting academic and professional matters. An ad hoc committee wrote the CCCC Academic Senate committee operating agreement, which CCCC faculty approved in Spring 2012. The CCCC Academic Senate was formally established as a committee and began meeting in the Fall of 2012. [Evidence: AS operating agreement, directive for ad hoc committee (on BB)] The ad hoc committee also wrote the operating agreements for committees solely under the jurisdiction of the CCCC Academic Senate, including the Academic Standards Committee, the Curriculum Committee, the Flex Day Committee, and the Equivalency Committee in Spring 2012. Each of these committees also began meeting in Fall 2012 and report directly to the Academic Senate each semester. [Evidence: AS subcommittee operating agreements (on BB)] Each committee's report under the Academic Senate jurisdiction includes an oral report by the committee chair to the Academic Senate as well as a written report. This reporting process is the main way these committees and the Academic Senate communicate. The continuous dialogue allows a process by which these committees can evolve to more effectively accomplish their charges and keep the Academic Senate informed of their business. [Evidence: AS report form (--in evidence folder)] Also, the Academic Senate frequently has non-faculty guests to meetings to communicate with the Academic Senate about important matters. For each meeting, the Academic Senate Secretary distributes meeting minutes and agendas for the CCCC Academic Senate by e-mail, posts on the Blackboard organization for the Academic Senate, and posts on the kiosk outside of Academic Center 2. [Evidence: Sample meeting minutes and Agenda (on BB)] Finally, the Academic Senate President (or representative) sits as a standing member on other Center and district committees including the Chancellor's Communication Council, the College Center Council, department chairs, the Enrollment Management Committee, and the Program Review/Student Learning Outcomes Committee. The Academic Senate President has a bimonthly meeting with the Campus President and bimonthly meetings with the Vice President of Instruction and Student Services. These allow for communication of ideas and issues and between the Academic Senate and CCCC administration.

For areas that fall under joint jurisdiction of the College Center Council and the Academic Senate, CCCC formed task forces of all constituencies (administration, faculty, staff, and students) to provide input and develop operating agreements for committees. The Center formed the first such task force for the Program Review/Student Learning Outcomes Committee in Spring 2012 to write the operating agreement. The committee began meeting in Fall 2012. [Evidence: PR/SLO Meeting minutes highlighting motion, email, or directive (– see evidence folder) & PR/SLO Operating Agreement (on BB)] The Center formed a Distance Education and Technology Ad hoc Committee in Spring 2013 to decide how CCCC wanted to organize the duties and responsibilities of the former Willow International Technology Advisory Committee and those shared with the Reedley College Distance Education Committee under the old governance structure. The task force developed the operating agreement for the CCCC Distance Education and Technology Advisory Committee. The CCCC Distance Education and Technology Advisory Committee began meeting in Fall 2014. [Evidence: Meeting minutes highlighting motion, email, or directive (– see evidence folder) & DE operating agreement (on BB)] Each of these committees has representative members from each constituency group to

promote their ideas and communicate between the committee and the constituency. Moreover, the chairs of both committees report at least once a semester to the Academic Senate and College Center Council in order to foster communication between committees of CCCC. [Evidence: AS meeting minutes with a reporting committee (– see evidence folder)]

Staff shall be represented by the Classified Senate at their respective college in accordance with Title 5, section §51023.5. Per BP 2510, staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified Senate will be given every reasonable consideration. [Evidence: BP 2510 (on BB)]

As stated above, the CCCC Classified Senate represents CCCC classified staff and participates in Center and district planning, development of policies and procedures, Center and district committees, and other decision-making processes. The Classified Senate began to meet in Fall 2011. The CCCC Classified Senate constitution and by-laws were written in Spring 2012 [Evidence: Classified Senate Operating Agreement/Constitution (on BB)]. The Classified Senate serves as the major communication vehicle for matters dealing with Center and district issues. The Classified Senate facilitates staff development for staff at CCCC, in which workshops pertaining to skills and knowledge used in the workplace (e.g., software programs) are conducted. For each meeting, the CCCC Classified Senate distributes meeting minutes and agendas by e-mail, posts on a Blackboard organization for the Classified Senate, and posts on the kiosk outside of Academic Center 2. [Evidence: Classified Senate Sample Meeting Minutes (on BB)]

On a college level, the College Center Council serves as the primary campus-wide consultation group for shared governance and collaborative decision-making. Co-chaired by the Campus President and the Vice President of Administrative Services, the College Center Council has representation from all constituent groups. The College Center Council serves as the primary communication vehicle for all college committees and business. All college committees, including the Student Success Committee, the Facilities Committee, the Enrollment Management Committee, Distance Education and Technology Advisory Committee, and the Program Review/Student Learning Outcomes Committee report directly to the College Center Council. At the first meeting of the year, the College Center Council reviews its operating agreement (and those of the committees that report to it) to evaluate and improve the council's effectiveness. [Evidence: College Center Council Operating Agreement, Meeting Minutes, and Agenda (on BB)]

The Department Chairs Committee allows communication between its members on academic matters, such as scheduling, academic hiring, action plans, and academic policies. The members include the department chairs of each department, the Vice President of Instruction and Student Services, the Dean of Instruction, the Dean of Students, and the Academic Senate President. The department chairs can communicate important information from their departments to the deans and Vice President while the deans and Vice President can distribute important information to faculty through the department chairs. [Evidence: Department Chairs Operating Agreement (– see evidence folder)] Each semester, faculty, staff, and administration submit action plans first to the department chairs (for a recommendation to the College Center Council) and then to the College

Center Council for approval. Many action plans are outputs of needs expressed in Program Reviews. This process allows for campus-wide communication about the needs of each area.

CCCC has other avenues of communication and coordination to serve a variety of purposes for the Center. First, everyone on campus uses e-mail as a forum for campus-wide communication. The Campus President has weekly newsletters e-mailed to all faculty, staff, and students. [Evidence: President's newsletter (– see evidence folder)] The Dean of Instruction regularly e-mails all faculty regarding important matters. [Evidence: Tom's email sample (– see evidence folder)] Secondly, CCCC frequently utilizes surveys to identify needs and or issues of certain audiences and/or constituencies to inform the policy and processes of the Center. For example, the CCSSEE (Community College Survey of Student Engagement) survey is an instrument developed by the University of Texas, Austin and used by CCCC to gauge student engagement. It was given in Spring 2013 and Spring 2014. Also, the Institutional Researcher administered a faculty survey in 2010 and 2013 to get faculty feedback on a variety of issues. [Evidence CCSSEE and campus climate surveys - – see evidence folder] Finally, each Duty Day before the semester starts, faculty, classified staff, and administration participate in a break out session on specific aspects of Strategic Planning. CCCC used the Spring 2014 Duty Day break out session on strategic planning to get faculty input on preference for future growth of CCCC and what buildings/facilities CCCC should build in the near future.[Evidence: Sample ? Was there a report? Strategic Planning Duty Day Output? Poster in AC1?—see Leslie]

Self Evaluation

CCCC meets this standard. As a part of the internal scanning process for the development of the Educational Master Plan, the Institutional Researcher conducted an online survey in Spring 2009, in which 114 students participated, and again in Spring 2013. The open-ended questions invited written responses from students, and these indicated that there is a consensus that students see the new facilities and friendly, knowledgeable staff as great assets to the Center, and the students appreciated the dedication and professionalism of the faculty, administration, and staff. [Evidence: Survey – see evidence folder]

The Board of Trustees has established policies and administrative regulations to ensure the facilitation of discussion and communication among the district, Center, and other constituent groups (e.g., Academic Senate, Classified Senate, Associated Student Government). In terms of ongoing dialogue and communications leading to continuous improvement, CCCC has implemented a collaborative decision-making process to include the process of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Decision-making groups, such as department chairs and the College Center Council, base decisions upon data and information collected through a variety of means including surveys, advisory committees, Program Reviews, planning documents, committee reports, as well as dialogue funneled through standing committees and organizations to the College Center Council. As described in the College Center Council Handbook, each of the standing committees has operating policies and procedures, which include the purpose of the committee, meeting schedules, operations/action items, membership, associated Strategic Plan goals and objectives, and the process by which the College Center Council reviews recommendations from the committees for action. Communication among the committees and the institution's constituencies include posting minutes from the respective committees and organizations to the Center's website and Blackboard site, with minutes from the College Center Council and department chair meetings

sent to all faculty and staff as well as posted on Blackboard. In the case of the Academic Senate and Curriculum Committee, all constituencies receive agendas of upcoming meetings, informational materials, and minutes via e-mails and Blackboard postings.

Actionable Improvement Plan

None

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Clovis Community College Center, as part of the State Center Community College District, advocates and demonstrates honesty and integrity in its relationships with external agencies as outlined in its mission, vision, and core values, as well as Board Policies and Administrative Regulations. Board Policy 1200 lists the SCCCD values as Inclusiveness, Excellence, Accountability, Integrity, and Continuous Improvement. Board Policy 2010 lists the role (Powers, Purposes, Duties) of the Board of Trustees and includes the following statement regarding the relationship with external agencies: “consider communications and requests from citizens or organizations on matters of policy and administration; and serve as a board of appeal for students, employees, and citizens of the District.” Also, Board Policy 2715 describes the Code of Ethics/Standards of Practice for the Board of Trustees with the following introductory statement:

“The Board maintains high standards of ethical conduct for its members. As members of the State Center Community College District Board of Trustees, working as a collective unit in conjunction with administration, staff, students, and the communities the Board serves, will execute to the best of its abilities the duties and responsibilities vested in it by the California Education Code and entrusted to the Board by its constituency.”

Furthermore, a Code of Ethics for Administrators is included in Board Policy 3150 which defines “Ethics,” describes the importance of ethics and expectations for ethical behavior. Administrative Regulation 3150 includes statements regarding the responsibilities of administrators intended to be guidelines for ethical behavior and due process as an administrator in the district. [Evidence # 124, 125]

Faculty subscribe to the statement on professional ethics adopted by the American Association of University Professors in 1987, which tenure review committees use as part of the evaluation process for full-time faculty. [Evidence # 215, 247]

Regarding relations with external governmental agencies, CCCC has received two TRIO grants from the U.S. Department of Education that directly benefit students. A TRIO Student Support Services grant provides services to serve low-income and first-generation college students; the TRIO Science, Technology, Engineering, Mathematics (STEM) grant also provides services to

low-income and first generation students enrolled at the Center with an interest in the STEM disciplines. Both of these grants expand the current student support services now provided at the Center to include personal advising, career advising, transfer activities, financial literacy, and exposure to social and cultural events.

