

FCC Opening Day
2013-2017 Strategic Plan Charrette Comments

Draft Goal 1: Student Success

- 1 Reduce repeat of classes
- 2 Assessment of students better meet academic levels
- 3 Improve outreach to high schools
- 4 Offer transition classes from H.S. to college
- 5 Offer transition classes first semester college
- 6 Educate H.S. faculty of basic college requirements
- 7 More efficient scheduling across campus
- 8 Reinstitute prerequisites for more classes when possible
- 9 Academic advising reinstated
- 10 Give points for attendance
- 11 Completion of an Ed Plan
- 12 Assess skills
- 13 Properly placed
- 14 Emphasize the importance of advisories
 - a. Counselors should not override prerequisite advisories
 - b. Better communication between counselor and instructors
- 15 Students are placed in class unprepared
- 16 Look at placement test for appropriate class placement
- 17 Student Educ. Plans
 - Helping understand E.P.
 - a. Better define goals (How to achieve goals, clarity about major, transfer requirements)
- 18 Need short term goals that are attainable (activities)
- 19 Make them aware of accountability (attendance, quiz at the beginning, regular grade updates)
- 20 Better job of training on pedagogy for instructors
- 21 Teachers' seminars
- 22 New instructors...
- 23 Assign mentor to students
- 24 Purchase/Read textbook
- 25 Communication skills: reading, writing
- 26 Math skills
- 27 Review - preliminary assessment
- 28 Assessment of college preparedness
- 29 Time management skills
- 30 Familiarity with technology and certificates available at FCC Blackboard
- 31 Promote student success workshops
- 32 Organizational skills/note taking/preparedness
- 33 Address student success first day of class
 - a. What does it take to be successful?
- 34 Tutoring: Expanding
- 35 Mandatory meeting per year with a counselor
- 36 Declare a major: Ed plan - career exploration activities
- 37 Placement test: writing component
- 38 Prior reg moving ahead with grades and units (not too many)
- 39 Cohort gray for entering classes - get culture of college/face to face recommended
- 40 Basic Skills course
- 41 First then GE/major

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- 42 Volunteer mentor (students who had success) even by dept/major
- 43 Completion of an education plan
- 44 Enable student articulate plan and goal
- 45 Encourage taking a career planning class
 - a. take a 1 unit class
 - b. or self exploration
- 46 One on one discussion with instructor of student's major (i.e. - music, arts)
- 47 Better high school prep (chemistry)
- 48 Counseling (identify goals - academic plan/orientation)
- 49 Website (user-friendly/updated regularly)
- 50 Tutorial (introduction to this)
- 51 ETC (very good/expand offerings?)
- 52 Study skills
- 53 Maintaining online tutoring
- 54 Blackboard chat (make available)
- 55 Outside services to assist student's success
 - a. resource guide including psych services, community resources
- 56 Division collaboration
- 57 Student activity center to provide increase or expand their ability to provide resources (at least a place to start)
- 58 Respite support, peer support
- 59 Register
- 60 SEP - required to see counselor - minimum before second semester
- 61 Computer literacy
- 62 Required to take math and English first
- 63 More computer labs - not enough access/cell phones being used (not adequate)
- 64 Earlier declaration of majors
 - a. counselor (>1) per division to assess progress toward major
- 65 Every student must meet with and declare major by second semester
 - a. post the SEP on Blackboard so student always knows what to do
- 66 When transferring have a specific tutor at transfer school
- 67 Open tutor time - instructors use office hour to staff a tutoring session
- 68 Virtual office hours - from anywhere on campus
- 69 More flexibility in types of scheduling of classes
- 70 Identify students ed. objectives so they don't waste time
- 71 Identify DSPS earlier
- 72 Better prep for study skills
- 73 Help students understand academic rigor
- 74 Develop a plan where we don't rely completely upon counselors to advise students.
 - a. Get subject area faculty to meet with students as well
- 75 Identify where gaps exist in students helping themselves develop/follow an educational plan
- 76 Develop a way of communicating resources to students (How do students want to receive information?)
- 77 Subject specific tutoring for students. Including faculty tutoring
- 78 Create a flyer that shows a schedule of classes within a time line to achieve a certificate
- 79 Have student take a schedule planning class so they are achieving a correct pathway of course work
- 80 Student orientation should be required not optional

