

EXTERNAL EVALUATION REPORT

**Clovis Community College
10309 North Willow Avenue
Fresno, CA 93730**

**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the External Evaluation Team
visit to
Clovis Community College
March 5, 2018 – March 8, 2018**

**Keith Curry, Ed.D.
Chair**

**CLOVIS COMMUNITY COLLEGE
VISITING TEAM MEMBERS**

Chair

Dr. Keith Curry
President/CEO
Compton College

Assistant

Dr. Chelvi Subramaniam
Dean, Student Success
Compton College

Academic Representatives

Dr. Stephanie Bulger
Vice Chancellor, Instructional Services
San Diego Community College District

Ms. Catherine Cox
Director, Library and Technology Enhanced
Instruction
College of the Redwoods

Dr. Saeid Eidgahy
Senior Dean, Liberal Arts and Sciences
Santa Rosa Junior College

Mr. Georg Romero
Library Director
Cabrillo College

Ms. Lisa Marchand
Professor, ESL
Consumnes River College

Ms. Jacqui Shehorn
Basic Skills/ English Instructor
West Hills College Lemoore

Administrative Representatives

Mr. Raj Bajai
Dean, Educational Services
Riverside Community College District

Dr. John al-Amin
Vice President, Administrative Services
Los Angeles City College

Dr. Nabil Abu-Ghazaleh
President
Grossmont College

Ms. Stephaine Murguia
Dean, Admissions, Records, & Student
Services
Cerritos College

SUMMARY OF THE EXTERNAL EVALAUTION REPORT

INSTITUTION: Clovis Community College

DATES OF VISIT: March 4 – 8, 2018

TEAM CHAIR: Dr. Keith Curry, President/CEO, Compton College

An 11-member Accreditation External Evaluation Team visited Clovis Community College March 4 through March 8, 2018, for the purpose of determining whether the college continues to meet the Accreditation Standards, Eligibility Requirements, Commission Policies, and United States Department of Education (USDE) regulations. The team evaluated how well the college is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the visit, the team chair attended a team chair training workshop on December 7, 2017, and conducted a pre-visit to the campus on January 10, 2018. During the visit, the team chair met with Clovis Community College leadership and key personnel involved in the self-evaluation preparation process. The entire External Evaluation Team received team training provided by the ACCJC on February 8, 2018. The External Evaluation Team received the electronic version of the Comprehensive Institutional Evaluation Report (ISER) and related evidence several weeks prior to the site visit; team members found it to be very detailed and comprehensive. Clovis Community College made every attempt to make the process transparent, while encouraging broad participation from the campus community including, faculty, staff, students, and administration.

On March 5, 2018, the Evaluation Team began the site visit at Clovis Community College. Upon arrival, the team participated in a meet and greet with Clovis Community College personnel, followed by a tour of the Clovis Community College campus. That same day, several members of the External Evaluation Team participated in meetings with State Center Community College District (SCCCD) personnel.

During the external evaluation visit, team members conducted approximately 88 individual interviews and meetings, in addition to observations involving college employees, students, board members, and community members. Numerous, less formal interactions with students and employees outside of officially scheduled interviews were conducted in addition to many informal observations of classes and other learning venues. Two open forums were scheduled, which provided the Clovis Community College community and members of the surrounding community an opportunity to meet with the External Evaluation Team. The public forums were well attended by faculty, staff, students, and community members. The comments during the forums illustrated the pride many of the faculty, staff, students, and members of the community have for Clovis Community College.

The External Evaluation Team reviewed numerous materials supporting the ISER in the team room and electronically, which included documents and evidence that support the Standards,

Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcomes evidence, course syllabi, distance education classes, college policies and procedures, enrollment and student success information, committee minutes and materials, and governance structures.

The External Evaluation Team greatly appreciated the organization and hospitality Clovis Community College displayed during the visit. The team also appreciated the staff members who assisted with requests for individual meetings and additional evidence throughout the evaluation process.

The External Evaluation Team found the college to be in compliance with the Eligibility Requirements, Commission Policies, and USDE regulations. Additionally, the External Evaluation Team found a couple of innovative and effective practices and programs, and as such, the team issued a number of commendations to Clovis Community College. While the External Evaluation Team found that Clovis Community College satisfies the vast majority of the standards, some recommendations were issued to increase effectiveness.

MAJOR FINDINGS AND RECOMMENDATIONS OF THE 2018 EXTERNAL EVALAUTION TEAM

College Commendations

College Commendation 1: The team commends Clovis Community College for its college readiness project with the Clovis Unified High School District, which resulted in 95% of a diverse cohort ready to take a college-level English course or complete the freshman English requirement. (II.A.1)

College Commendation 2: The team commends the college for its multifaceted Tutoring Center and for initiating live video tutoring sessions to enhance student success. (II.A.7, II.B.1)

College Recommendations

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends that the college work with the District to address the total cost of ownership projections for physical and technological resources in support of the college mission, operations, programs, and services. (III.B.4, III.D.1).

College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the college further develop its resource allocation process to ensure alignment with the newly developed program planning process. (III.D.3, IV.A.5)

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the college governance committees use relevant data for effective planning and program improvement. (IV.A.1)

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that the college evaluate the newly implemented governance structure, widely communicate the results, and use the information for improvement. (IV.A.7)

District Recommendations

District Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

District Recommendation 2 (Compliance): In order to meet the standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board Policies. (III.A.5)

District Recommendation 3 (Compliance): In order to meet the standard, the team recommends that the District implement an administrative program review process to inform District planning efforts for technology and complete its District technology plan. (III.C.2)

District Recommendation 4 (Compliance): In order to meet the Standard, the team recommends that the District strengthen its planning to ensure reliable access, safety, and security of information. (III.C.3)

District Recommendation 5 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (III.D.1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)

District Recommendation 6 (Improvement): In order to improve effectiveness, the team recommends that the Board continue to strengthen its efforts to act as a collective entity and reach a mutual understanding with the Chancellor about the delegation of authority. (IV.C. 2, IV.C.12)

ELIGIBILITY REQUIREMENT

1. Authority

The team confirmed that Clovis Community College is authorized to operate as a postsecondary, degree-granting institution based on continuous accreditation by the ACCJC of the Western Association of Schools and Colleges (WASC). The ACCJC is the regional accrediting body recognized by the USDE. Clovis Community College achieved initial accreditation in 2015.

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that Clovis Community College is operational and provided educational services to 6,929 students for fall 2016. The team confirmed that the College served 2,144.59 full-time equivalent credit students in fall 2016. Clovis Community College students are actively pursuing Associate of Arts Degrees and Associate of Science Degrees.

The College meets the Eligibility Requirement.

3. Degrees

The team confirmed the Clovis Community College offers approximately 70 associate degree and/or certificate programs. The Clovis Community College catalog lists all requirements for certificates, associate degrees, and associate degrees for transfer (ADTs), as well as course descriptions for all credit classes.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that SCCC Administrative Regulation 7220 identifies the role of the Board of Trustees in hiring all administrators including presidents. District Board Policy 2430 delegates the responsibility for day-to-day operations to the Chancellor and subsequent administrative regulations outline the delegation of authority from the Chancellor to the college presidents. Clovis Community College is one of the three colleges within the SCCC and Dr. Paul Parnell serves as the Chancellor. The team confirmed that SCCC Board of Trustees selected Dr. Lori Bennett as the President of Clovis Community College in July of 2016.

The College meets the Eligibility Requirement.

5. Financial Accountability

Clovis Community College works with its District office to conduct an annual independent audit of their financial records. The SCCC Board of Trustees reviews and approves the annual report. There has been no financial, internal control, or compliance issues noted that have

resulted in findings, recommendations or exceptions recorded in the last two annual audits.

The College meets the Eligibility Requirement.

CHECKLIST FOR EVALUATING COMPLIANCE WITH FEDERAL REGULATIONS AND RELATED COMMISSION POLICIES

The evaluation items detailed in this checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the “check-off.”

- a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
- b. *For each subject category (e.g., “Public Notification of an Evaluation Visit and Third Party Comment”), the team should also complete the conclusion check-off.*
- c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
- d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to

	meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does

	not meet the Commission's requirements.
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Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team audited a sample of distance education courses and found that in a limited number of cases, the policy of regular and effective instructor-student contact was not in evidence.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and
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	the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
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<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

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

Standard I.A - Mission

General Observations

Clovis Community College's mission is stated as:

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.*

Clovis Community College utilizes a regular process to gather and assess data in support of its mission. The college has also utilized these processes to determine institution-set standards as related to institutional mission and objectives. The mission was originally adopted in 2013 and is reviewed annually since 2015. Various constituency groups forward suggestions about revisions in the mission statement, which are reviewed and considered by the College Council.

Findings and Evidence

Clovis Community College's mission statement describes its goals and aspirations. It is noteworthy that emphasis has properly been placed on each individual student. Furthermore, the mission clearly addresses issues of equity, diversity, student success and evidence-based decision making among other critical factors. (I.A.1).

Clovis Community College uses data to measure effectiveness of its mission and directing priorities; The process developing the institutional set standards was data driven and collaborative. (I.A.2)

Clovis Community College is currently engaged in redesigning the Program Review process, which includes representation from all constituent groups on the College Council. While the Clovis Community College mission does guide the planning and resource allocation processes. (I.A.3)

The mission, as approved by the governing board, is easily found within the catalog and college website. There is evidence of planning retreats where the mission has been reviewed/updated.
(I.A.4)

Conclusion

The College meets the Standard.

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

General Observations

Clovis Community College holds a variety of college-wide discussions regarding student achievement data and the gaps in student success and achievement, including student learning, access, retention and persistence. During the strategic planning retreat, faculty, staff, administrators, and students reviewed a variety of data, including Institutional Effectiveness Report data, enrollment and FTEs, community building, and distance education. There is continued dialog on these topics throughout the year at this institution.

During the 2016-2017 academic year, Clovis Community College developed the new Integrated Planning Model. College Council, under the leadership of the President, collaboratively developed the planning procedures. The institution has a process in place where all planning efforts are cleared through College Council after decisions are made based on the consensus of all members of the College Council. The recommendations are then forwarded to the President. The process that is in place seems to be working.

There is evidence of extensive collaboration, coordination and communication that takes place within the institution; however, collaboration, coordination and communication between the institution and the district may pose challenges in refining and implementation of the institution's plan. The institution is also challenged with numerous transitions in software tools to facilitate data in a timely manner for planning, decision-making and resource allocation.

Findings and Evidence

The Clovis Community College Council is the overarching participatory governance group of the College. The College President and Vice President of Administrative Services co-chair the College Council, and members include the Academic Senate President, the Immediate Past Academic Senate President, four additional faculty members (including one adjunct faculty member and one Academic Senate SCFT representative), the Classified Senate President, two additional classified representatives, and the Associated Student Government President. The College Council provides a channel for constituency groups to participate in developing recommendations that have College-wide and District-wide impact. The College Council provides the President with varied perspectives to evaluate recommendations and make final decisions. College Council reviews academic quality and institutional effectiveness data in their development and monitoring of the Educational Master Plan and the Strategic Plan, in their evaluation of recommendations from other College committees, and in their recommendations related to the implementation and progress of college-wide planning and initiatives. The President represents the College Council at the Chancellor's cabinet. The External Evaluation Team met with College Council for discussions and evidence for collaborative approach to informed decision making. (I.B.1)

The College has used TracDat since 2015 to track and document outcomes assessments. This system provided constraints and limitations. The transition to eLumen is in process for Program Review.(I.B.2)

Clovis Community College has Institution-Set Standards and engages in dialogue with all constituent groups about those standards. The process for developing standards is data driven and collaborative. (I.B.3)

The College used funds from the State Chancellor's IEPI initiative to participate in the District-wide project to develop a data warehouse. This project is currently underway. In addition, the College used funds to provide Tableau training and develop a variety of interactive data reports. The District research team also contributes to the development of a variety of interactive data reports using Tableau software. Examples include the purchase of a shuttle to transport students, scheduling of the shuttle to align with course schedules, alignment of English curriculum with local high schools, and Math blast, which all lead to college completion and transfer readiness. (1.B.4, 1.B.6, 1.B.9)

The College Council determined that the current Program Review process is not serving the College well. The process is ungainly and time consuming. Currently, the Program Review Committee is looking at alternative models that will make the process more effective, less time consuming, and more timely. The current model of a five-year span of data is nearly useless since data that old does not reflect the current trends of the College's fast moving demographics or serve the rapid pace of innovation. Decoupling is taking place to review and enhance effectiveness of Program Review and resource allocation. (1.B.5)