In terms of the Accrediting Commission, CCCC has maintained a positive relationship with ACCJC for many years, most recently through receiving approval for Candidacy status in March 2013 and permission to apply for initial accreditation in Spring 2015. [Evidence <http://www.willowinternationalcenter.com/Modules/ShowDocument.aspx?documentid=1263>, <http://www.willowinternationalcenter.com/Modules/ShowDocument.aspx?documentid=1269>]

Finally, the SCCC Board Policy 3200 specifically addresses the positive relationship with the Accrediting Commission by mandating that the Chancellor comply with the ACCJC's accreditation process and standards, keep the Board informed of accrediting organizations and status of accreditations, ensure involvement by the Board in which participation is required, and communicate with the Board relative to any accreditation report and actions taken in response to recommendations in an accreditation report. [Evidence # 124]

Self Evaluation

CCCC meets this standard. As outlined in its mission and vision, CCCC advocates honesty and integrity in relationships with external agencies. CCCC has maintained a positive relationship with ACCJC as evidenced through the approval to operate as a California community college and in the recent approval to begin the process of initial accreditation. [Evidence <http://www.willowinternationalcenter.com/Modules/ShowDocument.aspx?documentid=1263>, <http://www.willowinternationalcenter.com/Modules/ShowDocument.aspx?documentid=1269>]

Actionable Improvement Plans

None

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The district Board of Trustees began a process of revising its policies in Spring 2011 and has since continued to review and revise the Board Policies as per Board Policy 2410. In Spring 2011, the Chancellor's Cabinet and Communications Council reviewed BP/AR 2410 (933-934). They did not make changes to BP 2410. In Spring 2011, the district presented proposed revisions to AR 2410 to constituent groups for review and recommendation (933-934). Review of AR 2410 continued from Fall 2011 through Fall 2012 with final approval in October 2012 (935-939).

The Board reviewed additional board policies at the Board of Trustees retreat in April 2012. To ensure a regular cycle of evaluation, the Board has continued to review board policies at every annual Board retreat thereafter (932).

Administrative Regulations are also under continual assessment so that they accurately reflect statements to be used in the process of implementing Board Policy. The district posts copies of all Board Policies and Administrative Regulations on the district website, accessible to all interested persons. [Evidence # 124, 125, 715]

As the CCCC faculty, students, staff, and administration has grown, so has its ability to create a governance and decision-making structure that is continually evaluated to assure its integrity and effectiveness. The Center established the College Center Council as the Center governance committee for the campus in May 2008. The College Center Council serves as an “umbrella” organization to deal with college governance and decision-making issues. The following College Center Council purpose statement describes its major function:

The purpose of the Clovis Community College Center’s College Center Council (CCCC) is to assess and improve upon the existing process of evaluation, planning, and improvement for CCCC, with an emphasis on the Center’s 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.

As described in detail in the Standard I.B section “Improving Institutional Effectiveness,” CCCC has implemented a Continuous Improvement-Collaborative Decision Making Process. The College Center Council modified this participatory governance process in 2010, and the Faculty Handbook and College Center Council Handbook describe it. The Campus President also discussed the process at the Fall 2014 Duty Day in which all faculty and staff from Clovis participated. The College Center Council annually reviews the Continuous Improvement-Collaborative Decision Making Process along with the strategic planning process as to their effectiveness and makes adjustments as needed. Administration discuss any modifications of the decision-making or planning process with the faculty and staff as part of the agenda for the Duty Day activity held prior to the opening of fall semesters.

In addition to the dialogue conducted in the College Center Council and at Duty Day, communication of the results of evaluations relative to the decision-making, planning, and continuous improvement processes are channeled through the institution’s standing committees, Department Chairs, Campus President’s Cabinet, and Augmented Campus President’s Cabinet. The Campus President and CCCC Academic Senate President also meet twice a month to discuss issues that are pertinent to institutional improvement. [Evidence: need current College Center Council Handbook, current faculty handbook, 122, Academic Senate Constitution and Bylaws]

Self Evaluation

CCCC meets this standard. In terms of governance, the SCCC has subscribed to the Community College League of California (CCLC) Model Policy and Procedure Service, which regularly provides updates regarding changes in the law affecting Board Policies. Also, the district’s general counsel conducts a continual review of Board Policies, with changes made through a collaborative process involving all constituent groups. [Evidence# 748]

The Academic Senate evaluates its governance and decision-making processes and procedures in an effort to continually improve. As an example of this review process, in Spring 2014, the Academic Senate reopened their constitution and by-laws for modest revisions based on the experience of two years of operation. For example, the Academic Senate added the position of past president to ease the transition of one administration to another. The Academic Senate President serves as a member of the Clovis College Council as well as the District's Communication Council to ensure communication at both the campus and district level.

The College Center Council evaluates the Continuous Improvement-Collaborative Decision Making Process structure annually each spring to assure the integrity and effectiveness of the model. Faculty, staff, and administration then discuss any modifications to the participatory governance and decision-making structure and processes at the subsequent fall Duty Day activity in which all CCCC full-time faculty participate. CCCC communicates about the improved process through posting on the website and on Blackboard, and insertions into the updated Faculty Handbook and College Council Handbook. [Evidence Duty Day Agendas – will have to determine when we start, current faculty handbook, current college center handbook, screen print of Clovis Website]

In terms of the Strategic Plan, the College Center Council also reviews the results of the planning objectives each spring, resulting in the modification of objectives for the next annual plan. Faculty, staff, and administration also discuss the draft Strategic Plan objectives at the fall Duty Day activity. Each Center committee reviews the draft Strategic Plan at its first meeting of the year and indicates the activities it will initiate to help the Center reach established target goals. Committees submit these activities to the Vice President of Instruction and Student Services for inclusion in the final Strategic Plan for the year.

The Program Review/Student Learning Outcomes Committee evaluates program review processes, with modifications communicated to the next cycle of programs reviewed through the Program Review Handbook. [Evidence # 123, need program review handbook]

According to the Accreditation Survey Results conducted in Spring 2013, over 94 percent of the faculty and staff strongly agreed or agreed to the statement: "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, division meetings, etc." [Accreditation Survey q. 3]

Actionable Improvement Plans

None

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

- 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**
 - a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

The State Center Community College District (SCCCD) Board of Trustees is an independent policy-making body that has demonstrated its desire to serve the public interest since 1964 when the district formed. The Board of Trustees for the State Center Community College District consists of seven members who, until 2010, were elected on an at-large basis from six geographical areas. In 2010, to comply with the California Political Reform Act, the state and federal agencies granted approval to move to a geographical trustee area election for the November 2010 election, thus moving away from a process that provided at-large elections for trustees. The Board members serve staggered four-year terms of office to ensure stability, with elections held in November of an election year. Board Policy provides provisions for mid-term vacancies as well. Non-voting student trustees from Fresno City College and Reedley College serve on the Board. The Board meets the first Tuesday of each month with the meeting location rotated among the district office, colleges, and centers. To ensure opportunities for community input, each Board agenda provides for public presentation and staff reports as appropriate, along with reports by the two student trustees. The district posts meeting agendas, minutes, and reports on its website for easy access. [Evidence # 715]

Self Evaluation

CCCC meets this standard. Per the Board Policies and Administrative Regulations, the Board of Trustees functions as a whole to provide leadership to the district and Chancellor. According to Board Policy 2270, members of the governing board have authority only when acting as a Board of Trustees legally in session. The district will not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the governing board. The board makes decisions that follow established district policies and procedures that follow the mission, vision, and values of the district. The Board of Trustee meetings are public with agendas available on the district website and appropriately posted in accordance with the Brown Act. The meeting agenda includes time for reports and concerns from constituency groups as well as the public. Following each meeting the minutes are available on the district website and are distributed electronically. [Evidence # 124 bp. 2270]

Also, Board Policies describe how the Board advocates for the institution and protects it from undue influence or pressure including participation in local decision-making, conflicts of interest, political activity, and Board member authority. [Evidence # 124]

Board Policy 4020 addresses the effectiveness of student learning programs and services: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance.” In addition, the philosophy and criteria for Associate Degrees and general education is the focus of Board Policy 4025 and Administrative Regulation 4025 which states that the programs of the district shall be consistent with the institutional mission, purposes, demographics, and economics of its community. [Evidence # 124, 125]

The State Center Community College District Board of Trustees was, until recently, elected at-large. The district proposed five possible trustee plans and voted for plan five at the January 12th 2010 regular Board of Trustees meeting. Members of the Board of Trustees adopted Resolution 2009-20 requesting that the Fresno County Committee on School District Organization change the manner of election of the district’s trustees to a “by-trustee area” electoral system. This would ensure that “one or more members residing in each trustee area [is] elected by the registered voters of that particular trustee area.” [California Election Code §5030(b)] Add subject implemented the trustee plan for the November 2010 election. The district transitioned into trustee areas with no major issue in the continuity and commitment of the Board members. [Evidence # 328]

The Board demonstrated its resolve to follow policy during the selection of the Chancellor in July 2010. The Board conducted a nationwide search utilizing the services of the American Association of Community College Trustees. The Board selected three finalist after a committee, represented by all constituent groups including Board members, administration, faculty, staff, students, and public representatives, conducted interviews. The Board then made their selection after the Board interviewed the finalists and the finalists each held public forums. The Board will follow a similar process again in searching for a new Chancellor to replace Interim Chancellor, Dr. Bill Stewart. [Evidence # 124] [BP 2431, BP 2435, AR 7220] Need AR to go along with these BP’s – hiring of Chancellor and Evaluation of Chancellor

Actionable Improvement Plans

None

- b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

Descriptive Summary

The mission statement for the district:

“State Center Community College District is committed to student learning and 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 vision statement for the district:

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

The district has identified seven core values, and they are listed below:

Excellence: So that every student will have the opportunity to benefit from an educational experience of the highest quality, we are committed to excellent teaching, learning, quality instruction, support services, and co-curricular activities.

Diversity: We are committed to cultivating a welcoming environment for all and we will promote and celebrate diversity in our student body, faculty, staff and administration.

Integrity: We will be accountable, honest, transparent and adhere to the highest professional standards to ensure that every student has the opportunity to receive an excellent education. We are committed to removing barriers to student success.

Continual Improvement: We will continually evaluate our policies and practices to sustain and improve the quality of our programs and services. We will utilize effective planning procedures and commit to making decisions based upon the systematic use of relevant data.

Stewardship: We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

Community: We value the community we serve and strive to work as a good neighbor, and partner with the people, businesses and organizations of the San Joaquin Valley.

Communication: We are committed to open communication among all members of the District, and with the external community of which we are an integral part. We will ensure freedom of speech, collaboration and mutual respect.