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- 81 Orientation of each major first week of each semester. This would include all faculty for that major.
This would also include a college counselor.
- 82 Students would write down their objectives
- 83 Encourage student study groups
- 84 Ed Plan
- 85 Financial Aid Management
- 86 Counseling
- 87 Ensure students are ready on day 1 (e.g. - financial aid, books, materials)
- 88 First day orientation (e.g. Dog Days)
 - a. college success class
 - b. mandatory - online? Quiz - e.g. mandatory training
- 89 Basic Skills - writing, reading, comprehensive
- 90 College readiness
 - a. Planning - Ed Plan
 - b. Basic Skills
 - c. Impacted classes
 - d. Support services (counseling/financial aid)
- 91 Accountability for participation
 - a. What is expected from your students
- 92 Counselor/educational advisor - meet with one
 - a. good info about discipline (academies, CTC, etc.)
- 93 Immunizations - some are required for certain programs
- 94 DSP&S - possible required testing
 - a. identify the issues
 - b. encourage the students to get tested
- 95 First Year Experience
 - a. limit class - help them with resources
 - b. major fair
 - c. include life skills (interview skills, balancing checkbook, etc.)
- 96 Have periodic meetings between counselors and departments to update and clarify degree requirements
 - a. Perhaps a checkbox tied to Program Review indicating a meeting has taken place - the depth and length of meeting could be up to the need.
- 97 Mentors (that are graduating) a system
 - a. ASG could mentor/mentors?
- 98 Activities in each domain of learning
- 99 Faculty mentoring
- 100 Tutors
- 101 Extend classroom with mentoring
- 102 Bring blocks/learning communities back
- 103 Smaller classes
- 104 FCC student needs better integration. There is a disconnect. Better guidance, with resources and the FCC community
- 105 Programs that better serve and integrate students as part of the school
- 106 Highlight programs such as Puente, cohort programs, IDILE, etc.
- 107 Goal setting assistance
- 108 Better counseling/peer services
- 109 Training instructors in programs and majors

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- 110 Counselor - Professor communication
- 111 Student SEP (see counselor, steps for matriculation unclear to student)
- 112 Students need to know how to see counseling (timely availability)
- 113 Need an orientation (this should be mandatory as a class)
- 114 Students need to come with some direction "college prep"
- 115 Students are only directed to classes that are open - not part of SEP
- 116 Work with graphic design to increase awareness of events on campus
- 117 Facilitate the use of student classes, clubs, and organizations to assist in physical resources and support needs of academic programs
- 118 Using student cadet to assist in security (as lab hours?)
- 119 Partnering with off campus organizations for applicable subjects
- 120 Counseling
- 121 Remediation in correct course
- 122 Ability to accomplish the program
- 123 Students should know what program is all about
- 124 Guidance classes for incoming students
- 125 Transparency with objectives
- 126 Algorithm for classes--mapping
- 127 Educational plans
- 128 New student orientation--what are the needs of the students
- 129 Evaluations
- 130 Helping students know the path to their objectives
- 131 Tutoring, extending classes, writing center
- 132 Support services for whenever classes are offered
- 133 Increase academic support service hours
- 134 Matriculation process being clearly outlined--making students accountable
- 135 Helping students develop their education plan
- 136 Partner with "myedu.com" and other technology tools
- 137 Conversation between students & discipline faculty about career goals
- 138 See a counselor to develop an SEP
- 139 Partnership with K-12
- 140 Tutoring/tutoring program
- 141 Easy preparation
- 142 A first-year experience program (college expectations, note taking, study skills, mentoring, test taking)
- 143 Review placement tests-change test-potentially Accuplacer
- 144 Mandate course pre-reqs/advisories
- 145 Mandate basic skills courses
- 146 Explain course sequencing & prerequisites
- 147 Clear onramps to pathways that lead to a career
- 148 Hold students responsible for own success
- 149 Make sure classes are available to help students meet their ed objectives
- 150 Entry & exit survey of students @ start & end time @ FCC (what their ed goal, did they accomplish it)
- 151 better access to counseling staff
- 152 mandatory orientation program (online perhaps) for how to be successful in college setting
- 153 offering more short-term classes (9 week)
- 154 bringing back weekend college program
- 155 set/planned/sequential course plan

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- 156 Require 100% of students to meet with counselor to form educational plan before registering for classes
- 157 Have a specific follow up meeting with counselor to see if they are on track and if there are any barriers
- 158 Why do students drop out? Should the students have a formal means to statistical share dropped - maybe a computer drop form.
- 159 Social Sciences has benefitted by having social worker available
- 160 Students will sometimes drop non-required classes (rather than requirements like math/science)
- 161 Students unclear what college is all about - not prepared. Need to be better motivated
- 162 For math classes students can benefit from open-labs. This provides more flexibility for students. This can be more of a tutorial.
- 163 Minimize number of units for each program
- 164 Model programs after the TMC
- 165 Find mechanisms to identify students and their goals and educational objectives
- 166 Find mechanisms to identify the best scheduling to meet student objectives
- 167 Increase effective communication with students
- 168 Student Ed Plan
 - a. Career development that initiates road map. (Many students need guidance)
 - b. Explore online resources so students can identify success tracts
 - c. By the halfway point (30) students should identify their individual Ed Plan
- 169 Financial Aid needs to be effective
- 170 Good counseling
- 171 identify objectives & goals
- 172 Update ed. plans
- 173 Survey student ask how we can better serve them
- 174 More efficient class schedule "Master Plan"
- 175 Enrollment management
- 176 Registration--must identify objective
- 177 Require all departments to have completable degrees and certificates
- 178 Tutoring
- 179 Tech. training
- 180 Learning communities, networking
- 181 Orientation & training for first semester students
- 182 Educate teachers on resources available to students & requirements necessary to transfer, grad. & cert.
- 183 Empower teacher re: counseling
- 184 Educate counselors to what departments offer
- 185 Train students on approaching student
- 186 High school outreach
- 187 Student matrix--identify skills, classes
- 188 Faculty advisors assigned to each student; area (major) specific
- 189 Faculty implement assignments specific to various student majors, i.e., foreign language, bring in topic material for their major
- 190 Prompt in Web Advisor to verify/update student profile
- 191 Student orientation mandatory for new students
- 192 Keep Web Advisor updated
- 193 Need to know what students are majoring in--update ed plan
- 194 Getting 20,000 students to input information