Clovis Community College is engaged in analysis of disaggregated data to implement departmental and College-wide programs, plans, and strategies that mitigate gaps in success and achievement by subpopulations of students. During Program Review, Student Success and Equity Committee meetings, in department meetings, at forums, retreats, and in Opening/Duty Day discussions, the analysis and review of disaggregated data facilitates Clovis Community College's resource allocation, strategic planning, departmental planning, and professional development. The Program Review Committee and the various departments in which improvement strategies originate regularly analyze and evaluate the programs, plans, and strategies derived from the analysis of disaggregated data. (I.B.6)

During the 2016-2017 academic year, the College engaged in a comprehensive process of updating the College's Educational Master Plan. This process included an external scan, an internal scan, focus groups, and survey results from a survey sent to faculty, staff, administrators, and students. After finalizing this core planning document, the College then engaged in a process to update the College's Strategic Plan for 2017 – 2021. Clovis Community College Educational Master Plan includes six broad goals that are the major goals of the College's Strategic Plan 2017-2021. The District reviews the comprehensive timeline to ensure regular updates as needed of all Board Policies and Administrative Regulations. Board Policies and Administrative Regulations to ensure that all academic programs, student services, resource management, and governance structures support the mission of the College and District have not been regularly reviewed. (I.B.7)

The District Communication Council initiates requests for policy and procedure changes. Communication Council members act as liaisons between the District and the constituency groups they represent, ensuring clear communication about any request for policy and procedure changes. During their evaluation of the governance structure and handbook, College Council

requested the President to create a work group to create a clear committee and communication structure, established norms and responsibilities for all committee members. (I.B.8)

The Integrated Planning Model attempts to bring together a variety of college documentation and program plans beginning with the Mission Statement, which specifically dedicates the College to data analysis and equity with a focus on accountability and communication. The process of managing student access/facilities usage, planning to resource allocation within the college is evolving. The full time/part time ratio at the institution appears to reflect low full-time faculty compared to the goal set by District. This may impact the resource allocation/full time obligation and the budget for long term growth of the college as per the Educational Master Plan. The planning and resource allocation across colleges/district needs to be assessed. (I.B.9)

Conclusion

The College meets the Standard.

Recommendations

District Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

Standard I.C: Institutional Integrity

General Observations

Clovis Community College illustrated institutional integrity through a commitment to communicating its programs and services through a college catalog and its website. The Institutional Research Office does have a user-friendly webpage, although limited in data sets at this time, presumably because this is a new institution. It is critical to note that available data is widely shared with various constituencies and of course the public through electronic means as well as public meetings (town halls). The College reviews its institutional policies and procedures on a regular basis. The College has a well-articulated statement on academic freedom, but it is seemingly applies only to academic employees.

Findings and Evidence

Clovis Community College clearly provides accurate information to all constituencies through the college catalog and its website. (I.C.1)

The College includes all required information about the College programs, services and requirements in the college catalog. (I.C.2)

While student learning and achievement are clearly communicated, they are not always complete. Some syllabi did not include SLO's and TracDat was not accessible in some cases. (I.C.3)

Online resources such as the website and the catalog describe fully the variety of certificates, degrees, courses and outcomes. (I.C.4)

There is evidence of regular review of policies, procedures and publications as directed by the Vice President of Instruction and Student Services. (I.C.5)

The College website and catalog provide partial cost information for total costs of education. (I.C.6)

While the College widely publishes policies on academic freedom and responsibility, Board Policy 4030 guarantees this freedom for all staff and students; however the policy only provides details for faculty and to a smaller degree students. The last revision on this policy was in 2008.. The college catalog describes academic freedom as that of faculty members. Combined, these do not guarantee such freedom for classified and administrative staff. In discussion with Classified Staff, the argument is convincing that all constituencies are afforded academic freedom. (I.C.7)

Clovis Community College has established clear policies on academic honesty, student behavior and consequences have been established by the State Center Community College District, which is widely published and available online. (I.C.8)

In cases of both full-time and part-time faculty, there is evidence of adherence to intellectual honesty. (I.C.9)

I.C.10 is not applicable to Clovis Community College since the institution does not require conformity to specific codes that seek to instill specific beliefs or world views.

The College has no operations in foreign locations. (I.C.11)

There is a documented history of adherence to Commission policies and requirements as far back as 1999 and continuing to today. (I.C.12)

At both institutional and program levels, there is documented history of open and honest communication with all external agencies, including accrediting agencies. (I.C.13)

Conclusion

The College meets the Standard.

Recommendations

District Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A - Instructional Programs

General Observations

Clovis Community College offers instructional programs that lead to degrees and certificates, which align with its mission; these programs serve all students in the community to foster critical, creative, and engaged thinking and to prepare students for jobs. The institution offers 19 associate of arts degrees for transfer, eight associate of science degrees for transfer, nine associate of arts degrees, twenty-one associate degrees in science, nineteen certificates of achievement, and four certificates of achievement in. Sixty-two percent of the courses offered at the college are transferable to both the University of California and the California State University.

Clovis Community College clearly distinguishes pre-collegiate level curriculum and directly supports students in these courses. The curriculum approval process ensures that courses and programs are consistent with the college's Mission during the curriculum approval process. The institution uses CORs to ensure articulation agreements with CSU and UC institutions. Faculty ensure that the content and methods of instruction meet expected standards and expectations. Systematic evaluation is used to continuously improve instructional courses, programs, and services. The institution has a sound assessment process. Syllabi are required to be distributed in all classes.

Clovis Community College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of the institution's students. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, and synthesis of learning. Course Outlines of Record state units and hours required; Student Education Plans, course schedules, and college catalogs also state this information. All course outlines include SLOs. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level.

Findings and Evidence

Evidence reflects that the College provides degree programs that are aligned with its mission. Degrees and programs of study provide relevant coursework and subject matter and prepare students for transfer or for the workforce. (II.A.1)

The Faculty Request for Intent to Propose a New Program and Intent to Propose a New Course Forms ask for alignment to the mission. Programs are reviewed regularly through Program Review. Program Reviews are completed every five years; in these Program Reviews, departments provide description and examples of how the program continues to support the Mission. This process is described in the Program Review Handbook. (II.A.1)

The DE Addendum notes courses offered in online modalities and asks faculty to note reasons and methods. These reasons align with mission goals. Rigor and content does not differ based on modality. Success, retention, and completion rates for DE courses have been examined by the former DE and Technology Advisory Committee (DETAC) and the former Student Success Committee. DETAC was separated into two committees: the DE Ad Hoc and the Technology Committee. The DE Ad Hoc was formed following the review of the Governance Handbook during the summer of 2017 in order to suggest membership and create an operating agreement. Its responsibilities will include the assessment of issues, providing resources and training, pilot programs, working with the OEI Exchange, and encouraging the use of DE. In order to maintain the connection between the committees, the DE Coordinator remains on the Technology Committee, and the Director of Technology will remain on the DE Committee. (II.A.1)

SLO and PLO Reports are completed according to discipline- and course-specific timelines. These assessments are documented in Program Reviews, as well Course Outcomes by Assessment Unit in TracDat. The most recent Program Review Annual Progress Report is from 2016. Under the Program Review Schedules and Timelines is the following: CC PR CPR Cycle Four Schedule Fall 2016, WI PR CPR Cycle Four Schedule Fall 2014, Clovis Community College PR Tracking Chart 2017, and WI PR Timeline for Writing CPR. These are good but inconsistent. The team recommends a consistent method of tracking and practice of posting progress in Program Review. (II.A.1)

The Actionable Improvement Plan notes that the Office of Institutional Research and administration will identify additional appropriate resources for employment data. Clovis Community College has more than a forty percent transfer rate based on CCCC criteria. (II.A.1)

Evidence of ongoing assessment and change is evident throughout this standard. This ongoing assessment has led to some current changes, particularly in DE. (II.A.1)

Due to a curriculum alignment project begun by faculty from Clovis Community College and Clovis West High School, the college readiness project has resulted in higher student success in transfer-level English for students of color and from disadvantaged backgrounds. Data collected over a six-year period reveal that the college readiness of non-Advanced Placement (AP) students in 2011 was 36%, before the curriculum was aligned in English 1A and English 3, and 95% in 2017. By 2017, the number of students graduating from high school who were ready to take a college-level English course, or who completed their freshman English requirement increased, including the percentage of students of color and those from disadvantaged backgrounds. African American, American Indian/Alaskan Native, and Hispanic students achieved grade point averages from 2.75 – 3.2, success rates from 88% to 100%, and retention rates of 100% despite the small percentages in the sample. Founded on the belief that “every student has the right to learn,” this program has expanded to high schools throughout the central valley region facilitated by a partnership with the Central Valley Higher Education Consortium (CVHEC) consisting of 25 member colleges and universities. Through this faculty and teacher led effort, and based on the impressive results, all Clovis West high school students, regardless of background, are placed into a college-level English or college preparation course to ensure transition to college. (II.A.1)

Clovis Community College ensures that content and methods of instruction meet appropriate standards. There are many opportunities for the continuous improvement of instruction and directly related services. Clovis Community College follows SCCC Board Policy 7120, which requires faculty to meet minimum qualifications set for the California Community College's Board of Governors. AP 7120 and 7121 establish procedures for hiring full- and part-time faculty. Employment contracts as well as the Faculty Handbook define evaluation processes. Full-time faculty also complete a self-evaluation and review of professional activities as part of the evaluation process. (II.A.2)

The DE Handbook specifies that faculty who teach online must meet qualifications that include prior online teaching experience or completion of a DE training program. Clovis Community College is now offering its own online certification (CCC Distance Education Certification) for faculty who wish to teach online or better understand best practices in online instruction. In addition, an ongoing DE Resources Canvas shell is available to all faculty. The DE Coordinator, Instructional Designer, and the Curriculum Committee assist in the development of DE courses.

The Clovis Community College Articulation Officer confirms that courses are in compliance with C-ID. Faculty develop course content based on the COR. Courses reviewed provide evidence that this is consistently done. (II.A.2)

To ensure ongoing improvement of courses, a Program Review process that includes course and student-level outcomes assessment is in place. During this process, faculty look at a variety of data, including retention, success, SLO achievement, and demographics, to develop strategies for improving courses. The Office of Institutional Research provides data to all constituents completing Program Review and is available for assistance in analysis of that data. The College is in the process of moving to eLumen for Program Review, which should make the access of data and Program Review results easier. (II.A.2)

Professional development supports continuous improvement of instruction. Frequent opportunities are offered including workshops, discussions, trainings, speakers, on-and off-campus conferences, as well as sabbaticals. Much of this professional development focuses on improving student success. (II.A.2)

A new Program Review process is in place; this updated program and unit planning process was needed to separation from Reedley. The packet created for the Office of Institutional Research is being streamlined to focus more specifically on what faculty need. Individualized assistance with research analysis is available upon request. (II.A.2)

SLOs and PLOs are mapped to GELO; three GELOs (3a, 3B, and 4a) were assessed in 2015-2016. A new cycle of GELO assessment began in spring 2017. Areas of focus were established based on "a roll-up of course-level SLO data from the 2015 and 2016 calendar years" (215) as well as the 2015 graduate survey. (II.A.3)

SLOs are required to be included on course syllabi. Course outlines were reviewed from every learning area, including those taught in hybrid and online formats. The syllabus checklist details

requirements including SLOs. One of the two sample syllabi provided (Physics 4A) contains a link to direct students to SLOs rather than identifying them in the syllabus; this link is broken. Outcomes are listed on the COR, which is accessible through the college website. (II.A.3)

The 2016 Accreditation Survey revealed that respondents agree that Clovis Community College regularly assesses outcomes at various levels. (II.A.3)

In the Actionable Improvement Plan the college suggests that they will “continue to improve assessment processes for outcomes at all levels, particularly program and general education-level outcomes, and widely share effective outcomes practices and results college-wide to improve teaching and learning.” (II.A.3)

Counselors place students into appropriate courses determined by placement tests and other multiple measures. If faculty members determine through Program Review and student learning outcome assessment analysis that there may be an issue with student success related to course sequencing (e.g. adding a prerequisite course), they may have conversations about course sequencing, and subsequent changes to the order of courses can be made through the Curriculum Committee. (II.A.4)