As stated in Board Policy and the Strategic Plan, evidence of the district’s commitment to the support of student learning programs and services and the communities served by the colleges and centers includes its mission, vision, and core values statements. As a result of this mission, the vision of the district is to be “recognized as a regional leader in educational programs and services in response to an ever-changing world.” [Evidence # 124, add in new DO Strategic Plan at link: [file:///C:/Users/di001/Downloads/Strategic%20Plan%202012-2016%20\(1\).pdf](file:///C:/Users/di001/Downloads/Strategic%20Plan%202012-2016%20(1).pdf)]

Along with the mission, vision, and core values statements, the Board of Trustees has established policies that reflect the high level of expectations relative to the quality, integrity, and improvement of student learning programs and services. For example, Board Policies state:

- “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency...”
- “The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”
- “Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth.” “The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility....”
- “Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District.”
- “The Board is committed to assuring student equity in educational programs and college services....”

The district’s Board Policies and Administration Regulations contain additional provisions that ensure a commitment to student learning programs. The Board annually reviews and works through the Chancellor to improve the district’s persistence rate, percentage of first-time students seeking a degree or transfer who earn 30 units, student progress and attainment rate, basic skills progress rate and student success related to career technical education. [Evidence # 124, 125] Evidence: Board Guidelines for Scorecard and ppt George Railey presents to Feb. 4 Board Meeting on Scorecard :
file:///C:/Users/di001/Downloads/Approved%202014%20FEB%204%20Minutes.pdf

Self Evaluation

CCCC meets this standard. The district has a set of Board Policies and Administrative Regulations which reflect the mission, vision, and core values. These policies ensure that district and its colleges and centers are held to the highest standard for the programs and services they provide. CCCC has periodically revised the mission statement to reflect the current mission and vision and to maintain alignment with the mission and vision statements of the district. [Evidence Need New Mission and Vision Statement]

The Chancellor initiated the establishment of a District Budget and Resource Allocation Advisory Committee (DBRAAC). This district-wide committee developed the District Resource Allocation Model that identified the elements of a comprehensive resource allocation process for the district to include fiscal, human, physical and technology resources. The development of the model included an investigation of models in other multi-college districts, incorporated elements of the SB 361 funding model as applicable, and incorporated future plans for achieving initial accreditation for Clovis Community College Center. The Board of Trustees adopted the District

Resource Allocation Model on January 7, 2014 for implementation during the 2014-15 budget year. The Chancellor's Cabinet reviewed the model prior to implementation and proposed a revised model to DBRAAC, which accepted it. DBRAAC proposed this revised model to the Board of Trustees at the August 21, 2014 Special Board Meeting, and the Board adopted it at the September 2, 2014 Regular Board Meeting. The new model provides additional funding of \$884,000 allowing for the hire of five new faculty and additional classified staff. Each year thereafter, CCCC will gain approximately \$_____ added to its base allocation to ensure adequate funding once CCCC becomes a college. [Evidence # 747] Board Item: Jan 14, 2014, XII General A. 14-03 Approval of SCCCD Resource Allocation Model:

file:///C:/Users/di001/Downloads/Approved%202014%20JAN%2014%20Minutes.pdf.

file:///C:/Users/di001/Downloads/2014%20SEPTEMBER%20%20BOARD%20AGENDA%20(As%20Amended).pdf

file:///C:/Users/di001/Downloads/AUG21-

14%20SPECIAL%20MTG%20-%20BUDGET%20WORKSHOP%20(2).pdf

Actionable Improvement Plans

The District Budget Resource Allocation Advisory Committee in consultation with all its constituent groups, will annually review and revise, and make recommendations for change as appropriate, to the District Resource Allocation Model to ensure that the educational facilities throughout the district have the resources necessary to support their programs.

- c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

Descriptive Summary

The California Education Code has specified that the Board of Trustees has ultimate responsibility for legal matters and financial integrity. Examples include the liability for all debts and contracts in the name of the district, the management and control of properties within the district, and ultimately, for all matters pertaining to employment. [Evidence # 749, 124]

To exercise its responsibility for educational quality, legal matters, and financial integrity, the Board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter-approved bond measure project funding, and formal budget adoption. The Board will recommend suggestions for improvement to be carried out by the respective district or college administrator.

Regarding educational quality, the Vice Chancellor of Educational Services and Institutional Effectiveness chairs the district's Educational Coordinating and Planning Committee (ECPC). ECPC, consisting of faculty and administration, reviews all curricular and student services policy changes biannually and forwards recommendations to the Board of Trustees for their final approval. [Evidence #; NEED to update all evidence to current board minutes. 124; 125; Need all ECPC minutes since 2012] The Chancellor brings legal matters forth to the Board at open and closed sessions, with a full-time district general counselor present to advise the Board, when appropriate. The Board discusses specific statutory issues such as real estate transactions,

employee discipline, potential or actual litigation, and labor negotiations in closed session meetings, with the actions taken in closed session reported in open session.

In terms of financial integrity, Board Policy states that the Board of Trustees shall be responsible for fixing and approving the annual budget, and, through the adoption of the budget, for approving expenditures of funds. The Chancellor presents the annual budget to the Board in a schedule that complies with state law and provides adequate time for Board study. The Board is responsible for budget oversight and establishment of a reserve for contingencies. SCCCD's unrestricted general fund reserves for economic uncertainty shall be no less than 6 percent of the district's annual budget exclusive of funds designated by the Board for special activities. [Evidence # 124]BP 6200, AR 6200, AR 6250, AR 6300

The Board is responsible for oversight of fiscal management including adequate internal controls; assuring that it communicates fiscal objectives, procedures, and constraints; and approving adjustments to the budget in a timely manner. A certified public accountancy firm, which the Board approves, conducts an annual audit of SCCCD's fiscal recordkeeping, including funds, books, and accounts. The Board of Trustees reviews all contracts and agreements over \$15,000 for public works and \$84,100 for goods and services, and votes on them during scheduled public sessions. The Board has delegated to the Chancellor the authority to enter into contracts on behalf of the district within these amounts. The Board approves contracts over these amounts. [AR 6400]

Through a combination of statutory regulations, local Board Policies (BP), Administrative Regulations (AR), and best practices for fiscal planning, the State Center Community College District (SCCCD) Board of Trustees provides guidance and oversight of the development of the budget. The Board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. The district also provides updates as conditions develop and change at the state level that may have a fiscal impact on district operations. Table 1 represents the major milestones the Board completes to develop a budget. It demonstrates only the basic budget development process. [Evidence # 124]

The following timetable for development of SCCCD's budget demonstrates Board responsibility for fiscal integrity:

Month	Meeting Type	Oversight Activity
February	Regular Board Meeting	Budget Development Calendar Adopted
		Budget Development Criteria and assumptions reviewed
March	Regular Board Meeting	Preliminary budget development information reviewed including: <ul style="list-style-type: none"> • Revenue projections based upon anticipated State funded full-time equivalent students (FTES) • Allocation of resources • New staffing considerations
		Board Retreat
June	Regular Board meeting	Tentative Budget presented for review and adoption
September	Regular Board Meeting	Final Budget presented for review and adoption

[Evidence # 328, 673 Need to get all Bd Meeting Minutes and Bd Agendas] update

The Budget Transfer and Adjustment Report provides the board an opportunity to review, in summary, the changes in revenues and expenditures during the year for actions taken to accept various grants or special funding allocation received from local, state, or federal agencies. An example of these changes can be found in the Categorical Apportionment or Federal Revenues where grant funding is adjusted to correspond with new grants received from state or federal agencies or grant funding that might change during a budget. [Evidence replaced by this one]

In compliance with BP 6200, the district has maintained a reserve level for the past two years of greater than 13 percent when adjusted for special activities of the Board. An example of special activity is to reserve lottery revenue in the year received for expenditures in the following fiscal year. Colleges and centers within the district expend lottery funds on items that enhance learning opportunities for students and use additional lottery funds for equipment and minor facility improvements. [Evidence # 124, replace with BD ppt from Feb. 18 Budget Study Session]

The Board receives updates/trainings on fiscal matters at its annual workshop held in March. For example, the Vice Chancellor, Finance and Administration provides presentations on GASB - 43/45 (Other Post-Employment Benefits) to the Board and provides budget updates. [Evidence # 326] – Update with new Board Retreat minutes and training.

Current updates on the status of the state and SCCC budget have been, and continue to be, regularly provided to the Board. Updates include information from the State Chancellor's Office, Community College League of California, School Services of California, as well as analysis of information by SCCC staff and other sources. In 2011-2012, besides standard presentation updates given during regular and special board meetings, the Vice Chancellor, Finance and Administration held special Budget Study Sessions and Special Budget Workshop held on Feb. 11, 2011, Feb 21, 2012, March 28-29, 201, May 28, 2014, Aug. 21, 2014 pertaining to either the development or monitoring of the district budget. The presentations for fiscal years 2011-12, 2012-13, and 2013-14 discussed in this section can be found in Standard III.D. [Evidence # Bd minutes from all those listed above]

Self Evaluation

CCCC meets this standard. Programs and support services that the Board has funded exhibit educational quality. The Board receives concerns and comments from all constituent groups to ensure that the district adequately supports all programs and services.

The Board of Trustees is responsible for ensuring the financial stability and integrity of the district. The Board makes decisions that are fiscally conservative to ensure that the district is fiscally stable and healthy even during difficult economic times.

The planning process for the development and monitoring of the State Center Community College District fiscal resources has been extensive as evidenced by the number of Board meetings and workshops focusing on the 2013-14 budget. In addition to updates and discussion at regular monthly Board meetings, the Board held additional meetings in February and March of

2014 in response to the state's fiscal budgets. The Board discussed the budget scenarios facing the district at their annual retreat held on March 28-29, 2014. [add agenda from board retreat]

As described in Standard III.D, the district conducts an annual independent audit and has received unqualified audit opinions and no findings representing reportable conditions, material weaknesses, or instances of noncompliance related to Federal and State funding for the past three years. The external audit provides a means to monitor the legality, compliance, and appropriateness of financial activities. [Evidence: add in audits from STD III D update with current audit [BP 6400, AR 6400]

Actionable Improvement Plans

None

- d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Descriptive Summary

The SCCCD has published its policies, regulations, and procedures through the Board Policies (BP) document. The Board has updated Board Policies 1000-7000, which are available via the district website, with any interested person being able to make hard copies if warranted (e.g., managers, Academic Senate, bargaining unit representatives and the public). BP 2010 defines the Board's size, with the Board's role (powers, purposes, and duties) outlined in BP 2012. BP 2210, 2220, 2260, and 2270 respectively describe the structure of the Board, officers, committees of the Board, Board representatives, and Board member authority. Chapter two of the Board Policies Manual outline operating procedures. [Evidence # 124]

Self Evaluation

CCCC meets this standard. The Board of Trustees has published its policies through Board Policies and Administrative Regulations as this Standard requires. The Board of Trustees follows these policies and regulations as part of its duties and responsibilities as mentioned above. The Board regularly reviews and updates Board Policies and Administrative Regulations as needed in collaboration with the academic senates, classified senates, governance councils, and the Chancellor's Cabinet. The Board posts all Board Policies and Administrative Regulations on the district's website (www.scccd.edu) and hard copies are available in the college Presidents'/Campus President's and general counsel's offices.