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- 195 Mandatory orientation
- 196 Counselors within specific divisions
- 197 Tutorial services--encourage faculty/students
- 198 Student educational plans required
- 199 Interest inventory and career planning
- 200 Have a major
- 201 Coordinate with high schools; prepare students
- 202 Increase prerequisites
- 203 First year or first semester experience
- 204 Online assessments--self (learn about strengths)
- 205 Common placement tools
- 206 Concerns: Students come unprepared; do not know interests; students give up; don't know options; 1st generation students don't know about college
- 207 Identify student's educational goal
- 208 Have a student prepare a student objective form
- 209 Identify students in high schools; they need to start goals
- 210 Students carry their own student ed plan
- 211 Need to identify their career major/goal
- 212 If they don't know their goals, have them get career counseling
- 213 Students can create their goals on their own via online sources
- 214 Report grades to students on a monthly/constant basis
- 215 Identify how students can best learn in the classroom
- 216 Create a summer bridge readiness program to success in a college environment
- 217 Identify students' educational objectives
- 218 Instructors counseling of students in objectives
- 219 Career counseling with counselors (especially with freshmen)
- 220 Student referrals to assessments and counseling
- 221 See dept. chair, faculty, job-shadowing
- 222 Job shadowing in community
- 223 Resources on campus available for students awareness
- 224 Mandate that students should declare majors
- 225 Get word out on new workshops to get to completion; pertains to CSUs too
- 226 If student in student success program, athletics, others, get them on track; AVID-type program for everyone; all students need engagement
- 227 Survey the student's educational objectives
- 228 Student database of student objectives by major
- 229 Activity directly related to real world situations
- 230 Increased access to counseling
- 231 Advising sessions on ed plans
- 232 Guidance counseling for incoming freshmen
- 233 Identification of major (declared)
- 234 Instructor and counselor approved S.E.P.
- 235 Counseling on electives (what students should/shouldn't take to graduate)

- 236 Web Advisor--more user friendly and more access for instructors; access more user friendly earlier in progress
- 237 Redesign website
- 238 Access to network (CTC and off-campus courses)

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- 239 Ed Plan should be a requirement at the start of enrollment
- 240 More students meeting with counselors
- 241 Faculty advisors
- 242 Flex day with counselors training faculty
- 243 Required placement testing or more careful screening of multiple measures
- 244 Fund tutorial at a higher level
- 245 Fund reading/writing at higher level
- 246 Satellite tutorial labs in divisions
- 247 Give students credit for accessing tutorial
- 248 More areas for group study
- 249 More non-credit courses
- 250 Consistent access to instructional tech
- 251 Consistent Blackboard use
- 252 Obstacles
 - a. Making IR regarding student objectives easier to access/understand
 - b. Lack of counselors
 - c. Incorrect placements and not having taken placement tests
 - d. Students don't access tutorial
- 253 Assist organization
- 254 Pathways
- 255 Funding?
- 256 Division counseling
- 257 What is success?
 - a. Useful SLOs
 - b. Prerequisites for classes
 - c. Competitive academic activities
 - d. Better communication between divisions and counseling
 - e. More distance ed classes
 - f. Quality instruction
 - g. Better food
 - h. Parking
 - i. Health services
 - j. Security
 - k. More secure bike parking
 - l. Better coordination of course offerings
- 258 Workshops
 - a. major planning
 - b. inventory/self-assessment
 - c. career
- 259 High-Risk
 - a. Preparation/counseling
 - b. tools/support
- 260 Online Resources
 - a. You Tube
 - b. Video
 - c. Online tutoring
- 261 Field trips to campuses the student may transfer to