The institution offers and distinguishes pre-collegiate curriculum from college level curriculum and provides support to students in pre-collegiate courses. Courses are distinguished through course numbering; courses numbered 100-199 are degree applicable but non-transferable. Courses numbered 200-299 are neither degree applicable nor transferable. A number of workshops, courses, and programs support students in pre-collegiate courses. Pre-collegiate courses are offered in math (Math 103, 201, 256, and 250) and supported by Math Blast, which offers a review of Algebra over the summer. Following the program, students retake the placement exam in order to potentially be able to enroll in a higher-level course. (II.A.4)

As evidence of the college’s ongoing attention to preparing students for college-level courses, the institution highlights the creation of two new pre-collegiate English courses, English 205 and Interdisciplinary Studies 251 to reduce the number of units and time students need to complete pre-collegiate requirements. These courses were piloted in fall 2017. The 2012 English Department Program Review does not suggest this change, but a similar link between English 125/126 and Counseling 47 had been tried in an FYE learning community. The learning community model was not effective, so a new model (INTDS 50) is being offered, instead. The 2016-2017 Program Review addressed 2012 goals, including those related to pre-collegiate courses. ENG 205 is offered concurrently with ENG 1A. (II.A.4)

Another example of the college both distinguishing pre-collegiate level curriculum and preparing students from college-level curriculum is Math Blast. Math Blast is a summer program that allows students to review Algebra before retaking the placement test. In the summer of 2016, 55% of the students who participated in the program improved their placement; in 2017, that percentage increased to 73%. (II.A.4)

The English and math flowcharts are included in the course catalog to illustrate course sequencing in these areas. Placement tests and multiple measures are used to place students in

appropriate courses. (II.A.5)

The Curriculum Committee refers to the State Chancellor's Office's Program and Course Approval Handbook for credit and certifies these hours. This is checked by the Educational Coordinating and Planning Committee, and the Board of Trustees approves all final curriculum. Courses listed in C-ID automatically have at least the minimum number of units. The Clovis Community College Articulation Officer works with faculty to ensure courses have the correct unit values to ensure articulation to transfer institutions. As evidence last year, the Physical Education Department changed the unit value of several courses, which caused issues with transfer and associate degrees for transfer. Upon realizing the negative impact, faculty elected to change the units back to the original form. (II.A.5)

With the college's recent emphasis on making sure every student works with a counselor to establish a student education plan (SEP), students are able to see exactly how long their degree paths will take. As part of the College's work on a Title V grant, counselors have created transfer pathways for business, psychology, and communications. (II.A.5)

Clovis Community College began issuing degrees and certificates in 2016. Data based on the graduation site before this data is not complete. In 2017, the College established a short-term goal for degree attainment to be 483 associate degrees awarded a year. The number of associate degrees awarded in 2016-2017 was 469, just short of the benchmark. (II.A.5)

Overall, Clovis Community College has more than a 40% transfer rate based on CCCCCO criteria. Transfer rate is defined as the percentage of first time students who transfer to a four-year institution within six years. As noted in the introduction to the ISER, the College does not report an Institution-Set Standard for transfer, but the Student Success and Equity Committee uses the information in equity planning. Transfer rates have ranged from 40% to 48% over the past five cohorts. (II.A.5)

Clovis Community College schedules courses with the goal of allowing students to complete a certificate or degree with a period of time consistent with establish expectations in higher education. Departments guarantee class availability and timely completion. Courses that are under-enrolled but required for completion of a certificate or degree are allowed to continue. To further this goal, students are encouraged to complete SEPs. When the question arose of how to reach every student about the importance of an SEP, it was brought to the Student Success and Equity Committee for discussion of how to meet the goal of every student completing an SEP. (II.A.6)

All success initiatives come to and through the Student Success and Equity Committee, which answers the questions of what do students need and what services can be provided, and supports professional development. The committee makes connections between service providers and classrooms. This committee is empowered to spend integrated plan dollars, and because the group is integrated, duplication of services is reduced. This committee works to inform the varied members about new initiatives and requirements. The Student Equity Plan outlines the allocation of money and services provided to students and faculty through professional development to improve retention and success of all students. Examples of these activities

include training through the Center for Urban Education, training by a diversity specialist for tutors, and paying for a speaker for a local high school conference for students; those students then come to Clovis Community College for events. (II.A.6)

The college is moving from SARS to Starfish, which will allow for an expansion of Early Alert reports and data for next steps. (II.A.6)

The DE Coordinator recommends professional development of online faculty. The Instructional Designer runs online teaching and serves as a liaison to the academic senate and the curriculum committee. Department faculty decide if courses should go and stay online; for example, the Math Department decided to stop offering Math 201 in a hybrid format when the 2016-2017 success rate hit 34%. When a new online (hybrid or fully online) course is proposed, they talk to the DE Coordinator and the Instructional Designer. This happens in the online training required of all new online instructors. The DE Coordinator also offers a Flex series to improve online instruction during the semester. The online training course has been shown to lead to higher success, as shown by Math 11, which went from 41.7 to 53% in a year. (II.A.6)

Clovis Community College provides a variety of support services to students. For example, the Tutorial Center offers free peer tutoring face-to-face, online, and at the Herndon Center. Students interested in taking advantage of free tutoring services can enroll in INTDS 300, a zero-unit, no-cost course.

The Tutorial Center offers assistance from trained peer tutors, access to textbooks in a range of subjects, calculators, whiteboards and whiteboard tables with markers for use, computers with Internet access for school work (Canvas, Word, Excel, etc.), and laptops are available for use in the Center. The Center recently acquired iPads for online tutoring. Tutors use Zoom video conferencing for online tutoring. The Tutoring Center also offers workshops in a variety of subjects throughout the semester, including using a Graphic/Scientific Calendar, APA Format, and Hypothesis Testing.

Assistance with English courses is offered through group tutoring. For group tutoring, students enroll in a half-credit course (ENGL 272) that meets twice a week for 50 minutes with a tutor and a small group of peers who are enrolled in the same English course. Students must attend 27 sessions a semester in order to earn the half credit. The cost of group tutoring/ENGL 272 is equal to the cost of 1/2 unit.

Math and science tutoring is provided on a walk-in basis and does not require enrollment in a course.

Writing tutors enroll in ENG 72, Writing Center Theory and Practice, that supports the position. Tutors in other areas do not enroll in a training course. Professional development is strongly supported; last year three tutors presented at a conference in New York. There are plans to take tutors to the Northern California Writing Centers Conference in Santa Clara this spring.

The library has a variety of resources to support student learning, including 22 computers, 13 laptops and 10 tablets, Wi-Fi, three study rooms, printer and copier, books, eBooks, audiobooks, DVDs, magazines, newspapers, research databases, and a reserve textbook collection for use in the library. Reference and research assistance is available at any time. Online guides to research and citation are available on the library website. Librarians can be booked to work with classes, and a short-term, one-unit library skills course (LS 1) assists students with research technique and related skills. In addition, a 24/7 helpline called QuestionPoint through which a librarian answers questions is available. The college employs four librarians and three support personnel.

Additional support for online students or those interested in online learning is available on the college website. (II.A.7)

Clovis Community College does not use any department-wide courses and/or program examinations. (II.A.8)

The College awards credit based on passing grades determined by the faculty. Passing grades represent student attainment of the learning outcomes for degrees and certificates. A review of the college catalog provided evidence that academic programs are based on credit hour instruction. Policies related to protocols for assessing transcripts for students entering or transferring to the college are implemented by the State Center Community College District to ensure uniformity for all three institutions within the District. Policies for awarding credit by examination, advanced placement examinations, non-credit courses, cooperative work experience, military service credit, and travel study are clearly delineated in the Board Policies and in the college catalog. Examination of documents and interviews with Clovis Community College representatives of the Educational Coordinating and Planning Committee (ECPC) indicate consistent applications of these policies. The College has articulation agreements with two-year and four-year institutions in the state and nationwide. (II.A.9)

Through a review of the District website and the college catalog, and in conversations with students and the admissions officer, it is evident that the institution makes available clearly stated transfer-of-credit policies and procedures. The process for reviewing transcripts for credit relies on faculty input and established standards for higher education. These policies and procedures are implemented by the College to facilitate transfer to a four-year institution, as well as degree and certificate completion. Additionally, an interview with the Clovis Community College Articulation Officer and the Educational Coordinating and Planning Committee (ECPC) confirmed that there is clear guidance for and oversight of articulation processes in the establishment of articulation agreements with other colleges. Further, the interview with the Educational Coordinating and Planning Committee (ECPC) revealed sufficient evidence that this committee, which includes the articulation officers of the colleges in SCCC, meets regularly to discuss key issues that could affect articulation agreements and specific course agreements, and the process for developing articulation agreements that would be appropriate to the institution's mission. (II.A.10)

Transfer policies are communicated to students in several ways, including the college catalog, college website, and in the counseling office. Examination of evidence confirms that transfer policies are available to students in multiple formats. The college maintains a records and transfer evaluation process. A transcript from Clovis Community College includes credits from

all institutions in the SCCCD facilitate mobility of students among the District's three institutions. This is certainly a plus for all students enrolled in any of the three campuses in the District. (II.A.10)

Transfer and Transfer Center policies have been developed using District and state guidelines. Resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, transfer application workshops, college social media tools and several transfer admission guarantees (TAGs) to several University of California campuses. In accordance with Senate Bill 1440, Clovis Community College has developed the following associate degrees for transfer: Administration of justice, art, biology, business administration, communication studies, early childhood education, elementary teacher education, English, history, kinesiology, mathematics, philosophy, physics, political science, psychology, sociology, and studio arts. Board policies and Administrative Regulation 5120 establish a priority for facilitating the transfer of students from underrepresented groups to university. Policies related to transfer such as credit by examination, articulation, and transfer center were last approved in 2008. (II.A.10)

Several articulation agreements with different systems of higher education are in place including, the University of California, California State University, Historically Black Colleges and Universities (HBCUs), the California Health Sciences University, and degree-granting independent colleges and universities in and outside of California. An innovative articulation with the California Health Sciences University (CHSU) allows for 20 first-time Clovis Community College students annually, to take a prescribed set of community college courses and receive a reserved seat in the Doctor of Pharmacy program upon completion of a bachelor's degree at an accredited institution. The college's webpage for the Transfer Center Articulation provides information on these articulation agreements. The institution uses ASSIST (Articulation System Stimulating Inter-Institutional Student Transfer), a computerized student-transfer information system that can be accessed through the Internet. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. (II.A.10)

Twelve General Education Student Learning Outcomes (GELOs) represent institutional-level outcomes and are available in the college catalog. These GELOs were developed by Clovis Community College faculty and reflect expected competencies of graduates from Clovis Community College. In May, 2017, the SLO subcommittee of the Program Review Committee reviewed and discussed factors impacting students' inability to satisfy two GELOs in global awareness and one GELO in personal responsibility and professional development (based on all SLO data that were below the criteria for attainment) with discipline faculty, and student self-reports in the 2016 Community College Survey of Student Engagement (CCSSE). This review was the first in the process of learning outcomes assessment for Clovis Community College after becoming an accredited college. Additionally, the committee discussed improvements in the next round of GELO assessment. In a 2016 Graduate Survey in which Clovis Community College students were represented, the majority of students reported that they had improved in each of the institutional learning outcomes previously established when the College was a campus center through their experiences at the college. The College has an Outcomes and Assessment Committee, which includes a faculty student learning outcomes coordinator on reassigned time

to provide support for faculty and administrators, regularly assess the attainment of its GELOs, engage in dialogue regarding the findings, decide upon a target of achievement, and whether students are meeting the target, and factors influencing students who do not meet the targets. (II.A.11)

SCCCD Board Policy and Administrative Procedure 4025, as well as the college catalog provide evidence that Clovis Community College has well-established policies for general education based on a carefully considered philosophy by the faculty and were vetted through a participatory process that included members of the faculty and administration. General education courses at the institution constitute the foundation for associate degree programs. General education courses are distributed among four broad subject areas including: language and rationality, natural sciences, humanities, and social sciences. (II.A.12)

Examination of evidence indicates that general education learning outcomes are present in the college catalog. Twelve general education learning outcomes are based on the general education philosophy, and consist of communication and literacy, critical thinking, global awareness, and personal and professional development, which included responsible participation in civil society, skills for lifelong learning, and application of learning. Meetings with faculty confirmed that these learning outcomes are determined by the faculty as appropriate to their discipline areas. A faculty coordinator for student learning outcomes and the Outcomes Assessment Committee provide support and oversight to ensure that the learning outcomes at the course, program, and general education levels are appropriate, measureable, routinely assessed. (II.A.12)

Examination of evidence in the college catalog and additional evidence examined during the visit to the college indicates that all degree programs include focused studies in at least one area of inquiry or in an established interdisciplinary core. For the associate degree, 18 semester units or more are required. Examination of the SCCC Board of Trustees Administrative Regulation on Graduation Requirements for Degrees and Certificates (AR 4100) confirms the statement made in the college catalog (II.A.13).