Actionable Improvement Plans

None

- e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary

Evidence of the fact that the Board acts in a manner consistent with its policies includes minutes of the meetings, resolutions from Board meetings, and related materials that it posts online through the district's website. (www.scccd.edu).

Board Policy 2405 specifically states that the Board shall regularly review and evaluate its policies. Each individual trustee is responsible to read, understand, and follow all Board Policies. The Chancellor shall enact regulations and procedures to assist the Board in fulfilling this responsibility. Administrative Regulation 2405 states that the administration shall assist the Board in its responsibility to read and understand Board Policies by providing a comprehensive program for study and review. This review shall include a comprehensive review of all Board Policies for new trustees as part of their orientation process, a regular review of key Board Policies at the Board's annual retreat, and other training programs as necessary [evidence BP 2045 and AR 2405]

Self Evaluation

CCCC meets this standard. SCCCD's general counsel is undergoing a review of Board Policies and Administrative Regulations to ensure the board acts in a manner consistent with policies and bylaws. Where discrepancies are found, the Board will review and revise policies and/or practices.

The district subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service, a service provided by the League in conjunction with the law firm of Liebert, Cassidy, and Whitmore. The service provides templates for policies and procedures that are legally required or recommended and regular updates to keep policies current with the requirements of state and federal law. Board Policy and Administrative Regulation revision as recommended by the League and otherwise advised through consultation with the State Center Community College District Chancellor's Cabinet and representatives of the Classified Senates and Academic Senates is an ongoing process. In addition, BP 2405 states that a comprehensive review of all Board Policies for new trustees is a part of the orientation process and that a regular review of key Board Policies will happen annually at the Board's annual retreat.

Actionable Improvement Plans

None

- f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Descriptive Summary

Board Policy 2740 specifically addresses the issue of Board development and new member orientation: "The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in

study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.”

In regards to trustee orientation, the district held an orientation meeting prior to the November 2014 elections for the two candidates competing for trustee seats. The workshop included presentations by the Presidents and Campus President of each of the district’s colleges and centers as well as an overview of the primary district office functions.

Board development is also an ongoing priority for the trustees. Trustee D. Smith attended a CCLC workshop for trustee chairs with the Chancellor and her assistant. President Patterson and Trustees Payne and Barreras attended the CCLC meeting Nov. 20-22, 2014 in Rancho Mirage. The district provides copies of the CCLC Trustee Handbook to all Board members. The district also provides all trustees with the CCLC’s “Fiscal Responsibilities: A Resource for Governing Boards” for review and discussion. [Evidence # 328, 718, 719, 720, 721]

At the Board’s regular monthly meetings, faculty, staff, administration, and student leaders give presentations highlighting specific programs and services along with reports from the Academic and Classified Senates from both colleges in the district. Updates by the Chancellor, College Presidents, and CCCC Campus President are also part of the agenda for the monthly meetings. [Evidence # 124, All BT Meeting Minutes]

The Board also holds a retreat each year when they discuss specific issues and projects (e.g., annual goals, planning, budget, facilities, diversity, Accountability Report for Community Colleges (ARCC), Disaster Preparation Training, Participatory Governance Retreat in Spring 2013). [Evidence Board of Trustees Budget Retreat, August 21, 2014 [file:///C:/Users/di001/Downloads/AUG21-14%20SPECIAL%20MTG%20-%20BUDGET%20WORKSHOP%20\(1\).pdf](file:///C:/Users/di001/Downloads/AUG21-14%20SPECIAL%20MTG%20-%20BUDGET%20WORKSHOP%20(1).pdf), add agenda from Special Board Meeting]

Board Policy 2100 articulates policies related to election of terms of office and district representation and the policy provides for the staggered terms of office. Voters in their respective district areas elect Board members. [Evidence # 124]

Self Evaluation

CCCC meets this standard. The SCCCD Board has a comprehensive program of trustee orientation and Board development. Board Policy outlines the mechanism for providing continuity of Board membership and terms of office.

Actionable Improvement Plans

None

- g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

Descriptive Summary

As regulated in BP 2745, SCCCD’s Board of Trustees conducts an annual self-evaluation. The Board appoints a committee to select a Board evaluation instrument each year. All Board

members are to complete the evaluation instrument by July of each year. A summary of evaluations is to be discussed at a Board meeting scheduled for that purpose to identify accomplishments and set goals for the coming year. [Evidence # 124]

Self Evaluation

CCCC meets this standard. Annual Board of Trustees self-evaluations have been completed by July of each year from 2012 through 2014 using the same self-evaluation instrument. Summaries of the annual board self-evaluations are available upon request from the SCCCD Office of the Chancellor, but are not included in the evidence files due to their confidential nature. [Evidence # 326, 679]

The Board contracted with a consultant from Association of Community College Trustees to conduct a workshop on self-evaluation. On June 2, 2012, the Board held a special board session facilitated by a consultant from ACCT to review the self-evaluation worksheets and to set goals with the Chancellor for the coming year. On June 15, 2013 a Special Board Meeting for the Board Annual Self-Assessment was held. Due to the transition to an interim Chancellor, the board delayed its next formal self-evaluation until June 2015.

[Evidence # 328]

Actionable Improvement Plans

None

- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Descriptive Summary

Board Policy 2715, Code of Ethics/Standards of Practice, includes the code of ethics and defines the policy for dealing with behavior that violates its code. The opening paragraph of the policy articulates a “Board Ethics Statement”:

The Board maintains high standards of ethical conduct for its members. As members of the State Center Community College District Board of Trustees, working as a collective unit in conjunction with administration, staff, students, and the communities the Board serves, the Board will execute to the best of its abilities the duties and responsibilities vested in it by the California Education Code and entrusted to the Board by its constituency. [Evidence # 124]

In terms of specific actions that reflect the code of ethics for Board members, the Board Policy includes the following nine statements:

1. Board members will devote time, thought, and study to the duties and responsibilities of a community college trustee in order to be effective.
2. Board members recognize the fact that the strength and effectiveness of the board is as a total board, not as a collection of individuals.
3. Board members agree to work with fellow board members in a spirit of cooperation and compromise despite differences of opinion that may arise during debates on issues.

4. Board members agree to respect the office that we hold, remembering that as an individual, one has no legal authority outside the meetings of the State Center Community College District. Board members should never misuse the power inherent in their office. Board members will abide by state and federal anti-discrimination and harassment laws.
5. Board members pledge to avoid any situation that constitutes a conflict of interest. When a matter arises that could be a question of conflict of interest, Board members will notify the Chancellor and/or Board President before any official action is taken.
6. Board members will resist influencing votes or actions of other Board members or of any employee, through threat, promise of award, deception, exchange of vote, or by any other means than legitimate open discussion.
7. All official business by the board will be conducted in open public hearings except for those issues which are by law more appropriately dealt with in closed session.
8. Board members recognize that all discussion in closed session should not be released or discussed by individual board members outside the confines of the closed session. Any information disclosed from closed session will only be released with the approval of a Board majority vote.
9. The Board's function is to establish the policies of the district. The Board shall hold the Chancellor and his/her staff accountable for the administration of the educational program and the conduct of district business. Any complaints, criticisms, and comments received by individual board members regarding the district should be directed through appropriate channels as previously agreed upon by the Chancellor and Board.

Board Policy 2715 continues by describing a censure policy that the Board will initiate if a violation of the Code of Ethics/standards of practice occurs by a Board member. Recently the Board asked for an investigation of one of the trustees for possible misconduct. They followed the appropriate Board policy. At the time of this writing, the investigation is ongoing.

[Evidence # 128]

Self Evaluation

CCCC meets this standard. Board Policy 2715 contains explicit statements on ethics and a clear procedure regarding censure. The Board follows its statement of ethics and holds each of its members to this standard. [Evidence # 128]

Actionable Improvement Plans

None

- i. **The governing board is informed about and involved in the accreditation process.**

Descriptive Summary

Board Policy 3200 and Administrative Regulation 3200 specifically outline the district's process regarding the district complying with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC). Part of this Board Policy involves the Chancellor ensuring compliance with ACCJC standards and processes, keeping the Board informed of the status of accreditation, ensuring that the Board is involved in any accreditation process in which Board participation is required, and providing the Board with a summary of any

accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. [Evidence # 124, 125]

Administrative Regulation 3200 outlines the process the district uses in order to be in accordance with ACCJC standards involving the comprehensive self evaluation every six years and visitation by an accreditation team, mandatory interim reports, the process for producing the comprehensive self evaluation document, review and approval of the self evaluation by the Board of Trustees prior to submission to the ACCJC. [Evidence # 124, 125]

Through written and oral communication, the Campus President informs the governing board of the progress made by CCCC towards the goal of receiving initial accreditation status. The Campus President of Clovis presented to the Board of Trustees at their annual retreat on March, 28-29, 2014 an overview of the process which will take place in moving CCCC to full college status, including a tentative timeline. On May 1, 2012 the Board received a review of the accreditation report, recommendations, and an update on the Center and district progress. On September 9, 2012 the Board had a first reading of the accreditation follow-up report. Finally on October 2, 2012 the Board accepted and approved the second reading of the accreditation follow-up report submitted to ACCJC. On March 5, 2013 the Board received a report on ACCJC's recommendations regarding the follow-up reports that had been submitted in October 2012. On September 17, 2013 the Board reviewed the Accreditation Follow-up Reports from Reedley College and Fresno City College related to both college and district recommendations. The district recommendations applied to CCCC as well even though the Center did not have to submit a report. ACCJC indicated the district recommendation had been fully met in a letter to Reedley College on February 7, 2014. [Evidence Board Agendas and Minutes, file:///C:/Users/di001/Desktop/ACCJC%20Response%20to%20follow-up%20report%20-%2002-07-2014%20(4).pdf .

Self Evaluation

CCCC meets this standard.

Actionable Improvement Plans

None

- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

Descriptive Summary

Selection-Chancellor

The Board of Trustees is responsible for selecting and hiring a Chancellor, and Board Policy 2431 identifies a clearly defined process: "In the case of a Chancellor vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." Regarding the search process for the selection of a Chancellor, the Board of Trustees has utilized the services of Association of Community Colleges Trustees (ACCT) organization to provide search services in coordination with BP 2431, BP 3420, BP 7100 and AR 7220. ACCT's role was specifically to ensure the district's commitment to conducting an open and equitable search process that conforms to the district's policies and regulations as well as the legal requirements of the state.

