



Accreditation Survey Results

Clovis Community College

Office of Institutional Research

Clovis Community College Mission Statement: Creating Opportunities – One Student at a Time

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

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KEY TO REQUESTED QUESTIONS
ORGANIZED BY STANDARD AND SUB-UNIT

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

I.A: Mission—1

I.B: Effectiveness—2-3

I.C: Institutional Integrity - 4

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

II.A: Instructional Programs – 5-11

II.B: Library and Learning Support Services – 12-14

II.C: Student Support services – 15-19

STANDARD III: RESOURCES

III.A: Human Resources—20-31

III.B: Physical Resources—32-34

III.C: Technology Resources—35-39

III.D: Financial Resources – 40-51

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.A: Decision-Making Roles and Processes—52-56

IV.B: Chief Executive Officer – 57-62

IV.C: Governing Board – 63-68

IV.D: Multi-College Districts or Systems – 69-74

Data Interpretation and Definitions (example items from table below are in parenthesis):

n is the sample size for any given question (92).

M is the average (mean) score of all respondents to the given question (3.63) with 1 meaning everyone would have answered “Strongly Disagree” and 4 meaning everyone would have answered “Strongly Agree”.

SD is the standard deviation to a given question. The standard deviation indicates the amount of variation there is from the mean in general between respondents. The lower the standard deviation, the more people generally agree to some point on the scale (0.49).

Frequency is the number of people (within the sample size) who shared a given response (Agree = 34).

Valid Percent (%) is the frequency of a given response divided by the total sample size. Valid percent takes only reported data into account and does not consider missing data or the “Don’t Know” response as part of the total (Strongly Agree = $58/92 = 63.0\%$).

Cumulative Percent (%) is a running total of the Valid Percent (63.0 (SA) + 37.0 (A) = 100.0%).

The “Don’t Know” response stands alone. It is not tied into the valid or cumulative frequencies or percentages in the top portion of the table (Frequency = 5, Valid % = $5/97 = 5.1\%$).

Example:

21. Faculty qualifications include knowledge of subject matter and skills for the service to be provided including appropriate degrees, discipline expertise, teaching skills, scholarly activities, and potential to contribute to CCC's mission.			
$n = 92, M = 3.63, SD = 0.49$	Frequency	Valid %	Cumulative %
Strongly Agree	58	63.0	63.0
Agree	34	37.0	100.0
Total	92	100.0	
I Don't Know	5	5.1	

Summary and Key Findings

Ninety-eight faculty, staff and administrators completed the 2016 Clovis Community College Accreditation Survey. Of those who identified, 68% were faculty, 27% staff, and 5% administration. 55% were full-time.

In some cases, there were non-responses so the totals for each question may not add to 98 as the non-response data were not included.

- Survey results were generally positive with mean averages ranging from 3.07 (Item 67: Board policy clearly establish a process for board evaluation. The board regularly evaluates its practices and performance and makes public the results. Results are used to improve board performance, academic quality and institutional effectiveness) to 3.67 (Item 1: CCC articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary) out of 4.00.
- People were also happy with faculty knowledge (Standard III.A, Item 21), CEO communication (Standard IV.B, Item 62), and expertise across the institution (Standard II.B, Item 13)
- Items for Standard IIID (Financial Resources) had overall low response rates. Those who did answer were generally positive and mean ratings were not unusual; however, the number of “I Don’t Know” responses were quite high.
- Upon further analysis, “I don’t know” responses came primarily from part-time employees up to 2:1 times the response rate.

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Clovis Community College Mission Statement: Creating Opportunities – One Student at a Time

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

Standard I.A: Mission

1. CCC articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.			
<i>n = 85, M = 3.67, SD = 0.47</i>	Frequency	Valid %	Cumulative %
Strongly Agree	57	67.1	67.1
Agree	28	32.9	100.0
Total	85	100.0	
I Don't Know	12	12.2	

Standard I.B: Effectiveness

2. The mission statement defines the Center's broad educational purposes, its intended student population, and commitment to achieving student learning.			
<i>n = 88, M = 3.52, SD = 0.57</i>	Frequency	Valid %	Cumulative %
Strongly Agree	49	55.7	55.7
Agree	36	40.9	96.6
Disagree	3	3.4	100.0
Total	88	100.0	
I Don't Know	8	8.1	