Examination of evidence confirms that the institution's career education certificates and associate degree programs include learning outcomes that reflect the technical and professional competencies necessary to meet the employment needs of the respective industry or profession. Learning outcomes are based on input from industry experts who participate in the advisory committee meetings of the respective technical education disciplines. The college has an informative website for career education programs that include valuable information for prospective and existing students. Links to academic counseling and career planning are also available. The college catalog, 2016-2017 includes information on possible field trip experiences in several career education programs, including, for example: music, political science, radiology technology and several other programs in technical and liberal arts disciplines (II.A.14).

Examination of evidence and meetings with the Curriculum Committee demonstrates that programs have not been eliminated since the last self evaluation. Meeting minutes from the Curriculum Committee and Board of Trustees agendas and minutes reveal that there have been several course deletions since the College become accredited in 2015. Additionally, the Curriculum Committee confirmed that programs have not been eliminated. (II.A.15)

SCCCD has a policy (Board Policy 5052 and Administrative Procedure 5022) in place to guide program discontinuance. This policy outlines the process and procedure for discontinuing a program, which ensures that students can complete their educational goals in a timely manner. When it is necessary for a program to be eliminated or program requirements are significantly changed, the Clovis Community College makes appropriate arrangements and uses a number of communication avenues to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption. The procedure for discontinuation of programs include steps to monitor the impact on other areas, a detailed plan for phasing out the program, a plan for currently enrolled students such as a teach out process, and a plan that ensures an open and transparent participation governance process in generating any recommendation to the Board of Trustees. In an interview with the Curriculum Committee, it was confirmed that this policy would be followed if necessary. (II.A.15)

The College has an evolving Program Review process that allows for the regular evaluation and improvement of all instructional programs offered. Clovis Community College examined the Program Review process that it followed before achieving accreditation in 2015, and determined that it had become rote, did not focus on continuous improvement, and needed to be revamped. It engaged a consultant and developed a process of Program Review designed to be meaningful to the faculty, staff, or administrators participating in the review, inclusive, and data-informed, as well as connected to action planning and continuous improvement. A pilot of the new process is underway in Spring 2018 with three disciplines (art, music, and mechatronics) and two service units (Office of Instruction and Tutorial Services). The new process is data-driven and requires assessment of student enrollment, retention, success, full-time equivalent faculty, curriculum, student achievement, outcomes measures such as graduation, and resources available to the program. In addition, the process allows for continuous dialog and discussion among members of the academic community regarding strengths, weaknesses, and student learning outcomes in various instructional programs. The resulting dialogue is expected to lead to improvements in courses and programs that enhance learning outcomes and student achievement. (II.A.16)

Conclusion

The College meets the Standard. However, a review of Board policies and Administrative regulations related to degree and certificate requirements has not been conducted since 2008.

Commendations

College Commendation 1: The team commends Clovis Community College for its college readiness project with the Clovis Unified High School District, which resulted in 95% of a diverse cohort ready to take a college-level English course or complete the freshman English requirement. (II.A.1)

College Commendation 2: The team commends the college for its multifaceted Tutoring Center and for initiating live video tutoring sessions to enhance student success. (II.A.7, II.B.1)

Recommendations

District Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

Standard II.B - Library and Learning Support Services

General Observations

The Clovis Community College library generally provides sufficient library and learning support services to complement its mission, as shown by most of the evidence. The library has a small but growing collection of about 14,000 print books, 30 print periodical subscriptions, a strong collection of 200,000 e-books, and 47 online databases. Computers with the Microsoft software suite and various assistive software offerings, as well as printing services, are available to students within the library. The library provides an impressive 50 information competency sessions each semester for students, offered at the main campus and Herndon site, for courses across the curriculum. The library supports the learning and teaching needs of all students through the hiring of librarians and support professionals, educational equipment and materials. The library is currently staffed by two full-time librarians, two part-time librarians, and three classified staff. The library maintains strong communications with campus faculty through regular newsletters and announcements of recently acquired materials.

Tutoring services are provided primarily through the Tutorial Center tutoring operation, offering services on the main campus and regularly scheduled hours at the Herndon site. Tutoring for online distance education students is available. Open computer labs are available to students both at the main campus and at the Herndon location.

Findings and Evidence

The Clovis Community College Library provides services that appear to meet the needs of the college's students and instructional programs, whether they are located on the main campus, at the Herndon site, or offered via distance education, through the provision of materials in print and online (as noted in the general observations above.) The library staff has grown significantly over the past three years and current staffing levels ensure coverage of the information desk during all hours the library is open. Services have been developed to provide adequate reference and research assistance both in person and via online services, which are available 24/7. The library provides an impressively strong array of services for the campus, especially considering how recently the campus was officially created. It excels in communicating with the campus, both about its services and its instruction offerings. The library's regular newsletter communications to faculty, its growing presence embedded within Canvas, and clear, comprehensive website provide evidence that the library strives to effectively engage in the life of the college and its students. While the Library does not maintain a physical presence at the Herndon site, the college provides frequent shuttle service throughout the day between sites and students from both sites are able to access information resources effectively. A tutorial center has been established at the Herndon site to provide on-site tutoring for students there. (II.B.1)

The Tutoring Center has evolved an impressive suite of tutoring services for students, strongly echoing the student-centered responsiveness implicit in the college's mission statement. Tutoring sessions are available for students in the Tutorial Center from peer tutors as well as faculty coordinators, in many subjects across the curriculum. Additionally, most basic skills and foundation courses incorporate embedded tutors within the class, who attend class meetings and

help the students both during the class or lab as well as after class in the Tutoring Center. Finally, the Tutoring Center creatively provides by-appointment online tutoring for any students who request it, whether they are taking an online or an in-person class. The Tutoring Center uses videoconferencing software to enhance the quality of the sessions. Online tutoring was initially offered through other software means, but assessment of results and student satisfaction led the Tutoring Center to try other mechanisms, finally settling on using their own tutors via videoconferencing. The creativity and resourcefulness of the Tutoring Center is also seen in their new tutor interview process, involving other tutors in serial interviews akin to speed-dating, thus resulting in an extremely cohesive and supportive environment. Tutors are additionally supported through professional development opportunities for conference participation around the country. Many students are now coming to the Tutoring Center simply to study, valuing the environment and the proximity to subject help if they happen to need it. Faculty often refer students to the Tutoring Center, and the college is exploring use of an early alert system to notify faculty and counselors if students take advantage of tutoring services, for either positive reinforcement or encouragement, as needed. The college funds their Tutorial Center largely through numerous categorical and grant-funded programs, which provide sufficient funding to continue to meet growing campus tutoring needs. Computer labs for students are available during generous open hours at the main campus and at the Herndon center, with technical support available to students at both locations. The large Open Lab on the main campus is in a high-traffic area and has become extremely popular with students, who often come to the space not only to use the computers, but simply to study or meet with other students. (II.B.1)

There is ample evidence of collaboration between the Library and faculty in various instructional disciplines to provide effective library resources to support learning as well as instruction in information competency, both integrated into courses taught in various disciplines as well as through a stand-alone one unit course. The college's department chairs provided extremely positive feedback on the support provided to instructional programs by both the library and tutorial programs, even pointing out that the library has grown to be such a usable service that community members and local schools are now often taking advantage of the library. A Library Liaison Advisory Committee meets regularly and includes both instructional faculty and student members to assist with selection of resources, including library materials and equipment, and development of library priorities. (II.B.2)

The library's Program Review in 2014 and subsequent annual updates include strong evidence of continual assessment and evaluation of its services and instruction. Usage data and student surveys are used to identify necessary changes and measure sufficiency, and specific learning outcomes are used with more formal instruction. Funds available for resource purchasing appear to have fluctuated considerably in recent years, with no funding allocated for subscription databases during a portion of 2016. Indications are that both book and database funding has largely normalized. A second full-time librarian was hired through a Title V grant in 2016, adding considerably to the sufficiency of faculty librarian resources. The college has a plan to institutionalize the position after the grant expires.

Tutoring services also participate in Program Review. The Tutoring Center demonstrates a strong culture of assessment and analysis of its services and processes. It has submitted annual Program Review updates regularly, and will be submitting its first complete Program Review in

2018. Assessments are conducted at various points of service for tutoring and include both the training of tutors and students obtaining tutoring services. The course that trains tutors follows the process that all courses do to assess student learning outcomes. Tutors who attend training are surveyed for feedback at the end of training sessions for success. (II.B.3)

The library maintains consortium agreements for the provision of most electronic resources which are typical of California Community Colleges, and resources have been evaluated and selected in accordance with College instructional needs. Online tutoring, which was provided through agreements with outside vendors, was assessed and deemed to be under-utilized. Analysis of the data led to a decision to instead provide tutorial services online through an in-house service using tablets and existing staff based on the needs of the target population. (II.B.4)

Conclusion

The College meets the Standard.

Commendations

College Commendation 2: The team commends the college for its multifaceted Tutoring Center and for initiating live video tutoring sessions to enhance student success. (II.A.7, II.B.1)

Standard II.C - Student Support Services

General Observations

The College demonstrates a commitment to services that support student learning and achievement from innovative high school outreach programs such as Registration to Go and other Dual Enrollment such as CCCAP, leading to admissions and placement through career and transfer preparation. They promote a culture of equity and diversity, which is represented in the many partnerships and events, supported by success and equity funds. The College regularly evaluates quality of service through program review, service area outcomes and student surveys.

Findings and Evidence

Student Support Services are housed in various locations in buildings Academic Center 1 and Academic Center 2, thus integrating and bridging relationships between Academic and Student services. Student support services are defined as Admissions & Records, Academic Counseling, Athletics, CalWORKS, DSPS, EOPS, Financial Aid, Health Services, Outreach and Student Activities. Changes have occurred since the publication of the Internal Self-Evaluation Report. Athletics was re-assigned to the Dean of Humanities and Social Sciences with a part time Athletic Director; with the budget responsibilities. Library and Tutoring Services have been re-assigned to the Dean of Career and Technology Education.

The College evaluates the quality of support services through Service Unit Outcomes (SUO) and indirect methods such as student satisfaction surveys and with departmental and committee discussions that include analysis of survey data and biodemographic student data. Student Services Departments work with the data tools such as eLumen to engage in data-driven improvements to their services. In order to ensure the institution is fostering student learning and development through their student support services, it is recommended that all student services areas continue to undergo assessment practices to demonstrate support for student learning. (II.C.1)

The College student support services departments assess identified learning support outcomes through strategic planning process and from the information on the admissions application. Faculty, staff and administrators in each student support services area evaluation the achievement of learning support outcomes through annual Program Review, SUO and SLO. These processes are part of the continuous improvement plan. (II.C.2).