The Board of Trustees is in the process of identifying a search process to replace the Interim Chancellor. These discussions are ongoing. [Evidence # 124, 125]

Evaluation-Chancellor

Board Policy 2435 outlines the process used in the evaluation of the Chancellor by stating: "The Board shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy." Furthermore, BP 2435 indicates that the evaluation process will be developed jointly per an agreement by the Board and Chancellor, with the criteria for evaluation based upon Board Policy, the Chancellor job description, and performance goals and objectives per Board Policy 2430." On June 2, 2012 and June 15, 2013 the Board held a special board sessions to set goals with the Chancellor for the coming year. [Evidence Board Agendas]

Campus President Selection

The organizational structure for CCCC includes a Campus President who is considered equal to the college presidents in terms of duties and responsibilities. Since these positions are considered equal, the process to fill the vacancies is the same. Board Policy 7250 defines the position of "Educational Administrators," with Administrative Regulation 7220 describing the recruitment and hiring procedures for district/college administrators. Key components outlined in the Administrative Regulation include training in Equal Employment Opportunity guidelines and procedures, search procedures, applicant screening, selection and interview process, and notification of candidates. [Evidence # 124, 125]

Once the Chancellor approves the request to fill the Campus President vacancy, the district's Equal Employment Opportunity Officer and the Chancellor develop and review a job description outlining the duties and responsibilities. The search procedures usually involve a 45-day public announcement period, with the district's Human Resources Office handling the distribution of the announcement. The Chancellor develops the process for selecting the screening committee and membership, with the selection of the chairperson, instructions, training, and responsibility for confidentiality described in detail in the Administrative Regulation. The Chancellor will pre-screen the applicant pool and narrow the field to 20 applications to be forwarded to the screening committee. Once the applicants are certified, the screening committee screens the pool down to at least the top five qualified applicants, with the Chancellor having the right to add additional names to be invited for interviews. After the candidates have been interviewed, committee

members will recommend three to five unranked candidates for the Chancellor to interview. The Chancellor forwards his or her recommendation to the Board of Trustees for consideration and approval. [Evidence # 723, 124, 125]

Campus President- Evaluation

Board Policy 7125 and Administrative Regulation 7125 govern the evaluation process for College Presidents and similar level administrators. The Chancellor evaluates members of the Chancellor's Cabinet based on an agreed upon schedule which is contained in the employment contract for those members of the Chancellor's Cabinet. The Chancellor shall evaluate and assess the employee's job performance at least once each year during the term of the employment agreement. Except as otherwise provided in the employment agreement, the evaluation shall be in accordance with district policy. The evaluation shall be in writing and be conducted and completed between January 1 and April 30 of each year. The Chancellor shall have the right to adjust the evaluation time period at his or her discretion. [Evidence # 124, 125]

Following the completion of each annual job performance evaluation and based thereon, the Chancellor shall recommend to the Board of Trustees whether to extend the term of the employment agreement for an additional one-year period or to decline extending the term one year.

Self Evaluation

CCCC meets this standard. Board Policy 2431 clearly defines the process in selecting the Chancellor in the case of a vacancy. Board Policy 2435 and 2430 respectively state how the Board will evaluate the Chancellor and how the Board and district delegate authority. [Evidence # 124]

As a multi-college district/system, SCCCD also has a clearly defined policy for selecting college presidents and a Campus President for CCCC. Board Policy and Administrative Regulations specify the evaluation processes for the position of Campus President, as well as all other academic and classified management positions. [Evidence # 124, 125]

Historically, the Board of Trustees has evaluated the Chancellor each June in a closed session meetings as part of Special Board Meetings. As mentioned above, the Board of Trustees performed an evaluation of the Chancellor's annual goals as well as their self-evaluation of annual goals on. In Fall 2013, the Chancellor's annual evaluation, which the Board held in closed sessions, resulted in a reassignment of the Chancellor to "emeritus" status pending her retirement. The BOT appointed an interim chancellor. [Evidence # 124, 328, 729]

Board Policy 7125 and Administrative Regulation 7125 govern the evaluation process for a College President and similar level administrators. The Chancellor evaluates members of the Chancellor's Cabinet annually involving the Chancellor using an evaluative procedure that focuses on the attainment of the annual goals that the Campus President developed along with general characteristics. [Evidence # 124, 125, 133, 730]

Actionable Improvement Plans

None

2. **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**
 - a. **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Descriptive Summary

The office of the Campus President at CCCC is directly involved and responsible for the quality of the institution including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Campus President serves on the following Center governance committees:

- Campus President’s Cabinet (Chair), which addresses all matters dealing with the college center operations
- Program Review and Student Learning Outcomes, which validates each program’s final written review and recommendations
- Facilities and Safety Committee, which recommends, monitors, oversees, and implements the facilities plan and reviews safety issues.
- College Center Council (Co-Chair), which is the overall “umbrella” organization charged to oversee and implement the “Continuous Improvement Collaborative Decision-Making Process” for the Center through evaluation, integrated planning, resource allocation, implementation, and re-evaluation.
- Technology Committee, which reviews and updates the Technology Plan and identifies technology needs for the campus

The Campus President oversees all institutional services for Clovis including instructional areas, student services, and building/facilities. The Campus President works collaboratively with all constituency groups on the campus, with regular meetings scheduled with the Academic Senate President, who then relates pertinent information to the faculty at the Academic Senate meetings. In regards to communication, the Campus President publishes an electronic newsletter each month during the academic year that provides the readers with updates relative to current projects, events, facilities, goals, and other related items of interest. At the Duty Day events held at the beginning of each semester, the Campus President addresses all full-time faculty and classified staff with her “State-of-the-College” report providing updates and future planning issues relative to the continuous improvement process for the Center. Her address is also captured and placed on the Center’s website for the purpose of allowing classified staff and other interested persons who could not attend the meeting the opportunity to see and hear her report. [Evidence #Duty Day Agendas, Duty Day PPT’s]

Though the Campus President is ultimately responsible for all operations and decisions for Clovis, the office delegates most of the day-to-day operational decision making to the administrator in charge of the areas of operation. The senior level administrative structure for the

Center includes the Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Instruction, and Dean of Student Services.

The Vice President of Instruction and Student Services, on behalf of the administration, chairs the Department Chairs meetings, Enrollment Management Committee, Staff Development Committee, and Student Success Committee. She also sits as a standing member of the following committees: College Center Council, Environmental Health and Safety, Facilities, Technology, Program Review/Student Learning Outcomes, Campus President's Cabinet, District Vice President's Advisory Committee, District Information Systems Committee, District Facilities Committee, District Educational Program and Planning Committee, District Enrollment Management Committee, and various district ad hoc committees as necessary.

The Vice President of Administrative Services represents the administration by chairing the Environmental Health and Safety Committee and co-chairing with the Campus President the College Center Council. She also sits on the following committees: Commencement, Enrollment Management, Facilities, Campus President's Cabinet, and Augmented Campus President's Cabinet. She serves on the District Budget Resource Allocation Advisory Committee and the District Vice Chancellor's Finance and Administration Committee. [Evidence # 681]

The Dean of Instruction is a standing member on the following committees: College Center Council, Department Chairs meetings, Enrollment Management, Environmental Health and Safety, Honors Program, Staff Development, Student Success, Technology, Distance Education (Reedley College), Campus President's Cabinet, and Augmented Campus President's Cabinet. [Evidence # 681]

The Dean of Students chairs the Commencement Committee and Scholarship Committees and sits on the following committees: College Council, Department Chairs, Enrollment Management, Honors program, Spring Speakers Series, Student Success, Campus President's Cabinet, and Augmented Campus President's Cabinet. [Evidence # 681]

In addition to the administration above, the Campus President works closely with the Director of Disabled Student Programs and Services, Financial Aid Manager, Director of Technology, and Institutional Researcher relative to the oversight of the campus operations through the Campus President's Cabinet as well as informally through meetings and electronic and hard copy communications. [Evidence # 732]

Self Evaluation

CCCC meets this standard. The organizational structure of the campus has been effective in moving CCCC towards full college status. The Campus President has provided the necessary leadership in working with a variety of constituent groups (e.g., Campus President's Cabinet, College Center Council,), along with the Institutional Researcher in the establishment of annual goals, annual Strategic Plan and related functional plans, and incorporating the participatory governance process into the culture of the institution through the steps of evaluation, integrative planning, resource allocation, implementation, re-evaluation, and improvement. Additional information regarding this process is included in Standard I.B.3. [Evidence # 681]

The Campus President delegates authority to the responsible administrators per their duties and responsibilities, and monitors their ability to perform their duties through a formal evaluation process. The Chancellor evaluates the Campus President annually using the progress made towards meeting the Campus President's goals as the fundamental criteria for the evaluation, along with general leadership characteristics. [Evidence # 235]

The Student Learning Outcomes Coordinator provides support for all collection and organization of student learning outcomes assessment of student learning in academic and student services programs. The coordinator supports efforts to implement student learning outcomes with faculty-based and student-based activities as well as collects and disseminates assessment data. This position chairs the student learning outcomes process and reports to the Vice President of Instruction and Student Services. [Evidence # 303]

The Vice President of Instruction and Student Services appointed a Program Review Coordinator in Fall 2013 to provide support to all programs completing a Program Review Evaluation Report. This position chairs the program review process and reports to the Vice President of Instruction and Student Services. [Evidence job duties of PR Coord]

Actionable Improvement Plans

None

b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary:

As mentioned earlier, the Campus President, as the institutional leader, has worked very closely with the College Center Council in the development and implementation of the "Continuous Improvement Collaborative Decision-Making Process," based upon the mission, and vision of the organization, which includes continuous dialogue and communication, and a five-step process to establish goals and priorities including 1) Evaluation, 2) Integrated Planning, 3) Resource Allocation, 4) Implementation, and 5) Reevaluation and Improvement. This process is described in detail in Standard I.B.2. As the Co-Chair of the College Center Council, along with the Vice President of Administrative Services, the Campus President is responsible for carrying out the action items addressed by the College Center Council, which include planning oversight (e.g., Strategic Plan, functional plans), Program Review, budget and resource allocation, establishment of annual goals, and assessment and evaluation of overall institutional planning and implementation efforts described above. [Evidence # 85]