3. CCC broadly communicates the results of all assessment and evaluation activities so that there is a shared understanding of its strengths and weaknesses and sets appropriate priorities.			
<i>n = 75, M = 3.29, SD = 0.67</i>	Frequency	Valid %	Cumulative %
Strongly Agree	31	41.3	41.3
Agree	35	46.7	88.0
Disagree	9	12.0	100.0
Total	75	100.0	
I Don't Know	16	16.3	

Standard IC: Institutional Integrity

4. In the spirit of institutional and academic integrity, CCC uses and publishes board policies on academic freedom and responsibility which show the commitment to a free pursuit and dissemination of knowledge and intellectual freedom to all.			
<i>n = 80, M = 3.46, SD = 0.55</i>	Frequency	Valid %	Cumulative %
Strongly Agree	39	48.8	48.8
Agree	39	48.8	97.5
Disagree	2	2.5	100.0
<i>Total</i>	80	100.0	
I Don't Know	16	16.3	

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

5. All instructional programs, regardless of location or mode of delivery, are offered in fields of study consistent with CCC's mission and culminate in student attainment of identified student learning outcomes.			
<i>n = 86, M = 3.55, SD = 0.55</i>	Frequency	Valid %	Cumulative %
Strongly Agree	49	57.0	57.0
Agree	35	40.7	97.7
Disagree	2	2.3	100.0
<i>Total</i>	86	100.0	
I Don't Know	12	12.2	

6. Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards.			
<i>n = 90, M = 3.55, SD = 0.55</i>	Frequency	Valid %	Cumulative %
Strongly Agree	48	53.3	53.3
Agree	42	46.7	100.0
<i>Total</i>	90	100.0	
I Don't Know	8	8.2	

7. CCC identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.			
<i>n = 90, M = 3.56, SD = 0.50</i>	Frequency	Valid %	Cumulative %
Strongly Agree	50	55.6	55.6
Agree	40	44.4	100.0
<i>Total</i>	90	100.0	
I Don't Know	8	8.2	

8. Degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

<i>n</i> = 90, <i>M</i> = 3.56, <i>SD</i> = 0.50	Frequency	Valid %	Cumulative %
Strongly Agree	50	55.6	55.6
Agree	40	44.4	100.0
<i>Total</i>	90	100.0	
I Don't Know	8	8.2	

9. Improving institutional effectiveness is valued throughout the College Center.

<i>n</i> = 89, <i>M</i> = 3.52, <i>SD</i> = 0.52	Frequency	Valid %	Cumulative %
Strongly Agree	47	52.8	52.8
Agree	41	46.1	98.9
Disagree	1	1.1	100.0
<i>Total</i>	89	100.0	
I Don't Know	9	9.2	

10. CCC effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

<i>n</i> = 90, <i>M</i> = 3.59, <i>SD</i> = 0.49	Frequency	Valid %	Cumulative %
Strongly Agree	53	58.9	58.9
Agree	37	41.1	100.0
<i>Total</i>	90	100.0	
I Don't Know	8	8.2	

11. CCC awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit are consistent with institutional policies consistent with generally accepted norms in higher education.

<i>n</i> = 90, <i>M</i> = 3.57, <i>SD</i> = 0.56	Frequency	Valid %	Cumulative %
Strongly Agree	53	58.9	58.9
Agree	36	40.0	98.9
Strongly Disagree	1	1.1	100.0
<i>Total</i>	90	100.0	
I Don't Know	8	8.2	

Standard II.B: Library and Learning Support Services

12. Library and other learning support services (i.e. library collections, tutoring, computer labs) are sufficient in quantity, currency, depth, and variety to support educational programs.

<i>n</i> = 80, <i>M</i> = 3.41, <i>SD</i> = 0.61	Frequency	Valid %	Cumulative %
Strongly Agree	38	47.5	47.5
Agree	37	46.3	93.8
Disagree	5	6.3	100.0
<i>Total</i>	80	100.0	
I Don't Know	16	16.3	

13. Relying on the expertise of faculty, including librarians and learning support services professionals, CCC selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

<i>n</i> = 83, <i>M</i> = 3.60, <i>SD</i> = 0.52	Frequency	Valid %	Cumulative %
Strongly Agree	51	61.4	61.4
Agree	31	37.3	98.8
Disagree	1	1.2	100.0
<i>Total</i>	83	100.0	
I Don't Know	12	12.2	

14. CCC evaluates library and learning support services to assure their adequacy in meeting identified student needs and use the results of the evaluations as the basis for improvement.