Clovis Community College ensures equitable access to appropriate, comprehensive, and reliable services by providing student support services at the main campus and the Herndon location, online and web-based media. Student support services are available during daytime, evening and Saturday hours during peak enrollment periods. The College supports students by providing comprehensive services to students regardless of location or delivery method. To provide equitable access for all of its students the College has invested in developing a student portal that will complement the website thus giving the students even more access at the “touch of a button.”(II.C.3)

Clovis Community College, consistent with the mission, provides a variety of opportunities for students to become involved in co-curricular activities. Examples of the opportunities are multiple clubs, Associated Student Government (ASG) and athletics (men's and women's soccer, men's and women's swimming and diving). Student involvement in co-curricular activities provides skills in leadership, personnel development, social, intellectual and cultural experiences with peers, community, faculty and staff. Programs and services have developed relevant SUO's to assess effectiveness and student satisfaction affording the College data for data-driven decision making. (II.C.4)

Clovis Community College develops counseling and academic advising to ensure student information is accurate, relevant to academic goals and requirements for successful completion of a degree, certificate or gainful employment. Special attention is paid to counselor professional development and training in areas of ADT, transfer and articulation. (II.C.5)

Clovis Community College aligns their admission policy with the SCCC Board Policy 5010 that follows open admissions of students that have the ability to benefit. Students must meet the minimum qualifications of 18 years of age and a high school diploma. The college catalog clearly states the exceptions, such as enrolled minors (now defined as Dual Enrollment), apprenticeship and international students. The college catalog provides definitive pathways to guide students through transfer process of GE CSU and GE UC. This is supported through the online orientation and educational plans. (II.C.6)

Clovis Community College utilizes the data from Institutional Research and instructional staff to evaluate the effectiveness of admission and the reliability of placement. Currently Clovis Community College is reviewing practices of Multiple Measures Assessment Program as an addition and or alternative to the current placement process (CAI is no longer viable). Partners at the feeder high schools are supporting the initiative by providing the Clovis Community College Counseling Department with transcripts for incoming first time college students. The College is using data from CCCApply admissions application. Clovis Community College and Clovis Unified School District faculty have collaboratively developed a clear and precise ladder of articulation for math and English high school to college courses. (II.C.7)

Clovis Community College does follow a SCCC policy on permanent, secure and confidential storage of student records. Additionally there are established and published policies for the release of student records as defined by FERPA under directory information. There is evidence in the form of an Executive Recovery Brief that describes the current practice of storage and disaster recovery. The process should be included in a Technology Plan that addresses security and storage of all records relating to students. (II.C.8).

Conclusion

The College meets the Standard.

STANDARD III RESOURCES

Standard III.A - Human Resources

General Observations

Clovis Community College is the newest of three colleges in the State Center Community College District. The centralized District Human Resources Department coordinates hiring policies and processes for the entire District, while the college is responsible for prioritizing and hiring instructional and support positions including faculty, administrators, and classified professionals.

Two collective bargaining agreements with the State Center Federation of Teachers cover faculty (one for full time and a separate agreement for adjunct faculty), while classified staff are covered by an agreement with the California School Employee Association and by the rules of the Personnel Commission. Human Resources is responsible for ensuring that job descriptions are consistent throughout the District and for ensuring that hiring policies and practices are carried out effectively. Human Resources is also responsible for ensuring that foreign degrees, or degrees from institutions outside the United States, are evaluated by recognized agencies to determine that they are adequate, and for ensuring that applicants for faculty positions are evaluated for equivalency to the minimum qualifications when a non-standard degree is shown on that person's employment application.

Evaluations are conducted regularly for all groups of employees. Evaluations of faculty and others charged with the responsibility for student learning include consideration of the use of assessment results.

Findings and Evidence

Clovis Community College assures the quality of its programs by employing administrators, faculty and staff who are qualified by appropriate education and training for their positions. SCCCDC has clear policies and regulations for the hiring of administrators, faculty and staff, including Board Policy 7120 Recruitment and Hiring and Administrative Regulations 7120 Procedures for Recruitment and Employment of Full-time College Faculty, Administrative Regulations 7121 Procedures for Recruitment and Employment of First-time Part-Time Faculty, Administrative Regulations 7122 Duties and Responsibilities of Instructors, and Administrative Regulations 7220 Administrative Recruitment and Hiring Procedures; and these policies and regulations are published on the BoardDocs website for the District.

Job descriptions for faculty and administrators directly reference the College mission. A review of current positions shows that position duties, responsibilities, and authority of positions are clearly outlined. The District's Hiring Committee Training Packet for faculty and administrators shows a wide range of venues where positions are advertised to meet EEO guidelines. It appears that processes are in place to ensure that hiring policies are followed consistently. (III.A.1)

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. All academic employees are required to meet the State minimum qualifications for their discipline, and a committee of the College Academic Senate is responsible for evaluating equivalency to those minimum qualifications for applicants who do not possess the exact degrees required. The Administrative Regulations listing the hiring processes used for faculty, both full- and part-time, provide evidence that job listings for faculty hiring require applicants to document adequate and appropriate knowledge of their subject areas, as well as teaching skills and professional effectiveness. After initial employment, regular employee evaluation ensures that institutional effectiveness and academic quality are maintained. (III.A.2, III.A.3)

Human Resources technicians review applications to ensure that applicants meet the qualifications stated in the job descriptions, and that degrees are from accredited institutions. Degrees from foreign institutions are required to have been evaluated by an agency approved by the Federal Department of Education and to provide a copy of that evaluation with their application. The screening committee and Human Resources use that evaluation in the same manner as a transcript to determine if the applicant meets the educational qualifications for the position. (III.A.4)

Evaluation processes and criteria for faculty and classified staff are spelled out in the collective bargaining agreements for both full- and part-time faculty as well as in Administrative Regulation 7125, which covers their evaluation as well as that of Academic Administrators and confidential employees. Evaluation processes and timelines for classified staff are likewise spelled out in the collective bargaining agreement. Timelines for associate faculty evaluation appear to show that evaluations are being conducted according to schedule. The District has recently implemented the NeoGov PERFORM tool to help ensure that this occurs in the future. The District has established procedures for evaluation of all personnel.(III.A.5)

III.A.6. is no longer an applicable Standard.

The College employs a sufficient number of qualified faculty members to maintain educational quality. Data provided in the Self-Evaluation indicate that the College has substantially exceeded its full-time faculty obligation number as defined by the California Community College Chancellor's Office. However, the institution has identified the number of qualified full-time and part-time faculty as an area of concern, based on the results of their internal Accreditation Survey. (III.A.7)

The institution has employment policies and practices, which provide for the orientation, oversight, evaluation, and professional development of adjunct faculty, including an annual orientation for new and returning adjunct faculty. The Faculty Handbook is up-to-date and has recently been revised to make it easier to use by faculty. Efforts are made to integrate part-time (adjunct) faculty into the life of the institution through provision of office space, professional development opportunities and funding for them, and participation in college committees. The Faculty Handbook has just been fully updated and published in Spring 2018, and is available on the college website. Extensive professional development opportunities were documented as well as processes by which adjunct faculty were able to access and participate in those activities.

(III.A.8)

SCCCD is a Merit System District, and Board Policy 7230 states the District follows applicable Education Code regulations for this system. Staff positions are allocated to the College by the Chancellor's Cabinet each year. A prioritization process exists by which the College decides which position(s) to fill and that process is documented and followed. Qualifications for classified staff and job descriptions are maintained by the District Director of Classified Personnel, who reports to the Personnel Commission, and qualifications are verified in the hiring process. The District Office of Human Resources has a Human Resources Staffing Plan, which was employed for the first time in 2016-2017, but their evaluation of the process following initial implementation indicated a need to revise the process to make it work more effectively with College staffing processes. (III.A.9)

The College bases decisions on the number and organization of administrators needed to provide continuity and effective administrative leadership on factors including a survey of similarly sized colleges as well as on budget and growth data, as shown in the justification for the VP of Student Services. All administrators meet qualifications stated in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. Hiring procedures for Administrators are documented in District Administrative Regulation 7220, *Administrative Recruitment and Hiring*. (III.A.10)

The Board of Trustees is responsible for Board Policies and Chancellor's Cabinet develops Administrative Regulations. The vice chancellor of human resources is responsible for the administration of District personnel policies and procedures, which are outlined in board policies and administrative regulations. However, these policies have not been consistently reviewed and updated. The District has developed tracking system for some board policies and administrative regulations with a responsible staff person and a date for review, although the plan and timeline provided to the team did not include a schedule for all Board Policies and Administrative Regulations. (III.A.11)

Although they may be outdated, hiring and personnel policies appear to be fair and processes are in place to ensure that they are equitably administered. District policies BP 3410, *Nondiscrimination*, and BP 3420, *Equal Employment Opportunity*, show the District's support for their diverse personnel. The District has an Equal Employment Opportunity (EEO) Plan which is up-to-date and which is implemented by an EEO Advisory Committee. Evidence provided shows that Human Resources training is provided to all hiring committees on Equal Employment Opportunity regulations and policies. In particular, the EEO training packet used to train members of hiring committees is comprehensive, complete, and easy to understand. While policies and regulations exist covering nondiscrimination, harassment, and Equal Employment Opportunity, these regulations do not address how complaints related to those areas should be tracked or handled and no additional evidence was presented that addresses these areas. (III.A.12)

Board Policy 3150 is the *Code of Ethics for Administrators*, and the District has Administrative Regulations to implement the policy. Evidence was provided to show that the collective bargaining agreements for both faculty and classified employees address behavior of employees,

including disciplinary action, but no written code of ethics was presented that applies to all employees. The collective bargaining agreements for both full-time and part-time faculty and Personnel Commission policies and rules delineate timelines and processes for actions following evaluations that are formal, timely, and documented, and are supported by appropriate Administrative Regulations (AR 7360 and AR 7365) covering both academic employees and classified employees (III.A.13)

There is ample evidence provided to demonstrate that the institution provides extensive opportunities for faculty and staff professional development, including calendars of activities and a catalog of opportunities produced by the District Human Resources Department. Flex opportunities are extensive and cover a wide range of topics applicable to faculty and staff, including governance. The College IT Department provides training for faculty and staff for Canvas and other technology tools. A calendar of training opportunities for 2016-2017 showed a large number of trainings, including some scheduled on weekends, and additional evidence showed evaluation of those trainings was discussed in the IT Committee and used to plan future offerings.

The college Professional Development Committee appears to be a new committee, established in Fall 2017, and includes representatives from various constituent groups who provide feedback on the professional development needs of faculty and coordinate professional development offerings at the College. Minutes of the committee indicate an intent to assess professional development but due to the recently of the committee the initial assessment cycle is not completed yet. (III.A.14)

Employees have access to their personnel records as required by law, which is supported by evidence including collective bargaining agreements. The District takes steps to provide that personnel records are secure and confidential. However, as noted in other areas of this report, there was no evidence of secure remote backup of electronic employee data that would provide access to records in the event of a major catastrophe. This raises some questions about the overall security of their employee records. (III.A.15)

Conclusions

The College meets the standard except for IIIA5. The District has policies in place to conduct regular evaluations of all employee groups, yet they are not regularly completing these evaluations. The District has recently begun a new process to ensure all Board Policies and Administrative Regulations are reviewed for relevance; however, this is a new practice and many Board Policies and Administrative Regulations are significantly outdated.

Recommendations

District Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

District Recommendation 2 (Compliance): In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board Policies. (III.A.5)

Standard III.B - Physical Resources

General Observations

Clovis Community College has an Environmental Health and Safety, and Facilities Committee, which is responsible for college-wide planning related to facilities. Their duties include the development of the five-year capital construction plan, the scheduled maintenance plan, and the review of campus safety and security. In support of campus safety, the College has police services present during operating hours to provide a safe, and secure learning and work environment. At the District level, there is a planning group that coordinates the District-wide facilities master plan in support of college facilities planning. However, the District and college indicate they are in the process of updating the District-wide facilities master plan. As the past plan included total cost of ownership elements, it was not clear how this aligned with District resource allocation planning. The update should include the appropriate planning and alignment with departments, programs, and services within existing and future structures, and incorporate the total costs of ownership, which are inclusive of staffing needs, maintenance cost, equipment and technology replacement.

Findings and Evidence

The current campus for Clovis Community College, established on 110 acres in 2007, was originally the Willow International Community College Center. This facility includes two 80,000 square foot academic center, central plant, café, and student bookstore. The college is also responsible for a satellite campus; the Herndon Campus. Both facilities are maintained by District and college staff that provide custodial, maintenance, grounds, and police services. Clovis Community College utilizes the SchoolDude maintenance application to process maintenance requests and track facility repair needs. The college also has an Environmental Health and Safety, and Facilities Committee, composed of faculty, staff, administrators and students that meets monthly to discuss access, safety, network, and security needs for the campuses.

To ensure a safe learning and work environment, the responsibility for safety and security falls upon the SCCC Police Department. Police services are available on campus, with 24-hour monitoring provided at a central dispatch office. The College has contract police services with the Fresno Police Department to provide services in the evening hours. The College also has an emergency notification system to alert students, faculty, and staff in the event of an emergency, and they have an automatic facility lock-down system in place. (III.B.1)

The college indicates the District is in the process of updating the current facilities master plan, which includes Clovis Community College. The updated plan will utilize information from SchoolDude and the District-wide space utilization report, to assist Clovis Community College with evaluating facility efficiency and their academic and support services space needs. In order to improve the effectiveness of the college, the updated plan should be comprehensive, and align all total costs of ownership, which include staffing, equipment, and technology needs, to assist with future resource allocations. (III.B.2, III.B.3)

SCCCD recently passed a bond measure (Measure C) to improve various college facilities. In that proposal, Clovis Community College has proposed to construct a new Career Technical Education facility to serve several new programs. (III.B.2, III.B.3).