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- 262 Educate about the resources that are there already!
- 263 Websites are very difficult to use - improve!
- 264 Tell students/remind of faculty office hours and encourage to use
- 265 Peer help/mentor-mentee relationships
- 266 English classes for deaf students - English teacher and/or ASL
- 267 Availability of counselors - meet with counselors and DSP&S counselors
- 268 Marilyn Glenn is in the Business Division twice a week to meet with students
- 269 DSP&S vocational programs available to students
- 270 Interpreter coordinator has been in the classroom - She needs to be the coordinator not in the classroom
- 271 Need more interpreters in the classroom - 2 full-time interpreters are needed
- 272 Faculty trained tutors
- 273 Set aside time by faculty to tutor students
- 274 Dedicated success strategy time set aside for students
- 275 Have a campuswide reserved day for student education and faculty to improve success
- 276 Cohesive campuswide schedule
- 277 Have students identify their own objectives during an orientation session
- 278 Have a M-TH class schedule and leave Friday for meeting time and tutoring sessions
- 279 Program/Division counseling and orientations
- 280 Assist students identify careers
- 281 Liaison counselors ineffective
- 282 Need program/division counselors
- 283 Counselors need to collaborate and work more closely with faculty
- 284 Have counselors at division offices
- 285 Improve Early Alert system
- 286 Need student educational plans
- 287 Assist with identification of student goals
- 288 Need follow-up from application to confirm student goal
- 289 Valencia College Orientation - extensive college life program requires program mapping
- 290 Keep library open 'til 11:00 pm until/through finals week
- 291 Student educational plan for each student - make GE patterns more accessible
- 292 Require all students to attend orientation
- 293 Provide various ways for students to understand requirements to obtain educational goal
- 294 Help students become more independent in understanding their option and become more self-reliant
- 295 Writing
- 296 Basic reviews - math, English
- 297 Students should be assigned to begin with math/English (Basic Skills) when arriving
- 298 Offer summer review classes
- 299 Complete Basic Skills courses first
- 300 The student has no knowledge of the college "process" on arrival (i.e. How to choose major/How to devise an educational plan
- 301 They are "counseling themselves"
- 302 Include face-to-face tour of facilities in the library
- 303 Discussion regarding having counselors assigned to specific areas (Soc. Sci, Math/Science, Health Science)
- 304 Communication is needed with counselors
- 305 Students need to meet counselors before school
- 306 Attendance - how to make them know the importance of presence

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- 307 Speech should be taken first
- 308 Small class sizes
- 309 Mentoring
- 310 Enhanced counseling
- 311 Counseling - appropriate classes for students
- 312 Give students the opportunity to broaden their world - eg. Cultural and national/international enhancement
- 313 Encourage student collaboration and creation of cohorts
- 314 In course counseling - program specific counseling in division
- 315 Prereqs - More
- 316 Regular meeting with students - extra credit
- 317 Ed Plan - with updates
- 318 Mandatory study hall
- 319 Required lab hours
- 320 Aptitude testing - TEAS
- 321 Library Class for usage
- 322 Reading - learn how
- 323 Mentor program - direct guidance (student to student/faculty to student)
- 324 Set programming for academic goals
- 325 Career evening with specific guidance
- 326 Tools to focus academic goals
- 327 Student resources (income from employment, job placement, job fairs)
- 328 Federal work study
- 329 Appropriate counseling
- 330 Basic skill remediation
- 331 Job shadowing
- 332 Catalog counseling session (simple scheduling sessions) /avoid taking courses you shouldn't
- 333 Expanded access to tutoring
- 334 Information that identifies students majors so that instructors can streamline student coursework
- 335 Identification on rosters
- 336 Increase internships

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Draft Goal 2: Barriers to Programs & Services

- 1 Physical barriers - i.e. elevators
- 2 English Learners - need to have those courses offered every semester
 - a. Have ESL classes, but not used as best they can
 - b. Need to support ESL
- 3 Student Services
 - a. Limited counseling, students
- 4 Access/knowledge of courses and programs
 - a. make it better accessible
- 5 Limited GE classes
 - a. offer more GE, better more fluent times across campus per programs
- 6 Course offerings each semester/times
- 7 Website clean-up at FCC (not student friendly)
- 8 Student e-mail
- 9 Faculty parking and student
- 10 Language, poverty, lack of computers/access to technology
- 11 There are students getting access who shouldn't
- 12 Increase computer lab access/hours
- 13 A unified Basic Skills strategy to get students through basic English/math: improve success in those gateway classes
- 14 Use learning community for basic skills students - with set schedules, classes
- 15 Have a coordinator for a basic skills learning community (strong leader who coaches those students)
- 16 Use cohorts/learning communities, with dedicated counselor(s) and coordinator(s) (similar to what is done for athletes, foster kids, Puente, etc.)
- 17 Apply a "case management" approach to at-risk students
- 18 Assessment for math and English
- 19 Students need more prep in English
- 20 Completion of English 1A? As a pre req for some classes?
- 21 Barriers: Publicity for campus
- 22 Private campuses
- 23 LGI class "525 rule"
- 24 Counseling overloaded
- 25 Distance Education classes
- 26 Cal Works put into Distance Ed
- 27 Online classes does not work for first year student
- 28 Lack of knowledge of campus services
- 29 Need computer tutors
- 30 Finances - FA outreach/workshops
- 31 Childcare
- 32 Transportation
- 33 Time management
- 34 Community awareness - a lot of focus on high school students, but not community awareness on what FCC offers
- 35 Access to technology and proficiency of technology
- 36 Making students aware that computers are available on campus (let them know they can forward student emails to personal email)
- 37 Keyboard skills - slows students down
- 38 Consistent academic preparedness