<i>n</i> = 67, <i>M</i> = 3.58, <i>SD</i> = 0.50	Frequency	Valid %	Cumulative %
Strongly Agree	39	58.2	58.2
Agree	28	41.8	100.0
<i>Total</i>	67	100.0	
I Don't Know	29	29.5	

Standard II.C: Student Support services

15. CCC regularly evaluates the quality of student support services and demonstrates these services support student learning and enhance accomplishment of the mission regardless of location or means of delivery.

<i>n</i> = 77, <i>M</i> = 3.48, <i>SD</i> = 0.55	Frequency	Valid %	Cumulative %
Strongly Agree	39	50.6	50.6
Agree	36	46.8	97.4
Disagree	2	2.6	100.0
<i>Total</i>	77	100.0	
I Don't Know	19	19.4	

16. CCC identifies and assesses learning support outcomes for its student population and provides appropriate services and programs to achieve those outcomes. CCC uses assessment data to continuously improve services.

<i>n</i> = 83, <i>M</i> = 3.45, <i>SD</i> = 0.61	Frequency	Valid %	Cumulative %
Strongly Agree	42	50.6	50.6
Agree	36	43.4	94.0
Disagree	5	6.0	100.0
<i>Total</i>	83	100.0	
I Don't Know	14	14.2	

17. CCC assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

<i>n</i> = 89, <i>M</i> = 3.47, <i>SD</i> = 0.57	Frequency	Valid %	Cumulative %
Strongly Agree	45	50.6	50.6
Agree	41	46.1	96.6
Disagree	3	3.4	100.0
<i>Total</i>	89	100.0	
I Don't Know	8	8.2	

18. CCC provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

<i>n</i> = 89, <i>M</i> = 3.56, <i>SD</i> = 0.56	Frequency	Valid %	Cumulative %
Strongly Agree	53	59.6	59.6
Agree	33	37.1	96.6
Disagree	3	3.4	100.0
<i>Total</i>	89	100.0	
I Don't Know	8	8.2	

19. Counseling and advising programs orient students to ensure they understand the requirements related to their programs and receive timely, useful, and accurate information about those requirements, including graduation and transfer policies.

<i>n</i> = 84, <i>M</i> = 3.55, <i>SD</i> = 0.55	Frequency	Valid %	Cumulative %
Strongly Agree	48	57.1	57.1
Agree	34	40.5	97.6
Disagree	2	2.4	100.0
<i>Total</i>	84	100.0	
I Don't Know	13	13.3	

STANDARD III: RESOURCES

Standard III.A: Human Resources

20. CCC assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support the programs and services.

<i>n</i> = 99, <i>M</i> = 3.55, <i>SD</i> = 0.58	Frequency	Valid %	Cumulative %
Strongly Agree	55	58.5	58.5
Agree	37	39.4	97.9
Disagree	1	1.1	98.9
Strongly Disagree	1	1.1	100.0
<i>Total</i>	94	100.0	
I Don't Know	3	3.1	

21. Faculty qualifications include knowledge of subject matter and skills for the service to be provided including appropriate degrees, discipline expertise, teaching skills, scholarly activities, and potential to contribute to CCC's mission.

<i>n</i> = 92, <i>M</i> = 3.63, <i>SD</i> = 0.49	Frequency	Valid %	Cumulative %
Strongly Agree	58	63.0	63.0
Agree	34	37.0	100.0
<i>Total</i>	92	100.0	
I Don't Know	5	5.1	

22. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

<i>n</i> = 92, <i>M</i> = 3.53, <i>SD</i> = 0.62	Frequency	Valid %	Cumulative %
Strongly Agree	53	57.6	57.6
Agree	37	40.2	97.8
Strongly Disagree	2	2.2	100.0
<i>Total</i>	92	100.0	
I Don't Know	5	5.1	

23. CCC assures effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. Evaluations seek to encourage improvement. Actions following evaluations are formal, timely, and documented.