Clovis Community College has a five-year scheduled maintenance repair plan to address campus needs and indicates that the District has used lottery funds to assist with updating and repairing various labs and equipment. While this is a relatively new college facility with limited scheduled maintenance needs, the college will need to ensure that maintenance requirements, which are outlined in their scheduled maintenance plan, receive funding allocations to support this work. (III.B.2, III.B.3).

Clovis Community College indicates that long range capital planning relies upon the facilities master plan, the scheduled maintenance plan, and action plan funding requests, which are submitted by college programs. The District is currently completing an update of the District-wide facilities master plan which includes the capital needs of the college based upon the board approved educational master plan for the college. The updated plan should ensure that the stated total cost of ownership elements are included within District budget and resource allocation planning (Standard III.B.4).

Conclusions

The College meets the standard.

Recommendations

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends that the College work with the District to address the total cost of ownership projections for physical and technological resources in support of the College mission, operations, programs, and services. (III.B.4, III.D.1)

Standard III.C - Technology Resources

General Observations

Clovis Community College provides technology planning, support and services through the college's Technology Services Department, which at the time of writing the ISER was composed of three full-time and three part-time staff under the direction of the Dean of Instruction, STEM and Technology Resources. The campus Technology Committee is responsible for making recommendations regarding technology development, and for producing and monitoring the College *Technology Plan*. The District's Information Systems (IS) Department is responsible for operating and maintaining enterprise systems shared by the three colleges in the District. The District does not have a current *Strategic Information Technology Plan*, although there is a District Technology Advisory Committee (DTAC), which works with the Vice Chancellor of Operations and Information Systems to oversee technology for the District.

Findings and Evidence

Clovis Community College identifies technology needed to support its mission through the annual Program Review process as well as departmental action plans. Instructional technology requests are prioritized through a process that is documented and data-driven. Technology needs of the college are also identified through the use of a wide variety of tools including surveys and evidence was provided to show that they are discussed with staff and faculty in affected programs to ensure that solutions provided will meet programmatic needs of the areas. Department chairs and others interviewed reported that input from faculty, staff, and students is included in planning. (III.C.1)

The college has both an overall *Technology Plan* which is up-to-date, covering 2017-2020, and a refresh plan to address updates to and replacement of technology. Different types of technology are replaced on cycles ranging from two to 10 years to ensure that the college mission, operations, programs and services are adequately supported. The college *Technology Plan* is aligned with the *Educational Master Plan* and the mission of the college. Feedback from instructional programs indicates that these plans are providing appropriate support for the academic needs of the college. College IT staff maintain an inventory of technology resources to determine future purchases needed to meet the requirements of the Clovis Community College Technology Plan. The college Technology Plan includes necessary standards for future construction and facilities upgrades to support technology. (III.C.2)

The District *Strategic Information Technology Plan* was written in 2014 to fulfill goal 6.2 of the 2012-2016 *District Strategic Plan*. While the District plan was clearly intended to be followed by regular "tactical" plans to guide the implementation of District-wide IT initiatives, there is no evidence that such plans were ever developed. Some coordination and planning for technology occurs in the District IT Directors' meetings. However, although there is a District Technology Advisory Committee, it primarily evaluates District-wide requests and does not appear to be involved in technology planning. The team did not see evidence of planning at the District level for future equipment and technology replacement costs and there was no clear evidence of planning for technology standards in new facilities at the District level. There is no evidence of

an administrative review process to inform District-level planning efforts for technology. (III.C.2)

At the College level, there is adequate evidence of planning and procedures to ensure reliability and disaster recovery. Physical security of information is addressed through measures such as a UPS backup for the college data center and agreements with external entities including Amazon Web Services for data backup and restoration. A shared drive is available for faculty and staff use on the college network for backup of local computers. Computer support technical staff are available to faculty and staff at the main campus and promptly respond to requests for assistance. Support staff also rotate through the Herndon Center on a scheduled basis to provide technology support at that site. The college is in the process of developing a disaster recovery plan, and a proposal for disaster recovery assessment services dated 2/19/18 was reviewed. (III.C.1; III.C.3)

Security of enrollment data and enterprise applications is maintained by the District, and the District data center is located adjacent to Fresno City College. The Fresno City College data center is used by the District to provide remote backup of District data and vice-versa. The two data centers are housed in separate buildings, and are supported by separate branches of the local power grid as well as having a high degree of data connectivity. An executive brief of the District's disaster recovery plans was reviewed, and indicates that systems are adequate to provide security against most common causes of data loss (power outages, equipment failure, localized infrastructure failure, etc.) However, the close proximity of the two data centers (approximately 500 yards apart) raises significant questions about the security of critical District data and network facilities in the event of a major disaster such as fire, earthquake, etc. which could cause extensive damage to both facilities in a single event. While the executive brief made mention of the data centers at Reedley College, Clovis College, and the Madera Center as being possible cost-effective sites for remote backup, they are not being utilized for that purpose and no budget has been allocated yet for this purpose. There is no further evidence of offsite Disaster Recovery/Business Continuity planning for Clovis Community College or for the District. (III.C.3)

Technology resources for instruction are extensive, and classrooms at all sites are provided with appropriate instructional technology. Training and support are provided to faculty, staff, and students through a variety of means including flex activities, training sessions conducted at varied times including weekends, and online training modules available through the college's course management system, Canvas. Faculty teaching Distance Education courses are required to have specific training in best practices for online instruction. Training is evaluated through surveys completed by participants. (III.C.4)

Official District policies and procedures governing use of computers and the computer network, including BP 3720 *Computer Use* and AR 3720 *Network and Computer Use*, are posted on the SCCC website. The Acceptable Use Policy is posted in hard-copy in the college's computer labs and personnel are required to sign a copy prior to receiving user accounts on District systems. Training is provided to ensure that all members of the college community are aware of policies prior to use of college technology resources. (III.C.5)

Conclusions

The college meets the Standard, except for III.C.2 and III.C.3. The District planning process for technology is not adequate to support the mission, operations, programs and services of the District. As well, the District does not have a documented comprehensive plan for the District and campus operations that would ensure reliable access, safety, and security.

Recommendations

District Recommendation 3 (Compliance): In order to meet the Standard, the team recommends that the District implement an administrative program review process to inform District planning efforts for technology and complete its District technology plan. (III.C.2)

District Recommendation 4 (Compliance): In order to meet the Standard, the team recommends that the District strengthen its planning to ensure reliable access, safety, and security of information. (III.C.3)

Standard III.D - Financial Resources

General Observations

SCCCD and Clovis Community College are dedicated to ensuring that fiscal resources are available to support, sustain, and improve student learning programs and services while ensuring ongoing fiscal stability. Additionally, the Board of Trustees has established policies for fiscal oversight and direction, and has delegated authority to the Chancellor to create administrative procedures and hire management and staff to implement board directives and financial policies. Financial documents provided by the District and college indicate there are sufficient resources to support operational needs. External audits of their financial processes and management have been clean, with no material weaknesses cited. SCCC and Clovis Community College also have processes in place to discuss, plan, and ensure that resources are available to support student and instructional programs and services.

Findings and Evidence

The District has sufficient cash flow and has maintained sufficient financial reserves to ensure financial stability for the college and District. For the periods of 2014-2015 through 2016-2017, the percentage of unrestricted general fund reserve balances for the District has been 19.02%, 16.17%, and 17.36%, well above the minimum 5% reserve recommended by the state. For the 2016-2017 year, the District ending balance was \$31,395,124. These resources are sufficient to address any unforeseen emergencies and support educational improvements throughout the District. (III.D.1, III.D.2, III.D.9).

Facility, technology, and educational plans are used to determine the resource needs for the District and the colleges. The District indicates they are currently in the process of updating the facilities master plan, and they are working on a technology plan to support the needs of the community and the colleges. The District and college have accepted budget allocation processes to provide resources to meet mission, program, and service needs. The District resource allocation process ensures that all cost increases to Clovis Community College (i.e., statutory benefits, retirement, and step and column adjustments) are included in the initial college allocation. However, the past budget allocation process, which includes how the components and rationale of how the base allocation amounts are provided to the colleges is not clear. Similarly, while SCCC has incorporated total cost of ownership elements within their facilities master plan model, it is not clear how these future costs are incorporated into the resource allocation model. It would help improve transparency and effectiveness if the District re-evaluates its resource allocation model process to ensure that sufficient resources are provided for the effective operation of the District and its colleges. (III.D.1, III.D.2).

Clovis Community College uses its Educational Master Plan (EMP) as the integrated planning document which helps the college determine how resources are to be allocated. This plan focuses on institutional change, assessment of community needs, and improvements to college programs and services. The plan drives other plans such as their Strategic, Technology, and Facilities Master plans. Other plans such as the Student Support and Success, Equity, and Basic Skills plans, are also impacted by the EMP. This plan was created with input from the various

participatory governance groups, and the current plan, which runs from 2017 through 2027, was approved by the Board of Trustees on April 4, 2017. (I.A.3, III.D.2, III.D.3)

Based on the annual audit reports, SCCCD and Clovis Community College employ financial practices that are sound, and through its College Council, District financial information is shared with the college. The financial system provides access control to users consistent with their security level and responsibilities, and managers have the ability to access the financial system to get real time reports and information to assist with budget management. (III.D.2, III.D.5, III.D.6)

The District has a resource allocation and planning process, which begins with a budget study session by the Board of Trustees in April of each year. Budget principles for the District and colleges are discussed and agreed upon at this meeting, as well as projected tax revenue and expenditures. Additional resources are made available after addressing the principles of the board and the base needs of the District and colleges. The District also has a budget resource and Advisory Allocation Committee to make recommendations to the Chancellor. At the college, they have a council composed of administrators, faculty, staff, and a student representative, to discuss the allocation of resources based on the District and college plans, and to make recommendations to the college President. Minutes from each group and related budget information are made available on the District and college websites. The financial plans for the District reflect the projected state revenues for the District, as well as the projected expenditures for the college. However, the college indicates they are in the process of defining their program planning given their evolution as an independent and accredited college. The college should continue to assess and revise their resource allocation process as needed in order to ensure alignment with their planning processes. (III.D.3, III.D.4)

Resources for programs reflect all projected costs for the year and the appropriate use of resources to support student learning programs and services. When available, additional resources are provided to college departments through action plan requests that are submitted to the College Council and funded with state lottery revenues. (III.D.2, III.D.3, III.D.4)

Clovis Community College uses the Ellucian financial system which provides credible and accurate financial documents for budget reporting and fiscal management. The college also receives an annual audit that reviews selected program and service expenditures, which include all special fund programs such as financial aid, grants, contracts, and the Associated Student Government. Special fund programs also go through additional monitoring from state and federal grantors to ensure compliance with program rules and guidelines. (III.D.5, III.D.6, III.D.8)

The past three annual audits reflect no material weaknesses in the financial or internal control systems for the college, note no college mismanagement, and they provide an assessment on the accuracy and effectiveness of the college's financial management practices. A prior year audit finding from June 30, 2016, was related to the District's calculation of the 50% law. This was responded to timely. The review of District investments and bond expenditures also found no material issues. Investments and bond expenditures are made pursuant to applicable board policies and review. No college findings were noted in any of the audits. (III.D.5, III.D.7, III.D.8, III.D.10, Eligibility Requirement 5)

In addressing long-term obligations and needs of the college, the District has set aside funds to address their post-employment benefits (OPEB) liability. The District oversees an OPEB Trust fund with assets totaling \$15.9 million. This is less than the future liability forecast of \$38.9 million estimated on June 30, 2016, but the District utilizes a pay-as-you go method to address current costs. The District also funds retirement liabilities for STRS and PERS annually as part of the resource allocation process. (III.D.11, III.D.12)

The college has no local debt instruments (i.e., Tax and Revenue Anticipation Notes), and no short or long term debt instruments such as bonds or Certificates of Participation. Auxiliary resources, such as the college bookstore are operated by the college, and the Associated Student Government and college Foundation are managed through college or foundation staff. According to the annual audit, there have been no negative findings or recommendations concerning the operation of these programs and services. (III.D.13, III.D.14)

The college Financial Aid office is responsible for monitoring the receipt and distribution of Title IV federal financial aid and the default rates of its student loans. Students participate in counseling workshops prior to receiving student loans. As the college did not receive their own institutional accreditation and federal identification number until 2016-2017, it does not have a three-year default rate to review at this time. The College just began issuing loans in 2016. Prior to 2016-2017, the college was a center of Reedley College, whose three-year default rates were 25.3%, 17.9%, and 23.3% for the period of 2014, 2013, and 2012. The college is still subject to these default rates until they establish their own three-year timeframe. However, there is no data to indicate they will have a cohort default rate that will exceed the federal standard of thirty percent over a three-year period and subject the college to sanctions. (III.D.15)

Contractual agreements are subject to review and signature at the college or district, prior to review and approval by the Board of Trustees. Final approval is based on the agreements meeting the mission and goals of the institution and state public contract code requirements. (III.D.16)

Conclusions

The College meets the Standard.