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- 39 Bring IS (student success) classes back to help with being prepared
- 40 Exploit tutorial centers
- 41 Take advantage of even "maybe" opportunities
- 42 Ill prepared high school leavers or GED holders
 - a. expand Basic Skills and tutoring
- 43 Time management - students have family and work responsibility
- 44 Study skills classes
- 45 Lack of technological skills and access
- 46 Collaboration with high schools
- 47 Orientation - first semester program
- 48 Budget cuts to support services
- 49 Lack of preparation at high school
- 50 Priority registration - is it fair?
- 51 Textbook process
 - a. encourage instructors to put more books on reserve
 - b. open access books online
- 52 Aging out of Foster Care
 - a. Awareness of Programs for Students (i.e. Bridges)
- 53 Design Science students
 - a. Young - need support
- 54 Transportation
 - b. subsidized bus passes
- 55 Child care
 - a. Access to quality and affordable, dependable
- 56 Ways to fundraise for student needs
- 57 Move outreach programs to HS students so aware of their educational options
- 58 Financial Aid
 - a. Exclusions for drug convictions to qualify for financial aid
- 59 Drop in course offerings is a barrier for students
- 60 Need online counseling options to reach wider variety of students
- 61 Financial Aid and Counseling
 - a. one night a week evening hours
- 62 Computers
 - a. We need greater availability - maybe small "satellite" labs throughout campus
 - b. Basic primers/more computer and Blackboard support - more computer literacy
 - c. More advertising of FCC Wise
- 63 The Website
 - a. as an access barrier - it is more geared toward admin than it is to students and faculty
 - b. it is not user-friendly
- 64 Finding ways to make access to our institution more flexible especially for first generation college students, English Language Learners; students who have to work full-time - (more flexible scheduling of classes)
- 65 More community and high school outreach
- 66 Expand library hours (Saturday Hours!) / Tutorial Services
- 67 Child Care
- 68 Access Barriers
 - a. Parking
 - b. Facility entry points

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- c. Lack of understanding of program/graduation requirements
- d. Not offering enough ESL classes
- 69 Solutions
 - a. Clear, accurate information from counselor
 - b. Reconfigure, add parking spaces
 - c. Offering more ESL classes
- 70 Parking: more parking facilities
- 71 Office hours: Arrange office hours on different times to meet students needs
- 72 Library hours: resources and training
- 73 Printing rooms: extended hours - more printing rooms in divisions
- 74 Communication access for deaf students (inform DSPS of needs for students, more interpreters)
- 75 Transportation
- 76 Parking!!!
- 77 Use Tran/Van - Survey students that use it
- 78 Build parking garage with solar on top to pay for it
- 79 Finance
- 80 Transportation
- 81 Child care
- 82 Psych Issues
- 83 The possible stigma of community college is a less than equal education
- 84 Security - possible less than adequate
- 85 Becoming known in Fresno City as a drug use center
- 86 Money for security cameras
- 87 Job/work applications
- 88 Physical Barriers - some people can't get to classrooms. Elevator not always working in MSE.
- 89 Too much access for some students - who don't necessarily belong in college
- 90 Teachers should know more about students in their classroom. The school should provide background info regarding mental or social issues.
- 91 Parking?
- 92 Daycare exists, financial aid exists, student services are provided
- 93 Be aware of individual student - get to know them and be personal. Be accessible to them.
- 94 Students need to learn to be independent (how to drop a class, how to get transcripts, apply for graduation, etc., - learn how)
- 95 Learning the culture of the classroom
 - a. a solution may be to have a class or orientation session to teach them appropriate behavior
- 96 Not knowing where things are
- 97 A tour of the campus to have students get a stamp to prove they went there
- 98 One on one meetings - sometimes the students don't feel involved or included - this could bring them in
- 99 Placement tests - not taking them
 - a. Lack of knowledge about procedure process/necessity
 - b. Not prepared
 - c. What responsibilities do high schools have?
 - d. No registration without placement tests
- 100 Failing class three times no matter how long it's been between attempts at the class
- 101 First generation college students
 - a. Need ambassadors/college relations to high schools
 - b. Help students understand necessary steps to get into college, how to be successful, how to transfer