<i>n</i> = 89, <i>M</i> = 3.44, <i>SD</i> = 0.66	Frequency	Valid %	Cumulative %
Strongly Agree	45	50.6	50.6
Agree	40	44.9	95.5
Disagree	2	2.2	97.8
Strongly Disagree	2	2.2	100.0
<i>Total</i>	89	100.0	
I Don't Know	8	8.2	

24. Evaluations of faculty, academic administrators, and personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of assessment to improve teaching and learning.

<i>n</i> = 87, <i>M</i> = 3.51, <i>SD</i> = 0.57	Frequency	Valid %	Cumulative %
Strongly Agree	47	54.0	54.0
Agree	37	42.5	96.6
Disagree	3	3.4	100.0
<i>Total</i>	87	100.0	
I Don't Know	10	10.2	

25. CCC maintains sufficient numbers of faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the mission and purpose.

<i>n</i> = 84, <i>M</i> = 3.10, <i>SD</i> = 0.82	Frequency	Valid %	Cumulative %
Strongly Agree	29	34.5	34.5
Agree	37	44.0	78.6
Disagree	15	17.9	96.4
Strongly Disagree	3	3.6	100.0
<i>Total</i>	84	100.0	
I Don't Know	13	13.2	

26. There are policies and practices for part time faculty which provide for orientation, oversight, evaluation, and professional development.

<i>n</i> = 90, <i>M</i> = 3.23, <i>SD</i> = 0.72	Frequency	Valid %	Cumulative %
Strongly Agree	35	38.9	38.9
Agree	42	46.7	85.6
Disagree	12	13.3	98.9
Strongly Disagree	1	1.1	100.0
<i>Total</i>	90	100.0	
I Don't Know	7	7.1	

27. CCC maintains a sufficient number of staff with appropriate preparation to support the educational, technical, physical, and administrative operation.

<i>n</i> = 84, <i>M</i> = 3.17, <i>SD</i> = 0.73	Frequency	Valid %	Cumulative %
Strongly Agree	27	32.1	32.1
Agree	47	56.0	88.1
Disagree	7	8.3	96.4
Strongly Disagree	3	3.6	100.0
<i>Total</i>	84	100.0	
I Don't Know	12	14.3	

28. CCC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective leadership that supports its mission and purpose.

<i>n</i> = 86, <i>M</i> = 3.34, <i>SD</i> = 0.73	Frequency	Valid %	Cumulative %
Strongly Agree	40	46.5	46.5
Agree	37	43.0	89.5
Disagree	7	8.1	97.7
Strongly Disagree	2	2.3	100.0
<i>Total</i>	86	100.0	
I Don't Know	11	11.2	

29. CCC upholds a written code of professional ethics for all its personnel, including consequences for violation.

<i>n</i> = 86, <i>M</i> = 3.45, <i>SD</i> = 0.63	Frequency	Valid %	Cumulative %
Strongly Agree	44	51.2	51.2
Agree	38	44.2	95.3
Disagree	3	3.5	98.8
Strongly Disagree	1	1.2	100.0
<i>Total</i>	86	100.0	
I Don't Know	11	11.2	

30. CCC plans for and provides all personnel with opportunities for continued professional development.

<i>n</i> = 92, <i>M</i> = 3.51, <i>SD</i> = 0.57	Frequency	Valid %	Cumulative %
Strongly Agree	39	42.4	42.4
Agree	39	42.4	84.8
Disagree	12	13.0	97.8
Strongly Disagree	2	2.2	100.0
<i>Total</i>	92	100.0	
I Don't Know	5	5.1	

31. CCC makes provision for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

<i>n</i> = 82, <i>M</i> = 3.51, <i>SD</i> = 0.57	Frequency	Valid %	Cumulative %
Strongly Agree	44	53.7	53.7
Agree	37	45.1	98.8
Strongly Disagree	1	1.2	100.0
<i>Total</i>	82	100.0	
I Don't Know	1	15.3	

Standard III.B: Physical Resources

32. CCC assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.			
<i>n = 89, M = 3.47, SD = 0.59</i>	Frequency	Valid %	Cumulative %
Strongly Agree	46	51.7	51.7
Agree	39	43.8	95.5
Disagree	4	4.5	100.0
<i>Total</i>	89	100.0	
I Don't Know	7	7.1	