Recommendations

College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the College further develop its resource allocation process to ensure alignment with the newly developed program planning process. (III.D.3, IV.A.5)

District Recommendation 5 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (III.D.1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV.A – Decision-Making Roles and Processes

General Observations

The District delineates responsibilities to differentiate between primary and secondary roles in Participatory Governance shared with the Colleges. Through interviews, records of dialogue, and other evidence, the team confirms that Clovis Community College has defined areas of primacy and broad opportunity for input to collective decision-making that are functioning effectively.

Committee charges and compositions are codified in the *Participatory Governance Handbook*. Governance bodies and spheres of responsibility provide for broad input capable of producing decisions leading to augmented institutional effectiveness, and which promise to effect quality outcomes in the fullness of time. Overall, Clovis Community College embraces wide participation in Participatory Governance, and fosters a culture of evidence-based self-reflection that encourages all constituents to suggest and implement innovations to enhance student success.

Findings and Evidence

Board regulations and District policy specifically designate the participatory roles of leadership throughout the organization to promote student success through effective decision-making. Through interviews and a review of evidence, the team validates the assertion that the College encourages innovation to enhance the quality of programs, facilities, and services of all kinds. Members of all constituency groups provided examples of improvements resulting from their input to problem solving efforts and/or institutional planning processes. Neither interviews nor evidentiary documentation discussed data analyses enabling recognition of strengths or deficits in student learning or institutional efficacy. (IV.A.1)

The District and the institution establish and implement policy and procedures that authorize administration, faculty, staff, and student contributions to decision-making. Committee members are to speak as the voice of those they represent and have the responsibility to acquire and submit the concerns of their constituents for proper consideration. This claim is supported by interviews with the Student Success Committee, individual committee co-chairs, and stakeholder senates' leadership. Documentation including the *Participatory Governance Handbook*, the *Outcomes and Assessment Handbook*, and the iterations of change in Program Review following the College's initial accreditation in 2015 further affirm the validity of this claim. (IV.A.2)

The College Council serves as a hub -- receiving input from constituent groups as well as from governance committees comprised of faculty, management, classified professionals, and student members. The *Participatory Governance Handbook* details the composition of committees as well as their areas of oversight, and responsibility (grounded in their individual areas of expertise) for making recommendations relative to issues and initiatives passing through the decision-making conduit. Committee agendas, action plans, and other reports are easily accessed

on the College website. (IV.A.3; IV.A.5; IV.A.6).

Governance policies and procedures, governance group charges, membership, and meeting minutes are all present in documentation provided by the College to confirm that they meet Standard IV.A.4. The College Curriculum Committee, the Program Review Committee, and the Student Success and Equity Committee are composed of academic staff that review and plan student learning programs, courses, and support services as well as categorical programs included under the umbrella of the Integrated Plan. In the Curriculum Committee, only faculty are empowered to vote while the vice president of Instruction and Student Services and student representatives serve as non-voting members. All actions of the Curriculum Committee conform to the Clovis CC Curriculum Handbook, District Board Policy 4020 “Program, Curriculum, and Course Development”, and Administrative Regulation 4020. The Clovis Community College Six-Year Planning and Assessment Calendar 2015-2021 documents curriculum review having been conducted during the first two years of the institution’s autonomy; lists that it is being reviewed in the current academic year; and asserts that further reviews are scheduled annually through Spring 2021. (IV.A.4)

To date, in the interest of redefining itself apart from its parent institution, Clovis participatory governance committees have completed comprehensive review and revision of governance committee charges and membership. These revisions comprise the new Participatory Governance Handbook. Beyond this point, “The Six-Year Planning and Assessment Calendar” indicates that the Governance Handbook will continue to be reviewed and improved annually through 2022. The handbook’s “Continuous Cycle of Improvement” section assigns responsibility for assessing the effectiveness of Participatory Governance structures to the College Council and directs how this is to occur as an element of the College assessment and planning cycle. Nevertheless, a review of the evidence and interviews with key leadership did not reveal any situations where evaluation of leadership roles and the institution’s governance and decision-making policies, procedures, and processes have been evaluated more than once.(IV.A.7)

Conclusions

The College meets the Standard.

Recommendations

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the College governance committees use relevant data for effective planning and program improvement. (IV.A.1)

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that the College evaluate the newly implemented governance structure, widely communicate the results, and use the information for improvement. (IV.A.7)

Standard IV.B – Chief Executive Officer

General Observations

Clovis Community College received initial accreditation in 2015. It has enjoyed the leadership of a founding president, who has since retired, and a new college president who has continued a tradition of engaging fully in the community of education, business, and civic organizations among which Clovis Community College is situated. The president provides leadership at the college by guiding and supporting educational programs and support services, and promoting institutional research to support improvements in student success. The college president also leads the organizational development at Clovis Community College, improving institutional capacity through the development of fiscal and facilities resources. The college president also provides leadership in developing structured, communicative governance systems that will streamline and make transparent the collegial decision making processes which complement the College's culture of collaboration.

Findings and Evidence

The college president is the institutional chief executive officer reporting to the District chancellor. The college president duties include the responsibility for the quality of the institution. The provides leadership to the administrative staff through leadership group meetings such as the president's full council and individual meetings with administrators in president's cabinet and constituency leaders. The college president also provides college-wide leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness through direction to college administrators and by co-chairing the College Council with the vice president of administrative services as detailed in that body's charge and composition. Minutes of College Council meetings show that this body, led by the college president, conducts the formal business of planning, budgeting and assessing institutional effectiveness. Similarly, planning retreat agendas show the role of the college president in college-wide conversations. A college plan to compress Program Reviews from five-year cycles to two-year Program Review updates will resolve a gap the institution recognizes in the currency of program plans.

The college's hiring procedures assign to the president, the recommendation to the Board of Trustees of certificated, classified and administrative hires. Professional development for all employee classifications is documented in college activities and attendance at off campus events.

The CEO's role in leading institutional effectiveness is demonstrated through the direct reporting relationship of the director of institutional research to the CEO. The active role of this office in conducting institutional research is demonstrated in the 2016-2017 Institutional Effectiveness report. (IV.B.1)

The college shows evidence of growing employee numbers in the past six years concurrent with enrollment growth and in line with the 2017-2027 educational master plan. The organizational structure has expanded under the direction of the college president to provide more distributed support for the growing enrollments and staffing. This organizational structure shows a

delegation of responsibilities to the college president's subordinates that are in line with the title of each vice president, dean and director. The college is currently in the process of hiring a vice president of student services. (IV.B.2)

Through leadership of the College Council, the college president oversees the review and approval of the institution's educational master plan, strategic plan, and integrated student success plan which were updated in 2017. The college's institution set standards/institutional performance standards for student achievement are published by the institution's office of institutional research whose director reports directly to the college president. This office also published the institutional effectiveness reports for 2015-16 and 2016-17, which provide evidence that planning relies on high quality research and environmental scans.

Educational and resource planning are linked through the institution's master plan and strategic planning, and the allocation of resources is tied to improving achievement through annual progress reports to the Program Reviews. Under the leadership of the college president, the link between program review, planning and resource allocation is being strengthened and codified to distinguish regular, operational line item funding from special application processes for educational and programmatic innovations. This modification will streamline the response to enrollment growth and strategic plan implementation.

Through participation in the college's planning processes and overseeing the office of institutional research, the president ensures that institutional performance indicators are set and assessed and that procedures for resource allocation improve achieving the institutional mission. (IV.B.3)

The college president assures the implantation of statutes, regulations and governing board policies by maintaining liaison with District operational bodies such as the chancellor's cabinet and the Educational Coordinating and Planning Council. The college president's oversight over direct reports and college operations through the planning processes and College Council ensure the maintenance of institutional practices consistent with the institutional mission and policies, and controls the budget and expenditures. (IV.B.5)

The college president's meeting agendas, presented as evidence of community involvement, demonstrate broad involvement with civic, educational (K-12 and university), business and service organizations. Presentations at the college forum by the external evaluation team demonstrated regional support and affirmation of the college president's community involvement with local educational agencies, legislators, business and industry and veterans' association. The college president also utilizes the college's marketing arm to communicate broadly and directly to communities served by the college about educational and career programs and athletics events using print material and social media sites. (IV.B.6)

Conclusion

The College meets the Standard.

Standard IV.C – Governing Board

General Observations

The SCCC Board of Trustees is comprised of seven elected members and one non-voting student member, who are responsible for the oversight of three colleges including Fresno City College, Reedley College, and Clovis Community College and two educational centers: Madera Community College Center and Oakhurst Community College Center. SCCC serves approximately one million people across more than 5,700 square miles, including most of Fresno and Madera counties and parts of Kings and Tulare counties.

The Board establishes policies that are consistent with all three colleges' missions. The chancellor of the District executes policies and procedures and provides oversight to the operations of all three colleges through the respective college president who reports directly to the chancellor of the District.

Findings and Evidence

The District's locally-elected Board has the authority over and has adopted the necessary policies to assure the proper operation and the financial stability of the District. Board Policy 2012 "Board Duties and Responsibilities", last updated in February 2017, defines Board authority and responsibility which includes responsibility for establishing policies, assuring fiscal health and stability, monitoring institutional performance and educational quality. Several other board policies such as Board Policy 2410 "Policy and Administrative Regulations," Board Policy 2510 "Participation in Local Decision Making," and Board Policy 2405 "Review of Board Policies," delineate the legal authority of the Board for policy development, provide for constituent group participation in the development and approval of board policies, and establish a regular review of board policies, respectively. On an annual basis, the Board reviews the District mission, vision, values, goals, strategic objectives and key performance indicators indicating their commitment to student learning programs and services. (IV.C.1)

Board Policy 2715 "Code of Ethics/Standards of Practice" illustrates the importance of Trustees working together as a collective unit. The Board has expended energy through Board development workshops and its Board self-evaluation to ensure that it acts collectively and within its broad authority to act in support of its collective decisions. The Board holds robust discussion when in session, once a vote takes place, if an item is passed, Board members act in support of the decision as confirmed from interviews with four of the Trustees. To strengthen their commitment to BP 2715, the Board has worked closely with the chancellor and a consultant to clarify their roles and responsibilities, which includes working more effectively as a cohesive body. (IV.C.2)

There are clearly defined policies for selecting and evaluating the chancellor and presidents of the SCCC. Specifically, BP 2431 "Chancellor Selection," BP 7250 "Educational Administrators, and AR 7220 "Administrative Recruitment and Hiring Procedures" establish the guidelines for the recruitment and selection of the chancellor and presidents. The Board makes the final selection for the chancellor position while the chancellor, in consultation with the

Board, makes the final selection for college presidents. Both the chancellor and college presidents are evaluated on an annual basis. BP 2435 “Evaluation of the Chancellor” delineates the process and criteria used for the evaluation of the chancellor. Similar processes are in place for the presidents. (IV.C.3)

The SCCCD Board of Trustees is comprised of seven trustees elected by the constituents of seven designated areas. There is also a student trustee, who is a non-voting member, who is elected by the student body each year. BP 2010 “Board Membership” defines that governing board members must not be employees of the District nor hold other incompatible office. BP 2012 indicates that the Board is responsible for representing the public interest and advocating for and protecting the District. A number of other board policies and procedures provide the foundation to ensure that the aforementioned responsibilities are met. BP 2345, “Public Participation at Board Meetings” further demonstrates the Board’s commitment to providing the public opportunity for comment and input. (IV.C.4)