To ensure that decisions are made as a result of qualitative and quantitative data (step one above), CCCC shares an Institutional Researcher with Reedley College (50 percent) and CCCC (50 percent). CCCC is in the process of hiring a full-time Institutional Researcher. The Institutional Researcher spends two days per week at Clovis and will continue to be shared until the Center hires a full-time Institutional Researcher. All decisions are made as a result of qualitative and quantitative data, so there is a concerted effort to make data widely available through the Institutional Research website and through the frequent distribution of demographic and survey data. The Institutional Researcher supports all faculty and staff in terms of data collection and analysis. The Institutional Researcher sits on the College Center Council as well as the Program Review/Student Learning Outcomes Committee, which is responsible for validating the Program Reviews' recommendations and forwarding them to the College Center Council. The Institutional Researcher reports to the Vice President of Instruction and Student Services. The Center has developed a process that allows faculty and staff to make special requests for data collection and analysis. [Evidence #Program Review Handbook]

In terms of communication of the values, goals, and priorities for the college, the Campus President participates in district level committees on which she represents CCCC (e.g., Chancellor's Cabinet, educational planning and coordinating, strategic planning) along with speaking at the Board of Trustees meetings to keep the Board members up-to-date on campus issues. Each August, CCCC holds the Board of Trustees meeting, which gives the Board and community members the opportunity to see new programs and facility developments. At the site level, as mentioned earlier, the Campus President chairs the Campus President's Cabinet meetings, and co-chairs the College Council along with sitting on additional campus committees. She also presents a "State of the Centers" report at the Duty Day events held each semester, holds regular meetings with the President of the Faculty Senate, and publishes a monthly newsletter that describes present and future projects and planning efforts. [Evidence # Duty Day Agendas and Monthly Newsletters]

Self Evaluation

CCCC meets this standard. As described above and in Standard I, CCCC has implemented the integrated planning model based upon the "Continuous Improvement Collaborative Decision-Making Process" in the establishment of the Educational Master Plan, annual goals, Strategic Plan and functional plans (e.g., Technology Plan, Enrollment Management Plan, Student Success/Basic Skills Plan and Student Equity Plan), allocation of resources, and strategies for improvement. As the Co-Chair of the College Center Council, the Campus President provides the leadership in guiding continuous institutional improvement of the teaching and learning environment and establishing a culture of improvement. The Campus President is also in charge of facilitating the annual mission statement review by the College Center Council.

Specific to ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes, the Campus President and Vice President of Administrative Services (co-chairs of the College Center Council) coordinate the process by which the College Center Council considers action plan funding requests when prioritizing resources generated from lottery funds each year. [Evidence # 85, 123]

In terms of program review, the Campus President sits on the Program Review/Student Learning Outcomes Committee that assists programs in the completion of their program reports, determines the degree of substantiation of goals, coordinates the Program Review recommendations with the College Council, and reviews and makes recommendations relative to the program review process and handbook. [Evidence # 116]

The Campus President is also involved in providing leadership to the deans and Vice President of Instruction and Student Services, along with the Program Review Coordinator, Student Learning Outcomes Coordinator, and Academic and Classified Senate Presidents in the development of student, program, and general education learning outcomes as described in Standard II.A.

As described in the “Continuous Improvement Collaborative Decision-Making Process,” the first step of the process is evaluation, grounded in the research and analysis of data reflecting both internal and external conditions. The Institutional Researcher has access to the Campus President when working with the administration, faculty, and staff relative to the generation and analysis of data needed for Program Review reports, plans, and reporting requirements per state and federal requirements. [Evidence Completed Program Reviews]

The Vice President of Instruction and Student Services chairs Department Chair meetings, with the Campus President attending the bi-monthly meetings whenever possible. The group serves as the link between the administration and faculty in regards to providing support, managing campus issues, scheduling, faculty hiring priorities, and student learning outcomes and program review support. [Evidence # 270]

The Campus President, Vice President of Instruction and Student Services, Dean of Instruction, Dean of Students, Director of Technology, Secretary to the President, Vice President of Administrative Services, Herndon Campus Director, and Director of Student Success, Equity and Outreach comprise the Campus President’s Cabinet, which meets weekly under the direction of the Campus President. [Evidence # 731, 732]

The Campus President also sits on the Technology Advisory Committee, which most recently revised the Technology Plan to be in a stronger alignment with the Strategic Plan, along with a total cost of ownership study relative to replacing the new technology purchased when the first and second phases of CCCC were built in 2007 and 2010 respectively.

The Campus President also serves on the Facility and Safety Committee, charged with oversight of the Facilities Master Plan and strategic planning goals relating to facilities as well as providing recommendations to the College Council. [Evidence # 681]

Actionable Improvement Plans

None

- c. **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary

The Campus President is responsible for overseeing the implementation of statutes, regulations, and governing board policies to ensure that practices of Clovis Community College Center are consistent with its mission and policies. As stated in Board Policy, “Educational administrators are those who exercise direct responsibility for supervising the operation of, or formulating policy regarding the instructional or student services programs of the District.” [Evidence # 124]

In order to provide direction consistent with the Board Policy and the mission of the Center, the Campus President relies upon the Strategic Plan, which is an outgrowth of evaluation and is used for planning, decision-making, and resource allocation. CCCC’s Strategic Plan goals are congruent with those of the district’s Strategic Plan, with the objectives and activities specific to the campus goals. [Evidence District Strategic Plan file:///C:/Users/di001/Downloads/Strategic%20Plan%202012-2016%20(2).pdf, CCC Strategic Plan file:///C:/Users/di001/Downloads/2013-2017%20CCCC%20Strategic%20Plan%20Priorities%20year%2014-15.pdf ,]

The monitoring of the progress made towards the institutional goals is conducted through the Center governance process including committees responsible for implementing the goals, staff meetings, newsletter reports, open forums, Duty Day updates, etc. The College Center Council is charged with the overall assessment of the goals based upon the previous baseline data, along with the identification of future goals and activities leading to institutional improvement. The Center posts the completed Strategic Plan outlining the accomplishments made on the goals to the Center’s website for review by all constituents.

Self Evaluation

CCCC meets this standard. The Campus President assures that the college adheres to the statutes, regulations, and governing Board Policies through constant communication with Center faculty, staff, students, and administration. When changes to Board Policies or Administrative Regulations occur, the Campus President disseminates this information to all appropriate staff. Examples of communication strategies implemented by the Campus President include regular meetings with administrators, faculty department chairs, Academic and Classified Senate Presidents, College Council members, student government leaders, open forums, and weekly Chancellor’s Cabinet meetings.

The district has acquired the services of the Community College League of California Policy and Planning Service to assist in the alignment of the current Board Policies and Administrative Regulations with legal standards. When Board Policies need revision, the Chancellor works with the appropriate staff (e.g., Academic Senate, legal counsel, Human Resources, college and district administration) in the development of a new policy for review and acceptance by the Board of Trustees. In the case of Administrative Regulations, the district administration works with the appropriate constituent groups in the development of proposed modifications which the Chancellor’s Cabinet approves. For example, AR 7120, “Procedures for Recruitment and Employment of College Faculty” states that a joint committee of the administration and Academic Senate review the procedures every five years. As a result, the Administrative

Regulation is currently under review utilizing a committee consisting of the Associate Campus President of Human Resources, legal counsel, Academic Senate Presidents from the colleges, Academic Senate President of CCCC, and Vice Presidents of Instruction from the colleges and centers. [Evidence # 125]

As described in Standard III.A., the Campus President works with the Office of Human Resources and other departments to offer training programs to ensure that the Center staff are up-to-date on new policy developments such as Sexual Harassment Training, performance reviews, and employee evaluations and discipline management.

Actionable Improvement Plans

None

d. The president effectively controls budget and expenditures.

Descriptive Summary

The Campus President of the CCCC is responsible for the control of the budget and is accountable for the allocation of the fiscal resources that best reflect the mission and goals of the institution. The Campus President has delegated authority to the Vice President of Administrative Services, Vice President of Instruction and Student Services, and deans in terms of monitoring the operational and categorical budgets; she meets with them regularly to ensure that the funds are being spent in a timely and appropriate manner. In terms of being accountable for the budget, the 2014-15 Strategic Plan includes a Fiscal Oversight Goal 7 which indicates that CCCC is committed to optimizing its resources while maintaining its fiscal integrity. The budget allocation process for the campus also incorporates resource allocation into the assessment and planning process and manages the CCCC budget in a responsible and timely manner. [Evidence # CCC Strategic Plan file:///C:/Users/di001/Downloads/2013-2017%20CCCC%20Strategic%20Plan%20Priorities%20year%2014-15.pdf]

As mentioned earlier, the oversight committee for the development of the discretionary budget is the College Center Council. As the Co-Chairs of the College Center Council, the Campus President and Vice President of Administrative Services annually review with the council the budget development calendar, district budget assumptions, and major categorical and non-categorical budget areas. In terms of discretionary operational expenditures, the College Center Council, through the use of Action Plan Funding Requests, allocates funds each year based upon planning goals and objectives and Program Review recommendations. [Evidence # 681 and Action Plan Funding Request Forms]

Self Evaluation

CCCC meets this standard. The Center has maintained fiscal stability through the state budget crisis and is now experiencing unprecedented growth in student enrollment. This planned growth meets the growing needs of the community served by the Clovis Community College Center campus. CCCC experienced 12.2 percent growth in FTEs for the Fall 2014 semester. This increased student enrollment brings new resources to the campus to fund additional classes and positions.

The Campus President effectively managed the budget reduction in the 2010-2011, 2011-12 and 2012-2013 fiscal years through communication with the department chairs and administration, along with campus-wide forums at the annual Duty Day events. The district allowed the campus to grow in 2013-14 and 2014-15. [Evidence # 123, 733, 752]

As discussed in Standard III.D., the district contracts an independent audit firm to annually perform an audit of the colleges, centers, and district finances. Their reports routinely find few or no audit exceptions to the accepted standards of sound fiscal management. The auditor reviews the findings with the Board of Trustees annually. [Evidence # 265, 328]

In terms of validation of the Campus President's ability to manage the budget, 96.6 percent of the respondents strongly agreed or agreed to the statement in the accreditation survey conducted in 2013 that "The College Center Campus President provides effective leadership in fiscal planning and budget development." [Evidence Survey q. 70]

Actionable Improvement Plans

None

- e. The president works and communicates effectively with the communities served by the institution.**

Descriptive Summary

One of the major responsibilities of the CCCC Campus President is the outreach and community involvement in the communities served by CCCC, primarily Fresno county. Groups and individuals served within these communities include private and public colleges, community-based organizations, service clubs, K-12 districts and schools, employers, and voters. With the opening of the Academic Center Two facility in Fall 2010, the additional space has allowed for an increased effort in bringing more community-based organizations and local school district personnel onto the campus. An example of this includes hosting the Chamber of Commerce Youth in Entrepreneurship Program as well which meets on campus each month from November through May.