33. To assure feasibility and effectiveness of physical resources, CCC plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.			
<i>n = 74, M = 3.53, SD = 0.53</i>	Frequency	Valid %	Cumulative %
Strongly Agree	40	54.1	54.1
Agree	33	44.6	98.6
Disagree	1	1.4	100.0
<i>Total</i>	74	100.0	
I Don't Know	22	22.4	

34. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.			
<i>n = 70, M = 3.57, SD = 0.53</i>	Frequency	Valid %	Cumulative %
Strongly Agree	41	58.6	58.6
Agree	28	40.0	98.6
Disagree	1	1.4	100.0
<i>Total</i>	70	100.0	
I Don't Know	26	26.5	

Standard III.C: Technology Resources

35. Technology Services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching, learning and support services.			
<i>n = 93, M = 3.35, SD = 0.62</i>	Frequency	Valid %	Cumulative %
Strongly Agree	40	43.0	43.0
Agree	46	49.5	92.5
Disagree	7	7.5	100.0
<i>Total</i>	93	100.0	
I Don't Know		4.1	

36. CCC continuously plans for, updates and replaces technology to ensure infrastructure, quality and capacity are adequate to support its mission, operations, programs and services.

<i>n</i> = 85, <i>M</i> = 3.41, <i>SD</i> = 0.68	Frequency	Valid %	Cumulative %
Strongly Agree	42	49.4	49.4
Agree	38	44.7	94.1
Disagree	3	3.5	97.6
Strongly Disagree	2	2.4	100.0
<i>Total</i>	85	100.0	
I Don't Know	11	12.2	

37. CCC assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

<i>n</i> = 88, <i>M</i> = 3.45, <i>SD</i> = 0.59	Frequency	Valid %	Cumulative %
Strongly Agree	44	50.0	50.0
Agree	40	45.5	95.5
Disagree	4	4.5	100.0
<i>Total</i>	88	100.0	
I Don't Know	9	9.2	

38. CCC provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology related to its programs, services, and institutional operations.

<i>n</i> = 91, <i>M</i> = 3.40, <i>SD</i> = 0.70	Frequency	Valid %	Cumulative %
Strongly Agree	45	49.5	49.5
Agree	39	42.9	92.3
Disagree	5	5.5	97.8
Strongly Disagree	2	2.2	100.0
<i>Total</i>	91	100.0	
I Don't Know	5	5.1	

39. There are policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

<i>n</i> = 80, <i>M</i> = 3.39, <i>SD</i> = 0.63	Frequency	Valid %	Cumulative %
Strongly Agree	37	46.3	46.3
Agree	37	46.3	92.5
Disagree	6	7.5	100.0
<i>Total</i>	80	100.0	
I Don't Know	16	16.3	

Standard III.D: Financial Resources

40. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services.

<i>n</i> = 68, <i>M</i> = 3.31, <i>SD</i> = 0.58	Frequency	Valid %	Cumulative %
Strongly Agree	25	36.8	36.8
Agree	39	57.4	94.1
Disagree	4	5.9	100.0
<i>Total</i>	68	100.0	
I Don't Know	28	28.6	

41. CCC plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

<i>n</i> = 70, <i>M</i> = 3.47, <i>SD</i> = 0.53	Frequency	Valid %	Cumulative %
Strongly Agree	34	48.6	48.6
Agree	35	50.0	98.6
Disagree	1	1.4	100.0
<i>Total</i>	70	100.0	
I Don't Know	25	25.5	

42. CCC's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Policies and procedures ensure sound financial practices and stability.

<i>n</i> = 70, <i>M</i> = 3.46, <i>SD</i> = 0.53	Frequency	Valid %	Cumulative %
Strongly Agree	33	47.1	47.1
Agree	36	51.4	98.6
Disagree	1	1.4	100.0
<i>Total</i>	70	100.0	
I Don't Know	26	26.5	

43. Appropriate financial information is disseminated throughout the institution in a timely manner.

<i>n</i> = 72, <i>M</i> = 3.24, <i>SD</i> = 0.80	Frequency	Valid %	Cumulative %
Strongly Agree	31	43.1	43.1
Agree	29	40.3	83.3
Disagree	10	13.9	97.2
Strongly Disagree	2	2.8	100.0
<i>Total</i>	72	100.0	
I Don't Know	24	24.5	

44. CCC clearly defines and follows its guidelines for financial planning and budget development. Constituent groups have appropriate opportunity to participate in the development of institutional plans and budgets.