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- 102 Emphasis on process, not problem
 - a. Fix the website - too busy - outdated info
 - b. Door openers in OAB
 - c. Bus passes as a part of fees
 - d. Safe bike parking
 - e. Maintain elevators
- 103 Parking has always been a challenge
- 104 The bus system isn't reliable - need direct bus route from downtown to FCC
- 105 Student finances - economically depressed demographic
- 106 Childcare
- 107 More books on reserve in the library
- 108 School-run bookstore with lower mark-ups
- 109 Parking--off campus structure, shuttle etc. carpool parking
- 110 Financial aid--voucher at bookstore instead of check
- 111 Online classes--require internet "prep" class or certification
- 112 Get wireless campus-wide now!
- 113 More spaces (benches etc.) for study areas so students are not lingering in hallways
- 114 Counselors must provide accurate information on FCC programs
- 115 Transportation--Solution Bus system
- 116 Cost: Tuition, text book--Solution if requiring books, instructors should utilize book; utilize electronic books
- 117 Online courses--solution combination face to face hybrid class
- 118 Support--Solution counselors, societal requirements need to meet basic skills at how 1950: high school required males to know about electronics
Solution: utilize "You Tube" to assist with basic skills
- 119 ESL barrier--partnerships with adult ed on campus
- 120 Enhance bridge between high schools
- 121 Math (especially for females)--how we assess & sequence math figure out the reasons
- 122 Access to technology--longer computer lab hours (weekend/late night) more info to students
- 123 Economic barriers
- 124 Significant number of students college ready (college going culture)
- 125 Disconnect between faculty expectation and student readiness
- 126 Professional development for faculty, staff, administrators to connect
- 127 Development of an orientation program
- 128 poverty & language problems
- 129 access to computers & internet
- 130 addiction to immediate gratification & immediate solutions to complex questions
- 131 cost
- 132 understanding the process
- 133 course accessibility/scheduling
- 134 transportation
- 135 family resp & crises
- 136 language
- 137 online access
- 138 more workshops-online, promote FA workshops & scholarship opp
- 139 mandatory orientation offering orientation online mailing orientation info to some students
- 140 access to counselors to tell them about what classes matriculate
- 141 Transportation

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- 142 Requiring students to take prerequisites. Removing barriers for future success
- 143 Basic classes in outlying areas or more night classes
- 144 Area high schools
- 145 Person with disabilities - heightened sensitivity to students with disabilities and their needs
- 146 Problems with second language. When teaching foreign language beneficial having two tracks
- 147 Provide FCC computer lab more hours - students may be limited by the time they have access to the lab
- 148 Improve the parking situation
- 149 Improving scheduling of courses to meet the schedule of the majority of students
- 150 Increase amount of classes that have a "hybrid" model - i.e. a mixture of in-class meetings and online
- 151 Money
 - a. More class offerings
 - b. Accountability of FA (ex: Bookstore account, Campuswide fee acct, Dispersement 2nd week (%))
- 152 Financial Aid Educational Plan
 - a. Rules and regulations for students, faculty, and staff
- 153 Tie in personal financing class/financial aid students
- 154 Limited time for students--work, family issues; solution--flexibility
- 155 Flexible time offerings (solution), online classes
- 156 Textbook costs and other financial--reduce textbook costs
- 157 Transportation and parking--carpool incentives
- 158 Motivation--instructors address in class; develop learning communities for at-risk population
- 159 College success skills--training
- 160 Navigating the system--guest speakers, counselors
- 161 DSPS students fearful to give paperwork--instructors need to encourage
- 162 Undocumented students--unable to get assistance
- 163 Outreach to high schools
- 164 Make aware the services at college
- 165 Make connection to K-12
- 166 Media TV/radio skills
- 167 Quick reference sheet on Web
- 168 A "problem button" with live chat
- 169 Rotate counselors
- 170 Bus passes to FCC or reduced cost
- 171 Assigned personnel to areas in the community
- 172 Access to counselors
- 173 Read Fear Factor
- 174 Transportation--jobs, childcare
- 175 Lack of communication among faculty-students-counseling
- 176 Lack of communication/interaction of faculty-counselors
- 177 Lack of interaction between faculty and faculty
- 178 Lack of "middle class" values/"educational" values
- 179 Limited library and tutorial hours
- 180 Limited library on weekends/evenings
- 181 Computer access of students for online classes
- 182 More faculty parking/student parking
- 183 Bus stations limited
- 184 Language comprehension by students; more English/math basic classes
- 185 Scheduling for student access? Weekends?