The Campus President also connects with the communities served by the Center through the Public Information Office. Fresno City College's Public Information Officer is assigned 20 percent to CCCC and reports directly to the Campus President. Duties performed by the PIO include media releases, writing of newspaper articles, development of internal and external marketing materials, event planning, and distribution of applicable public information materials. [Evidence Press Releases]

http://www.clovischamber.com/programs/young_entrepreneurs_academy

Self Evaluation

CCCC meets this standard. The Campus President has been actively involved in the community through ties to the local high schools, serving on the advisory committee for Career Technical Program development and articulation with Clovis Unified School District. She also served on the City of Clovis Economic Development Strategic Planning Committee, Clovis Chamber of Commerce Board of Directors, St. Agnes Medical Center Board, California Health Science

University Board, and California State University EAP Advisory Committee. She also attends local community events, regional program advisory committee meetings, and Clovis North High School/Clovis Community College consultation committee meetings. She also attends planning meetings and events relative to future economic development efforts through the Regional Jobs Initiative, Economic Development Corporation, City of Clovis, City of Fresno, and County of Fresno. [Evidence # <http://chsu.org/aboutus/board-of-trustees/>]

Actionable Improvement Plans

None

- 3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.⁶**
 - a. The district/system clearly delineates and communicates the- operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

Descriptive Summary

SCCCD Board Policy outlines the various lines of responsibility between the district and its colleges and centers. In particular, Human Resources Board Policies 7210-7260 define the roles of the academic employees, classified employees, confidential employees, educational administrators, and classified administrators, supervisors, and managers. The Chancellor's authority and role in administering the district is described in Board Policy 2430 and 6100: "The board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." [Evidence # 124]

In terms of clearly delineating and communicating the operational responsibilities and functions of the district from those of the colleges and centers, the district has created a map defining the roles of authority and responsibilities of the district, its colleges and centers, and governing board within the SCCC system (see introduction). [Evidence # 738]

Self Evaluation

CCCC meets this standard. Board Policies clearly delineate operational and functional responsibilities; BP 2430 Delegation of Authority to the Chancellor, BP 6100 Delegation of Authority (Business Affairs and Accounting), and through a series of Human Resource BPs (7120-7160) which specify the responsibilities of classified, confidential, and educational employees, administrators, supervisors, and managers. The district has mapped the lines of responsibility and worked with the colleges' and centers' leaders to review and revise the mapping document. [Evidence # 124]

In addressing the need for additional communication in terms of the district office's functions, the district has developed and implemented a new one-day new employee orientation workshop in September, 2011. Examples of major components covered in these orientation sessions include SCCCD overview, district and campus organizational charts, human resources, personnel commission, collective bargaining agreements, information technology, accounting, payroll, purchasing, environmental health and safety, emergency preparedness, benefits, worker's compensation, and professional development.

Additionally, the District contracted for the services of the College Brain Trust consulting firm to perform an evaluation of the district organizational structure and effectiveness of various operational responsibilities as they are currently executed. The Board of Trustees received the report and recommendations of this group at their March 2011 meeting. As a result of the recommendations of the Chancellor, emergency call stations were installed in parking lots and buildings, the Associate Vice Chancellor of Human Resources was upgraded to a Vice Chancellor of Human Resources, Dean of Admission and Records job was revised to Assistant to the Chancellor and the position is now responsible for coordinating District Information Technology. [Evidence #739, Agendas for New Employee Orientation –attached]

Actionable Improvement Plans

None

- b. The district/system provides effective services that support the colleges in their missions and functions.**

Descriptive Summary

As shown in the functional map, SCCCD provides services that effectively support the operations of its colleges and centers relative to their mission and functions. Furthermore, the district's Strategic Plan themes and goals are congruent with those of the colleges and centers, validating the supporting role that the district plays relative to the college and center goals. [Evidence #, SCCCD Strategic Plan, 738, 683 updated, 258]

There is a centralization of some services with the district in order to increase the effectiveness of the services to the colleges and centers, including the following: payroll, human resources, facility maintenance, grounds, purchasing, admission and records (also departments at the colleges), information systems (Directors of Technology at the college and centers), bookstore services, business services (shared between colleges and district), police, and transportation. There is also a district Grants Director who works with the colleges and centers in grant development, as well an Office of Institutional Research that works with the campus Institutional Researcher to provide some district data and to help analyze the data used for institutional improvement. The district Office Educational Services and Institutional Effectiveness provides guidance and leadership to the colleges and centers relative to planning, career technical partnerships, technology, technology preparation, and study abroad opportunities.

In terms of dialogue, communications, and oversight of the district support services, the Chancellor's Cabinet meets weekly to discuss items of interest, challenges, and opportunities for

the district to support its colleges and centers. The district solicits agenda items from the campus and district senior level leaders, along with items for discussion with the Board of Trustees at their monthly meetings. Other district level committees that function as an oversight and assessment group include the Chancellor's Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Technology Coordinating Council, Information Systems Priority Committee, and Vice President's Council, to name a few.

The groups above communicate information from their work through a variety of reports at the monthly Board of Trustees meetings from the Presidents/Campus President, Academic Senate, and Classified Senate. In conclusion, the district level support for the colleges and centers is very effective with the goal of continuously improving the services to the colleges and centers. [Evidence # 739, District Strategic Plan]

Self Evaluation

CCCC meets this standard. Centralized support services for such areas as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records with a common database (Datatel) increases operational efficiency by allowing each college and center to work on its daily operations. The district office provided a process to develop and update a District Strategic Plan in concert with the effort of each college and center to develop Strategic Plans in alignment. [Evidence # 706]

Actionable Improvement Plans

None

- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

Descriptive Summary

The district has provided budgetary support for the Center which supports its mission and operations through district general funds (categorical and non-categorical), annual statewide lottery allocations, grants, and SCCCD Foundation mini-grants. In spite of the current recession and limited budget, the district has committed to maintaining the highest level of support for CCCC's instructional and student support services. Personnel support from the district to the center is also evident through payroll, grants oversight, purchasing, insurance, etc. As mentioned in Standard III.D, the district currently has an adequate reserve (in excess of the five percent required of California community college districts) to maintain a high level of support for CCCC in spite of limited increases in funding from the state in the past few years. Due to this reserve, the district has been able to keep as a top priority 100 percent employment of all employees funded through non-categorical funds, along with funding contractual step and column salary increases, longevity, and advancement. The 2014-15 budget provided for a 2.75 percent increase with an additional allocation of approximately \$800,000 to CCCC to support the unprecedented growth it is experiencing. This includes a 12 percent growth for the Fall 2014 semester and a projected 20 percent growth for the Spring 2015 semester. [Evidence # 733]

In terms of the distribution of resources, the present allocation of resources from the district is sufficient to support the current level of financial commitments at CCCC. However, CCCC needs additional funding to support human resources, instructional support, and student support with the Center moving to full college status. The district-supported Staffing Plan (see Standard III.A) identifies the required positions and financial commitment needed to support CCCC when ACCJC grants initial accreditation status. The district has provided \$1.3 million from the reserve to hire five new faculty positions and five classified positions. The district will continue this funding in 2015-16 as CCCC will not receive additional college funding from the California Community Chancellor's Office until 2016-17. At that time, CCCC will receive approximately \$2.3 million of which \$1 million will then be considered additional funding to add more faculty and staff. [Evidence # 335]

As mentioned earlier in section B.1.b, the Chancellor has initiated the establishment of a District Resource Allocation Model (DRAM) Taskforce with the goal of developing and recommending the elements of a comprehensive resource allocation model for the district to include fiscal, human, physical, and technology resources. The Chancellor's Memo to the DRAM Taskforce specifically addresses the funding allocation for the Clovis Community College Center by stating: "The work should include an investigation of models in other multi-college districts, incorporate elements of the SB 361 funding model as applicable, and incorporate our future plans for achieving candidacy and initial accreditation for CCCC. CCCC must be addressed in its current status, as well as, how the model will address resource allocations when CCCC becomes a college. It will be important as the work plan is developed that there are both short-term and long-term objectives to be achieved with established timelines by which they will be completed." The Chancellor modified the initial DRAM to allocate the same base funding to each campus but to allocate all additional funds based on growth. These additional growth funds will then become part of the base for the college or center in the next fiscal year. [Evidence # 747]

Self Evaluation

CCCC meets this standard. As CCCC continues to grow and receives initial accreditation status as Clovis Community College, the district will continue to address fair and equitable distribution and allocation of resources as the District Resource Allocation Model is reviewed annually and adjusted accordingly. The district will use CCCC's Educational Master Plan, Strategic Plan, Staffing Plan, and Program Reviews to validate and justify future allocation of funding from the district to the college or center.

In May 2011, the District Office formed a taskforce to address the allocation of resources relative to the budget development for the district, colleges, and centers. The immediate goal of the taskforce was to establish the operational procedures, guidelines, and future meeting schedule. The taskforce presented a resource allocation model that the district constituency groups, the Chancellor, and the Board of Trustees approved for implementation. Since the initial approval, the Chancellor has adjusted the District Resource Allocation model (DRAM). The DRAM will become the basis for resource allocation, and the district will use it for the support of the new Clovis Community College operations as cited in Standard III.A.6. [Evidence:]

Actionable Improvement Plans

The district will continue to assess and revise its current resource allocation practices to ensure that it adequately distributes resources to support the effective operations of the colleges and centers.

d. The district/system effectively controls its expenditures.

Descriptive Summary

As described in detail in section Standard III.D, the financial management of the district has appropriate control mechanisms that effectively control its expenditures. Examples of control mechanisms in place include a financial accounting system that provides budgetary control and accountability, accounting department that ensures appropriate accounting treatment of all transactions before it disburses funds, a position control system, a procedure for authorizing purchases and expenditures, a purchasing department, and Board of Trustees' oversight.

Also, the Fresno County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. The district uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures. The Vice Chancellor of Finance and Administration and the Board of Trustees must approve major contracts between the district and proposed vendors. Finally, an independent auditor audits the district's financial statements each year in accordance with U.S. Generally Accepted Auditing Standards and OMB Circular A-133. The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session.

Self Evaluation

CCCC meets this standard. The district's reserve of the general fund budget at 26.3 percent for the 2009-2010 year validates that the district maintains fiscal prudence. The ending balance for CCCC unrestricted allocation for the past three years (2007-2010) has averaged 2.76 percent.

The financial management system (Ellucian), utilized by the district since 1998, and recently updated to a SQL database format, allows for real time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration with the district finance department for accounting, human resource position control, purchasing and expenditures, contract, and grant oversight ensures adherence to district policies, procedures and the financial integrity of the institution.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, assistants, deans, vice presidents, Campus President, and office staff have real time online access to college budgets and year-to-date account balances, etc.
- The Vice President of Instruction and Student Services and deans meet monthly with the Vice President of Administrative Services and Business Services Account Technician II to review budget account balances and discuss budget concerns or issues.