<i>n</i> = 65, <i>M</i> = 3.35, <i>SD</i> = 0.69	Frequency	Valid %	Cumulative %
Strongly Agree	30	46.2	46.2
Agree	29	44.6	90.8
Disagree	5	7.7	98.5
Strongly Disagree	1	1.5	100.0
<i>Total</i>	65	100.0	
I Don't Know	31	31.6	

45. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

<i>n</i> = 65, <i>M</i> = 3.39, <i>SD</i> = 0.70	Frequency	Valid %	Cumulative %
Strongly Agree	32	50.0	50.0
Agree	26	40.6	90.6
Disagree	5	7.8	98.4
Strongly Disagree	1	1.6	100.0
<i>Total</i>	64	100.0	
I Don't Know	30	30.6	

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

<i>n</i> = 63, <i>M</i> = 3.46, <i>SD</i> = 0.59	Frequency	Valid %	Cumulative %
Strongly Agree	32	50.8	50.8
Agree	28	44.4	95.2
Disagree	3	4.8	100.0
<i>Total</i>	63	100.0	
I Don't Know	33	33.7	

47. CCC's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

<i>n</i> = 58, <i>M</i> = 3.48, <i>SD</i> = 0.54	Frequency	Valid %	Cumulative %
Strongly Agree	29	50.0	50.0
Agree	28	48.3	98.3
Disagree	1	1.7	100.0
<i>Total</i>	58	100.0	
I Don't Know	37	37.8	

48. CCC has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management and implement contingency plans to meet financial emergencies and unforeseen occurrences.

<i>n</i> = 55, <i>M</i> = 3.47, <i>SD</i> = 0.54	Frequency	Valid %	Cumulative %
Strongly Agree	27	49.1	49.1
Agree	27	49.1	98.2
Disagree	1	1.8	100.0
<i>Total</i>	55	100.0	
I Don't Know	41	41.8	

49. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

<i>n</i> = 56, <i>M</i> = 3.50, <i>SD</i> = 0.54	Frequency	Valid %	Cumulative %
Strongly Agree	29	51.8	51.8
Agree	26	46.4	98.2
Disagree	1	1.8	100.0
<i>Total</i>	56	100.0	
I Don't Know	37	37.8	

50. CCC monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV, and comes into compliance when the federal government identifies deficiencies.

<i>n</i> = 44, <i>M</i> = 3.43, <i>SD</i> = 0.55	Frequency	Valid %	Cumulative %
Strongly Agree	20	45.5	45.5
Agree	23	52.3	97.7
Disagree	1	2.3	100.0
<i>Total</i>	44	100.0	
I Don't Know	52	53.1	

51. Contractual agreements with external entities are consistent with the mission and goals of CCC, governed by policies and contain provisions to maintain the integrity of CCC and the quality of its programs, services and operations.

<i>n</i> = 51, <i>M</i> = 3.45, <i>SD</i> = 0.54	Frequency	Valid %	Cumulative %
Strongly Agree	24	47.1	47.1
Agree	26	51.0	98.0
Disagree	1	2.0	100.0
<i>Total</i>	51	100.0	
I Don't Know	44	44.9	

STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

52. CCC establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. Policy makes provisions for student participation and consideration of student views.

<i>n</i> = 82, <i>M</i> = 3.40, <i>SD</i> = 0.61	Frequency	Valid %	Cumulative %
Strongly Agree	37	45.1	45.1
Agree	42	51.2	96.3
Disagree	2	2.4	98.8
Strongly Disagree	1	1.2	100.0
<i>Total</i>	82	100.0	
I Don't Know	14	14.3	

53. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantive voice in policies, planning, and budget that relate to their area of expertise.