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- 186 Identify standard learning and disability issues
- 187 Prepared high school students from all feeder schools register first
- 188 Educate culture of society that college is good
- 189 Help students to find support by expanding awareness of individuals to encourage
- 190 Barrier--not all successful people go to college; need to provide support for entrepreneur
- 191 Barrier--English and math placement
- 192 Change culture of learning, e.g., reading, writing, communicating/language
- 193 Online courses: faculty training required but no incentives
- 194 Faculty mentoring? Release time?
- 195 Fewer course offerings a problem
- 196 Lack of connection to programs/activities/projects for community sense
- 197 Invite students (prospective to campus); more campus outreach by FCC
- 198 Barrier: Transportation infrastructure; parking also included
- 199 Solution: Install parking garage
- 200 Barrier: Non-traditional class hours (night courses, weekend courses, distance education, inter-session courses--winter session)
Solution: Off-campus locations for instruction
- 201 Barrier: Friendly user staff campus wide
Solution: Staff orientation on proper communication within academic community
- 202 Barrier: Communication with local high schools
Solution: Constant communication with high schools regarding updates/changes occurring at FCC
- 203 Make sure all programs have access to SCCCD infrastructure (Web Advisor, Datatel) for CTC students
- 204 Transportation for students in outlying communities (Fowler, Mendota)
- 205 More distance ed classes in all areas
- 206 Block scheduling of classes (a.m. block, p.m. block, evening block) to alleviate traffic congestion
- 207 Evening office hours (Business Office, virtual office hours)
- 208 Later hours for bookstore, library
- 209 Parking!!!
- 210 Increase hybrid offerings
- 211 Free bus passes for full-time students
- 212 Collaborate with high schools to align reading and writing
- 213 Increase basic skills offerings
- 214 Common course name and numbering
- 215 Offering less often offered classes throughout district (coordinated scheduling) including skill-based, non-credit courses
- 216 Improved communication with students via website and Blackboard
- 217 More staff computer labs; maybe satellite labs in community, e.g., libraries, etc., "homework centers"
- 218 More flexible student hiring (to staff labs)
- 219 Barriers:Reduction in course offerings-childcare issues, parking, transportation, money, language, lack of basic skills
- 220 Not enough class offerings--more funding
- 221 Time scheduling
- 222 Child care
- 223 Child care cost \$\$
- 224 Academic underprepared
- 225 Enough parking--prime time--scheduling
- 226 More hours of Student Services, library, tutorial

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- 227 Adjunct office hours
- 228 More places for computers
- 229 Tech equipped study centers
- 230 Prerequisites class appropriate
- 231 Some faculty are barriers - accountability for best practice
- 232 Bring back summer institute
- 233 Sharing experience and continuing ed among instructors
- 234 Students are changing, we must change
- 235 Enhance the feeling of "community"
- 236 Finances (students) - demystify financial aid
- 237 Parking - stadium parking and busses....all semester
- 238 Library hours
- 239 Lack of parking for both staff and students
- 240 Lack of interpreters. Having a full-time interpreter (maybe two)
- 241 The way the OAB rooms are laid out is hard for students to see someone signing. Small group dialogue and moving furniture so they can see signing teacher.
- 242 Add more classes
- 243 Lack of office space for some faculty
- 244 More video captions
- 245 Better lighting so students can see instructor
- 246 DSP&S students have priority registration. Not fair to other students. Maybe a limit to how many get priority registration. Should be an audit of this process.
- 247 Training for faculty regarding diversity and interpreters (disability)
- 248 A user-friendly website
- 249 Training for using the emergency phone in the classroom
- 250 Access to parking
- 251 Internet access
- 252 Access to computer labs
- 253 Fiscal limitations of our students
- 254 Calendars must align with the local school calendars
- 255 Child care
- 256 English and math lack of proficiency
- 257 Incorporating math and English instructor at the level where students are struggling
 - a. i.e. - How to read medical calculations
- 259 Collaborate teaching with math and English instructors to teach the content
- 259 Late night hours for computer labs access
- 260 Overlapping classes
- 261 Allow low enrollment classes
- 262 First generation students need more support
- 263 Need more on-line courses to reach broader population
- 264 More courses, more offerings of impacted courses
- 265 Transportation and Parking
- 266 Need full-time social workers to help with student life issues (i.e. child care, transportation)
- 267 Security
- 268 Dual enrollment programs - need more
- 269 English and math placement tests
- 271 Different cut scores at different campuses

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- 271 Students coming to our doors with mental health issues
- 272 Students lack the basic needs to be successful such as transportation, shelter, child care, health care
- 273 Our structure is a barrier (18-week semester) is too long for our students: students disappear around the 15th week point. (Solution = shorter semester)
- 274 Students just don't understand the college expectations: Need to work with students so much earlier in high school (Sophomore)
- 275 Solutions - have experienced faculty work at summer bridge programs with students - panel of experienced faculty
- 276 Presentations to high school classes
- 277 Need more flexible class planning (use needs determined by long waitlists)
- 278 Parking and transportation issues (bussed students can't take night classes)
- 279 Districtwide coordination of classes so Willow, RCC and FCC don't offer same classes at same time
- 280 Shorter term classes have better retention and success rate
- 281 Textbook costs are prohibitive
- 282 We need to consider 16 week semester
- 283 All prefer shorter term classes
- 284 Careful with allowing students to take too many units
- 285 Barriers: parking, poverty, lack of parental/family support
- 286 Solutions:
 - a. Instruction on how to be a student
 - b. Creative scheduling of classes
 - c. Facilitate child care
 - d. Non-cognitive assessment
 - e. Study areas
 - f. Student centers - eg. Health Science
 - g. Stricter advisories/pre reqs
- 287 Poverty (nail health plan)
- 288 Child care (program/access)
- 289 Academic opportunity - exposure (TRIO/Field trips)
- 290 High School dropouts (remedial classes - Eng./Math) (Get them going -on track)
- 291 Literacy (Basic Skills)
- 292 Attendance (Participation/Real life impact/Family support)
- 293 Geographical (Easy "Physical" access)
- 294 Diversification of faculty
- 295 Underprepared students taking available space from those students that are prepared
- 296 Better basic skills assessment
- 297 Improved prereqs
- 298 Class size
 - a. increase in student number in class changes instructor curriculum
 - b. provide student assistants to aid instructors
- 299 Family, jobs, children