Board policies are consistent with the District mission and vision, both of which were updated when the new strategic plan was adopted in 2017, and demonstrate the Board’s commitment to ensure the quality, integrity, and improvement of student learning programs and services. The Board demonstrates its responsibility for educational quality through approval of curriculum, the review of reports such as scorecard data, and the approval of college plans (e.g. student equity plan and educational master plan). Legal matters, such as real estate transactions, personnel issues, and labor negotiations, are also the responsibility of the Board. The Board adheres to regulatory and Board Policy practices that demonstrate that it has ultimate responsibility for legal matters. The District’s full-time general counsel provides the Board with advice as appropriate. Board Policy 2012 and Board minutes demonstrate that the Board exercises ultimate responsibility for resource distribution based on the recommendations of the chancellor to whom the planning is delegated. (IV.C.5)

BP 2010 specifies the size and structure of the Board, with BP 2012 outlining the Board’s duties and responsibilities. Operating procedures such as the election of Board Officers, the Board’s regular meetings, and Board evaluations are also codified via board policies. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws which include setting District policy and exercising oversight over educational programs and quality, and budgetary and legal matters. BP 2405 “Review of Board Policies” and BP 2410 “Policy and Administrative Regulations” delineate the requirements for a regular cycle of review of policies and administrative regulations. District counsel serves as a resource when establishing and reviewing policies and administrative regulations, and the District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Service to ensure legal requirements are met. While the Board does show evidence of reviewing and updating some of its policies and administrative regulations, there was no evidence of a regular cycle of review for all policies and regulations. Interviews with the chancellor and Trustees indicate that this is a priority and that the establishment of BoardDocs will facilitate this systemic, timely review of policies and regulations in the future. (IV.C.7)

The Board regularly engages in the review of key indicators of student learning and achievement and institutional plans. Examples include the review of scorecard data, the College's Student Equity/Integrated Plan, the Basic Skills Plan, the Colleges' strategic plans and the Colleges' educational master plans. The District strategic plan includes defining Key Performance Indicators, and the Board also receives regular updates during Board meetings and special study sessions throughout the year on these indicators. (IV.C.8)

The Board has an established policy for Board education and Trustee orientation, although the policy cited in evidence is dated 2003. Board development includes workshops, study sessions, and attendance at conferences related to effective trusteeship and advocacy, and a comprehensive new trustee orientation. New Board members attend the Community College League of California orientation and have the benefit of being trained by the chancellor and experienced Board members.

Board Policy 2100 "Board Elections" structures four-year Trustee terms with staggered elections every two years to allow for continuity of Board membership. The Board also has a process for filling off-cycle vacancies. (IV.C.9)

The Board has an established process for self-evaluation as outlined in Board Policy 2745 "Board Self-Evaluation." To strengthen the self-evaluation process and their roles as Trustees, the Board worked with a consultant in 2016. A new, comprehensive self-assessment was developed to strengthen the performance of the Board as a whole, as well as the performance of each Trustee. The survey element of the board self-evaluation includes numerous Likert scale questions that assess the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. All governing board members participated in the survey and the facilitated self-evaluation workshop, and the results of the self-evaluation summary of strengths, areas of development, and goals were published. The team found evidence through Board meeting minutes, validated through meetings with the chancellor and Trustees, that the Board's self-evaluation is conducted regularly. (IV.C.10)

Board Policy 2715 "Code of Ethics/Standards of Practice" articulates the Board of Trustees' code of ethics and prohibition from conflicts of interest. There are nine standards of practice included in the policy to which board members must adhere and that state "violations of this policy may subject the member violating it to censure by the Board." Board members are required to file conflict of interest forms. Board members have no employment, family ownership, or other personal financial interest in the District or any of the Colleges. (IV.C.11)

The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies as outlined in Board Policy 2430 "Delegation of Authority to the Chancellor." Interviews with the Chancellor and Trustees indicate that mutual understanding of the policy on "delegation of authority" needs additional attention. As such, the Board continues to work with a consultant to define and refine the difference between policy and operation. The Board holds the Chancellor accountable for District operations through the job description, performance goals, and annual evaluation. The Board works with the Chancellor to set annual performance goals guided by his or her job description and the District strategic plan. (IV.C.12)

Board Policy 3200 “Accreditation” requires that the Chancellor ensures that Board members are informed about accreditation organizations, relevant reports and accreditation actions by all agencies that accredit District institutions or programs. Board members receive training at the District on Accrediting Commission Eligibility Requirements, Accreditation Standards, Commission policies and accreditation processes. Board members also receive accreditation updates from institutional CEOs at Board meetings and participate in District and external workshops on good trusteeship including their roles in accreditation.

Board attention to accreditation requirements, status, and the maintenance of the board policy on accreditation are cited as support for the SCCCD colleges’ efforts to improve. The Board self-evaluation of board roles and responsibilities includes Trustees’ accreditation responsibilities. (IV.C.13)

Conclusion

The College meets the Standard. The Board acts appropriately and according to its established policies, although many Board Policies and Administrative Regulations have not been reviewed recently or according to an established schedule. While the Board acts with one voice, once a vote has been taken, the perception of the appropriate delegation of authority to the Chancellor is not uniform among Board members.

Recommendations

District Recommendation #6 (Improvement): In order to improve effectiveness, the team recommends that the Board continue to strengthen its efforts to act as a collective entity and reach a mutual understanding with the Chancellor about the delegation of authority. (IV.C. 2, IV.C.12)

Standard IV.D: Multi-College Districts

General Observations

The State Center Community College District (SCCCD) is made up of three colleges, Fresno City College, Reedley College, and Clovis Community College and two educational centers including the Madera Community College Center and Oakhurst Community College Center. The District Chief Executive Officer (CEO), identified as the District chancellor, reports to a seven-member Board of Trustees. The chancellor selects and supervises the college CEOs – the presidents – and a District office where several vice chancellors and other administrative staff report to the chancellor. The District office is an administrative operation that does not directly conduct any educational programs. The three SCCCDC colleges are accredited separately while the District office is only evaluated through the accreditation review of each college where its operations directly impact the college.

Findings and Evidence

The chancellor establishes clearly defined roles, authority and responsibility between the college and the District. The District functional map clearly defines District and college roles where each has primary or secondary roles in fulfilling each accreditation standard subsection. The chancellor, as District CEO, exercises his leadership in guiding the development of the functional map through the Chancellor's Cabinet.

The chancellor provides leadership in setting and communicating expectations through two bodies: Chancellor's Cabinet which comprises the District's executive leadership; and, the Communications Council, which comprises the chancellor, presidents, academic and classified senate representatives, and faculty and classified union representatives. Chancellor's Cabinet agendas demonstrate how the chancellor directs District-wide activities and provides for coordination between, and support for, the colleges. (IV.D.1)

The District organizational chart identifies functions and personnel who provide District-wide services. Additionally, fourteen District-level committees are described in the Role of Constituents in District Decision Making document. The document delineates the coordination of a broad range of functions that include fiscal and human resource allocation recommendations, District-wide curriculum review, planning, institutional research, facilities, inter-institutional leadership collaboration and workforce education planning among others areas. Charge and composition were presented for these committees and taskforces along with integrated planning summary documents identifying goals and delineating college and District responsibilities. However, the absence of minutes or notes about committee actions or progress reports on the planning summary forms made it difficult for the team to review how these representative governance bodies contribute to the decisions made by the chancellor and his staff on resource allocation and support to the colleges and educational centers. (IV.D.2)

The District Budget and Resource Allocation Advisory Committee (DBRAAC) is charged with recommendations on the resource allocation model, cost-savings and revenue strategies, and processes for resource allocation among several duties. However, the DBRAAC currently limits

its activity to conducting an annual resource allocation model evaluation even though the model remains static and is not adjusted to respond to the findings of the evaluation. (IV.D.3)

While all colleges and centers appear to have sufficient resources to support programs and improvement, and while the colleges' budget allocation processes were understood throughout the college, the District's budget allocation process was not as clear to key individuals in the process. It would be beneficial for the District to re-evaluate the resource allocation model to ensure sufficient resources for the effective operation of the colleges and District and to provide additional clarity and transparency to the process. (IV.D.3)

Board Policy 2430 "Delegation of Authority" delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The chancellor then delegates authority to the college presidents. The framework for CEO accountability is established through annual goal-setting between the chancellor and each college president. College presidents are evaluated annually based on these mutually-established goals and based on a number of other criteria related to relationships, management, and leadership/personal qualities as outlined in the evaluation tool. Interviews with the chancellor and presidents validated that the evaluations are conducted annually. (IV.D.4)

There is a high degree of integration between District and college planning and in the evaluation of student learning. This is illustrated by the currency and alignment of the development of college and District strategic plans, and their joint evaluations.

The District Strategic Planning Committee (DSPC) meets twice monthly and produces the District strategic plan and action agendas specific to all aspects of operational plans. DSPC guides the joint assessment of key performance indicators by the District and each college to monitor and improve student learning and achievement and institutional effectiveness. The DSPC was instrumental in the development of the 2017-2020 Strategic Plan, with evaluation, integration, and collaboration serving as its foundation. (IV.D.5)

The District presented a detailed document detailing the roles of constituent groups in District decision-making. A structure of 14 committees addresses planning, finance, quality of educational programs, professional development, technology, facilities, and other areas where efficient District communication and coordination would help ensure effective operations. The structured memberships of these committees include representatives from the colleges and District office. The charges of the committees appear to indicate that communication happens primarily through the committee chairs. (IV.D.6)

The District provided two sets of documents as evidence of evaluating and maintaining the integrity of decision-making processes. The first was a detailed delineation of primary, secondary or shared District and college responsibility for each accreditation standard. The second was a series of documents updated in 2017 that delineate the leadership roles and responsibilities and assigned functions of college and District committees in meeting the planning goals of the District. The goals addressed are: communications, strategic plan,

facilities, human resources, institutional research, resource development, student access, student learning, and technology planning.

The evidence referenced in these standardized planning summaries includes dates of activities and decisions made and refers to agendas and minutes of committee meetings which were not provided.

The work of reviewing, updating, and refining role delineations, governance and decision-making is evidence that the District CEO ensures these roles and functions are being evaluated. The evidence cited does not reflect formal evaluation; the results communicated describe the updated planning document and governance responsibilities, but not the evaluation itself.

(IV.D.7)

Conclusion

The College meets the Standard. There is a robust structure of District-wide committees whose functions include integrated planning and resource allocation review and recommendations. The evidence of these bodies performing their collective complimentary functions is incomplete. Thus, an overall review under the direction of the Chancellor of the efficacy of each committee as well as the overall capacity of these governance bodies to communicate their processes, findings and recommendations to the chancellor's cabinet would be beneficial.

Recommendations

District Recommendation #5 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (III.D.1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)

Quality Focus Essay

The 2017 Clovis Community College ISR describes two long-term action targets that emerged during the self-study process. The Quality Focus Essay (QFE) outlines the sequence of dialogue that elevated these initiatives to this level of concern. First, the Tri-chairs of each work group performed gap analyses while College functions were scrutinized in the context of each accreditation standard. The Accreditation Steering Committee, including all leaders of all Standards, then aligned the gaps to determine where focused effort would have the greatest potential to improve student learning and institutional effectiveness.

Action Project #1: Strengthening the Use of Data in Decision-Making will impact the institution throughout all organizational sectors. Realizing the need to identify deficits in planning, instruction, student support, administration, and operations in general, the College surveyed employees in various areas of responsibility to gauge their data needs as well as their levels of competence in understanding and using data. As the project planning progressed, the Accreditation Steering Committee developed four goals they predict will provide observable results. Each goal is accompanied by action steps, needed resources, responsible parties, completion dates, and possible assessment metrics.

Action Project #2: Building the Infrastructure for Distance Education Program to Ensure Continued Success [sic] supports the intention of Goal 1.2 of the 2017 -2021 Strategic Plan: “Expand flexible learning options to support student equity and adult learners, including Dual Enrollment, Distance Education, and Non-credit opportunities.” The QFE describes objectives intended to a) prepare students for learning online; b) build infrastructure and professional development; and c) to implement hybrid and fully online instruction worthy of the College’s emphasis on student success and excellence overall. Moreover, each project goal is mapped to the Strategic Plan; includes explicit Action Items; specifies responsible parties having certificated, classified, and governance roles; plots action milestones on a timeline; and clearly defines success evaluation methodologies.