<i>n</i> = 82, <i>M</i> = 3.39, <i>SD</i> = 0.64	Frequency	Valid %	Cumulative %
Strongly Agree	38	46.3	46.3
Agree	39	47.6	93.9
Disagree	4	4.9	98.8
Strongly Disagree	1	1.2	100.0
<i>Total</i>	82	100.0	
I Don't Know	14	14.3	

54. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

<i>n</i> = 84, <i>M</i> = 3.39, <i>SD</i> = 0.60	Frequency	Valid %	Cumulative %
Strongly Agree	37	44.0	44.0
Agree	44	52.4	96.4
Disagree	2	2.4	98.8
Strongly Disagree	1	1.2	100.0
<i>Total</i>	84	100.0	
I Don't Know	12	12.2	

55. The process for decision-making and the resulting decisions are documented and widely communicated across CCC.			
<i>n = 78, M = 3.24, SD = 0.71</i>	Frequency	Valid %	Cumulative %
Strongly Agree	30	38.5	38.5
Agree	38	48.7	87.2
Disagree	9	11.5	98.7
Strongly Disagree	1	1.3	100.0
<i>Total</i>	78	100.0	
I Don't Know	17	17.3	

56. Leadership roles and CCC governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness with results communicated and used as a basis for improvement.			
<i>n = 71, M = 3.39, SD = 0.64</i>	Frequency	Valid %	Cumulative %
Strongly Agree	33	46.5	46.5
Agree	34	47.9	94.4
Disagree	3	4.2	98.6
Strongly Disagree	1	1.4	100.0
<i>Total</i>	71	100.0	
I Don't Know	25	25.5	

Standard IV.B: Chief Executive Officer

57. CCC's President (CEO) has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.			
<i>n = 73, M = 3.52, SD = 0.53</i>	Frequency	Valid %	Cumulative %
Strongly Agree	39	53.4	53.4
Agree	33	45.2	98.6
Disagree	1	1.4	100.0
<i>Total</i>	73	100.0	
I Don't Know	22	22.4	

58. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity and delegates authority to administrators and others consistent with their responsibilities.			
<i>n = 65, M = 3.57, SD = 0.50</i>	Frequency	Valid %	Cumulative %
Strongly Agree	37	56.9	56.9
Agree	28	43.1	100.0
<i>Total</i>	65	100.0	
I Don't Know	31	31.6	

59. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities.

<i>n</i> = 65, <i>M</i> = 3.52, <i>SD</i> = 0.53	Frequency	Valid %	Cumulative %
Strongly Agree	34	52.3	52.3
Agree	30	46.2	98.5
Disagree	1	1.5	100.0
Total	65	100.0	
I Don't Know	31	31.6	

60. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by ensuring institutional set standards for student achievement are set.

<i>n</i> = 65, <i>M</i> = 3.48, <i>SD</i> = 0.50	Frequency	Valid %	Cumulative %
Strongly Agree	31	47.7	47.7
Agree	34	52.3	100.0
<i>Total</i>	65	100.0	
I Don't Know	31	31.6	

61. The CEO has the primary leadership role for accreditation, ensuring the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times.

<i>n</i> = 66, <i>M</i> = 3.50, <i>SD</i> = 0.53	Frequency	Valid %	Cumulative %
Strongly Agree	34	51.5	51.5
Agree	31	47.0	98.5
Disagree	1	1.5	100.0
<i>Total</i>	66	100.0	
I Don't Know	30	30.6	

62. The CEO works and communicates effectively with the communities served by the institution.

<i>n</i> = 66, <i>M</i> = 3.59, <i>SD</i> = 0.53	Frequency	Valid %	Cumulative %
Strongly Agree	40	60.6	60.6
Agree	25	37.9	98.5
Disagree	1	1.5	100.0
<i>Total</i>	66	100.0	
I Don't Know	29	29.6	

Standard IV.C: Governing Board

63. CCC has a governing board that has the authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and financial stability of the institution.			
<i>n = 74, M = 3.39, SD = 0.52</i>	Frequency	Valid %	Cumulative %
Strongly Agree	30	40.5	40.5
Agree	43	58.1	98.6
Disagree	1	1.4	100.0
<i>Total</i>	74	100.0	
I Don't Know	22	22.4	

64. The governing board is an independent, policy-making body that reflects the public interest in CCC's educational quality.			
<i>n = 71, M = 3.17, SD = 0.70</i>	Frequency	Valid %	Cumulative %
Strongly Agree	23	32.4	32.4
Agree	38	53.5	85.9
Disagree	9	12.7	98.6
Strongly Disagree	1	1.4	100.0
<i>Total</i>	71	100.0	
I Don't Know	25	25.5	