- Financial status and budget update dialogue and information is provided at the bi-monthly College Center Council meeting and weekly at the Campus President’s Cabinet meeting.
- The Vice President of Administrative Services and Campus President, via e-mail, regularly update College Center Council members, administrators, and managers on Center as well as state budget and financial issues as they unfold and information becomes available.
- The Vice President of Administrative Services and Accounting Technician II maintain open access practices and are readily available via e-mail, telephone, or in person to provide information, answer questions, or provide assistance or clarification of budget related issues.

[Evidence # 123, CCFS-311Q Report for Fiscal Year 2014-15, Sep 30, 2014]

Actionable Improvement Plans

None

- e. **The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

Descriptive Summary

The district hires the Campus President, and through Board Policy 2430, allows the Chancellor to delegate powers and duties associated with the administration of colleges and centers to the Campus President. Per Board Policy 7250, the Campus President is the senior level educational administrator who exercises direct responsibility for supervising the operation of, or formulating policy regarding the instructional or student services programs of the district. [Evidence # 124]

The Campus President of CCCC is responsible for the development and evaluation of CCCC's goals and objectives:

1. Develops and utilizes a process by which the resources of the CCC are allocated to optimize the achievement of the CCC’s goals and objectives.
2. Schedules and conducts meetings of the CCC staff as needed to promote achievement of the CCC’s goals and objectives.
3. Leads institutional planning efforts utilizing the “Continuous Improvement-Collaborative Decision-Making Process”.
4. Recommends, with the assistance of the CCC’s staff, improvements in the CCC’s programs and services.
5. Recommends an annual CCC budget and supervises administration of the CCC financial affairs.
6. Keeps the Chancellor informed of the CCC’s programs and services as well as the needs and accomplishments of the CCC.
7. Provides for the development of the CCC’s public relations, community services, and student recruitment programs.
8. Promotes articulation between the CCC and other schools and colleges in the area.

9. Works cooperatively with Reedley College in the areas of accreditation, program review, curriculum, student services, Academic and Classified Senates.
10. Approves and recommends to the Chancellor all employment position requests.
11. Approves all job assignments, duties, and responsibilities of academic and classified personnel.

[Evidence # 723]

Self Evaluation

CCCC meets this standard. The Board Policies (BP 2430 and BP 7250) specify the delegated responsibilities of the Center's Campus President. Nearly 94 percent of the respondents on the accreditation survey indicated they strongly agree or agree that "The College Center Campus President provides effective leadership in selecting and developing personnel." Over 96 percent of the respondents strongly agreed or agreed with the statement "The College Center Campus President provides effective leadership in fiscal planning and budget development." [Evidence # 124; 127 q. 69 &70]

Actionable Improvement Plans

None

- f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

Descriptive Summary

As described in the mapping of district and college and center functions, the district plays a major role in acting as the liaison between the Center and the Board of Trustees. Planning, development, and implementation of policies; allocation of resources; and management of the district, college, and center operations occurs through constant communication and dialogue utilizing district level committees. The Chancellor's Cabinet meets weekly and includes all senior level administration; Chancellor's Communication Council meets monthly and includes the Chancellor, College Presidents, CCCC Campus President, Academic Senate Presidents, Classified Senate Presidents, student government representatives, and bargaining unit leaders (certificated and classified).

The Educational Coordinating and Planning Committee (ECPC) reviews curricula prior to submittal to the Chancellor and Board of Trustees and includes representatives from senior level administration and the Academic Senates of the colleges and centers. Other district level committees which serve to ensure effective communication and exchange of information include the Information Systems Priority Committee, Technology Coordinating Committee, Vice President's Council, and Business Manager's Council. These groups, involving constituents from the colleges, centers, and district, provide the mechanism to exchange information and conduct dialogue at the district level, and expect representatives to return to the campus for discussion and feedback, and to return to the district level committee or group with direction from the college or center community. [Evidence # 681, 197, 743]

As mentioned earlier, the Campus President is also a sitting member at the Board of Trustees meetings and provides a written and oral report to the board each month, in addition to special presentations requested by the Chancellor or Board members.

Board of Trustee meetings are rotated through each college or center on an annual basis with the majority of the meetings held at the District Office. When the Board of Trustees meets at a particular college or center, the agenda includes special presentations to the Board to highlight programs, completion of buildings, or other aspects of that college or center. Each August the Board of Trustees meets at Clovis Community College. [Evidence # 673, 328]

Self Evaluation

CCCC meets this standard. The Chancellor's Cabinet, Communications Council, and the district's standing or ad hoc committees funnel information to the Chancellor which is provided to the Board of Trustees either through written materials given to the Board in preparation for meetings or as verbal reports given at the meeting. The Chancellor delegates reporting responsibilities to other district administrators who then provide either written or verbal reports to the Board of Trustees. The Chancellor channels requests for information from Board members to the appropriate administrator who then prepares a report for the Board of Trustees. The Chancellor implements decisions made by the Board of Trustees. The district's website contains the agendas and minutes of Board meetings, with special electronic announcements made through the district's e-mail system to all internal stakeholders. [Evidence # 328, 744]

The Communications Council is under revision to more become the primary shared governance committee at the district level. The district's Shared Governance Committee will formalize the responsibilities and activities through the development of an operating agreement. One of the primary responsibilities of the district's Shared Governance Committee will continue to be the duty of reviewing and updating administrative regulations. [Evidence # 744]

Actionable Improvement Plans

None

- g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Descriptive Summary

The evaluation of the district's role in assuring the integrity and effectiveness in assisting the colleges and centers in meeting their educational goals is primarily through the planning and assessment process associated with the district's Strategic Plan and those of the colleges and centers. The district's Strategic Plan is in alignment with the California Community Colleges System Strategic Plan, and includes seven major strategic themes as the basis for the Clovis Strategic Plan objectives.

The district updated the SCCCD 2012-2016 Strategic Plan in Spring 2011 along with specific plans relative to future district-wide planning efforts, including a district-wide planning structure and planning calendar, proposed framework of accountability, and assessment of district goals and objectives. The district established a District Planning Council for oversight of planning and integration of the district strategic plan with those of the colleges and centers. This workgroup implemented surveys to decide how best to proceed with an update to the district strategic plan. Part of the external scan process includes the convening of a charrette to which members of the community—including the college, district, and area residents—were invited to participate. The district vetted results from the charrette through the District Planning Council which resulted in the development of the 2012-16 District Strategic Plan. The Board adopted this District Strategic Plan and implemented it. CCCC then developed a Strategic Plan for 2013-17 that aligned with the District Strategic Plan.

The Vice Chancellor of Educational Services and Institutional Effectiveness has been charged with coordinating and assessing progress towards the goals for the district as chair of the District Planning Council. [Evidence # District Strategic Plan 2012-2016, 745, 777]

The district posts its Strategic Plan to the SCCCD website. In addition, the internal and external scans will allow for open communication between the colleges, centers, and the community in order to ensure broad-based input into the review and improvement process.

The district will continuously monitor its processes and modify its objectives so that they reflect the needs of its colleges and centers. The CCCC Strategic Plan is assessed annually and will reflect the themes of the SCCCD plan. [Evidence # CCC Strategic Plan, SCCCD Strategic Plan file:///C:/Users/di001/Downloads/Strategic%20Plan%202012-2016%20(2).pdf, 745]

Another example of the district's evaluation of its effectiveness is the continuous review of the Board Policies and Administrative Regulations, with modifications being made when needed utilizing the process outlined in the board policies and administrative regulations. The Board Policies and Administration Regulations are available on the district's website.

The State Center Community College District developed a new functional map to describe the role delineation between the district office and campuses. The district developed this document with input from the accreditation liaison officers at each campus and disseminated it to all constituency groups at each campus for input and comments. The discussions about the functional map included both how the district currently delineates roles as well as recommendations for changes in role definition to improve effectiveness. After the district completed the first draft of the functional map, it presented it to a broader group of stakeholders from across the district for further review and revision. Finally, the Chancellor's Cabinet reviewed the functional map, made recommendations, and adopted it.

The functional map will continue to be utilized as a tool to evaluate the role delineation between the district and its colleges and centers. Roles and functions will be evaluated through the strategic planning process and the shared governance committee (Communications Council). Proposed changes to specific roles will be vetted through campus and district-wide shared governance groups and will be implemented as appropriate.

Also, to evaluate district/system role delineation and decision-making structures and processes, in November, 2010, SCCCD contracted with the College Brain Trust, a consulting group specializing in strategic and educational planning for community colleges statewide, to conduct an in-depth evaluation of the services and structures in place at the district office to assist the colleges/centers in meeting their educational goals. After an extensive survey of faculty, staff, and students, and interviews with key institutional leaders, the College Brain Trust made recommendations to the Chancellor and Board of Trustees on ways to improve district office functions. As a result of the recommendations the Chancellor emergency call stations were installed in parking lots and buildings, the Associate Vice Chancellor of Human Resources was upgraded to a Vice Chancellor of Human Resources, Dean of Admission and Records job was revised to Assistant to the Chancellor and the position is now responsible for coordinating District Information Technology, [Evidence #Agendas for New Employee Orientation -attached, CBT Report. [Evidence # 739]

The district office has a schedule for administrative Program Review. Each unit in the district office will be evaluated through a program review process to define effective operations and recommend improvements. [attach PR schedule for DO]

Self Evaluation

CCCC meets this standard. As mentioned above, the district, working with constituent groups from its colleges and centers, updated the 2008 Strategic Plan in Spring 2011. CCCC followed suit and updated the Center's Strategic Plan to align with the new District Strategic Plan. The College Center Council adopted the CCCC Strategic Plan 2013-2017, and then the Board of Trustees approved it. The College Center Council reviews the Strategic Plan annually and ensures it remains in alignment with the District Strategic Plan. The entire CCCC community reviews the Strategic Plan at Duty Day to identify all the progress that has been achieved in the past year and updates goals to be achieved in the current year. [Evidence: Duty Day Activity Results on Strategic Planning and photos, CCC Strategic Plan 2013-17
<file:///C:/Users/di001/Downloads/2013-2017%20CCCC%20Strategic%20Plan%20Priorities%20year%2014-15.pdf>]

The district has utilized a functional map to evaluate the roles between the district and its colleges and centers. A consulting firm conducted an evaluation of the district's role delineation and decision-making structures and processes; the district is considering implementing the recommendations for improvement. In terms of district-wide shared governance processes, district-wide committees and the Communications Council are responsible for providing the participatory governance structures necessary to insure wide participation in planning.

The district reviews the Board Policies and the Administrative Regulations when needed and annually at the Board Retreat with the Board of Trustees. Any constituency group may propose a change to an Administrative Regulation through the Communications Council. [Evidence # AR 2410, District Functional map,]

Actionable Improvement Plans

None