65. The governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating processes.			
<i>n = 71, M = 3.35, SD = 0.51</i>	Frequency	Valid %	Cumulative %
Strongly Agree	26	36.6	36.6
Agree	44	62.0	98.6
Disagree	1	1.4	100.0
<i>Total</i>	71	100.0	
I Don't Know	25	25.5	

66. To ensure CCC is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.			
<i>n = 61, M = 3.38, SD = 0.49</i>	Frequency	Valid %	Cumulative %
Strongly Agree	23	37.7	37.7
Agree	38	62.3	100.0
<i>Total</i>	61	100.0	
I Don't Know	35	35.7	

67. Board policy clearly establish a process for board evaluation. The board regularly evaluates its practices and performance and makes public the results. Results are used to improve board performance, academic quality and institutional effectiveness.

<i>n</i> = 61, <i>M</i> = 3.07, <i>SD</i> = 0.83	Frequency	Valid %	Cumulative %
Strongly Agree	20	32.8	32.8
Agree	28	45.9	78.7
Disagree	10	16.4	95.1
Strongly Disagree	3	4.9	100.0
<i>Total</i>	61	100.0	
I Don't Know	35	35.7	

68. The governing board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds the Chancellor accountable for the operation of the district.

<i>n</i> = 57, <i>M</i> = 3.18, <i>SD</i> = 0.73	Frequency	Valid %	Cumulative %
Strongly Agree	20	35.1	35.1
Agree	28	49.1	84.2
Disagree	8	14.0	98.2
Strongly Disagree	1	1.8	100.0
<i>Total</i>	57	100.0	
I Don't Know	39	39.8	

Standard IV.D: Multi-College Districts or Systems

69. The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity and works with the Colleges clearly defines roles, authority and responsibility between the colleges and the district.

<i>n</i> = 67, <i>M</i> = 3.37, <i>SD</i> = 0.60	Frequency	Valid %	Cumulative %
Strongly Agree	29	43.3	43.3
Agree	34	50.7	94.0
Disagree	4	6.0	100.0
<i>Total</i>	67	100.0	
I Don't Know	29	29.6	

70. The Chancellor clearly delineates, documents, and communicates operation responsibilities and functions of the district from those of the colleges and adheres to this delineation in practice.

<i>n</i> = 60, <i>M</i> = 3.40, <i>SD</i> = 0.53	Frequency	Valid %	Cumulative %
Strongly Agree	25	41.7	41.7
Agree	34	56.7	98.3
Disagree	1	1.7	100.0
<i>Total</i>	60	100.0	
I Don't Know	36	36.7	

71. The Chancellor ensures that the colleges receive effective and adequate district services to support the colleges in achieving their missions.

<i>n = 67, M = 3.37, SD = 0.55</i>	Frequency	Valid %	Cumulative %
Strongly Agree	27	40.3	40.3
Agree	38	56.7	97.0
Disagree	2	3.0	100.0
<i>Total</i>	67	100.0	
I Don't Know	29	29.6	

72. Where a district has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institutions.

<i>n = 66, M = 3.35, SD = 0.59</i>	Frequency	Valid %	Cumulative %
Strongly Agree	26	39.4	39.4
Agree	38	57.6	97.0
Disagree	1	1.5	98.5
Strongly Disagree	1	1.5	100.0
<i>Total</i>	66	100.0	
I Don't Know	30	30.6	

73. District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

<i>n = 71, M = 3.35, SD = 0.63</i>	Frequency	Valid %	Cumulative %
Strongly Agree	30	42.3	42.3
Agree	37	52.1	94.4
Disagree	3	4.2	98.6
Strongly Disagree	1	1.4	100.0
<i>Total</i>	71	100.0	
I Don't Know	25	25.5	

74. Communication between colleges and districts ensure effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

<i>n = 71, M = 3.27, SD = 0.65</i>	Frequency	Valid %	Cumulative %
Strongly Agree	26	36.6	36.6
Agree	39	54.9	91.5
Disagree	5	7.0	98.6
Strongly Disagree	1	1.4	100.0
<i>Total</i>	71	100.0	
I Don't Know	25	25.5	