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Draft Goal 3: Quality

- 1 Professional development funds for faculty and admin
- 2 Faculty training - technology
- 3 Technology updates in all classrooms
- 4 Relationships and partnerships with industry
- 5 Faculty workshops and training
- 6 Increase site licenses for web grade
- 7 Communication with four-year or industry and advisory committee input
- 8 Increase peer evaluation from industry to judge quality of teaching
- 9 Also in-house peer evaluation to improve teaching quality
- 10 Improve SLO effectiveness to improve curriculum and teaching quality
- 11 Continue to hire and attract high quality faculty
 - a. faculty salary important in attracting quality candidates
 - b. improve timeline for hiring
- 12 Counseling/support services
- 13 Administration provide more support and training for distance education
- 14 More professional development time for faculty
- 15 Quality issue with high percentage of adjunct faculty and need for mentorship by full-time
- 16 Need to mentor full-time faculty
- 17 Need to focus on methods (teaching) on flex days (what will help instructor in-class)
- 18 Better utilization of "atomic" learning
- 19 SLO method is piece meal - need centralization
- 20 Sabbaticals needed
- 21 Track faculty jobs with other professions
- 22 Need clean classrooms
- 23 Need whiteboards
- 24 Staff training on pedagogy
- 25 Dedicated classrooms
- 26 New technologies training on campus
- 27 Salary advancements: more flexibility for taking more on tech.
- 28 Technology training
- 29 Flex Day activity: Joint dept activity....
- 30 Professional Development...
- 31 Access to Blackboard...
- 32 More T&C funds
- 33 Streamline process to create tech-savvy classrooms
- 34 Having technology in classroom is important!
- 35 Program Review Process
- 36 Increased awareness of what other schools are doing with their instructional programs
- 37 Meetings to compare innovations within other community college campuses
- 38 Study abroad and exchange programs
- 39 Feedback from students regarding how well FCC is meeting goals
 - a. Easier way to get student feedback
 - b. Increase number of students who submit feedback
- 40 Technology - more labs and better technology
 - a. class size: 525 - Smaller classes to improve instruction
- 41 Ensure classroom equipment works properly: Wi-Fi improvement

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- 42 Allow instructors designated days for committee meetings
 - a. Collaborate with colleagues more in divisions
 - b. Specific tutoring days for students
- 43 16 week semester; compensate class time to allow this
- 44 Deans be accessible to their faculty and attend faculty meetings when invited in order to take instructive feedback
- 45 Better instructional classroom technologies to instructors
- 46 Keep instructors updated on technology innovations
- 47 FCC - flagship - needs more updated technology
- 48 Staff development
 - a. positive atmosphere for innovation and creativity and collaboration
 - b. support, financial, less "busy work" to get approval, class coverage
- 49 Program Review/SLO's/Assessment (Keep these faculty driven)
- 50 ETC - more opportunity for this
- 51 Keep up with technology - state of the art - locate financial resources for this
- 52 Technology Plan
- 53 Utilize computer equipment
- 54 Sharing evidenced-based practice
 - a. open web page for instructors to share with one another
- 55 Grant writing committee involving multi-divisional resources to get money
- 56 Great teachers seminar - Get this for us
- 57 More travel, professional training, restore sabbaticals
- 58 Advertise FCC Wise, Atomic Learning (maybe City at A Glance), highlight online training schedule
- 59 Continue collaborative work environment like SLO's and today
- 60 Restore great teachers practices idea/ retreats
- 61 Mid-semester Flex Day
- 62 Poor quality of technology
 - a. outdated classroom technology - computers can't play CDs, laser discs
 - b. instructors have to adjust lectures depending on the technology in the classroom. FCC vs. Willow, OAB vs. other classrooms at FCC
- 63 Well funded professional development fund
- 64 Grass roots development
- 65 Licensing requirements - some programs
- 66 Lines of communication between health programs and prereqs - (feeder programs)
- 67 Answer - high academic rigor
- 68 "C" students - need to teach academic rigor
- 69 More math for feeder classes
- 70 Need to know your students - what they are coming in with
- 71 Increased staff development opportunities
- 72 Increased sharing and implementation of those staff development experiences
- 73 Bring best practices andragogical experts to campus for staff development
- 74 Use SLO outcome assessments to evaluate efficacy of instructional programs
- 75 Increase training on instructional technology in classrooms
- 76 Staff Development (bring back "great teachers"/more funding/need to keep up with technology)
- 77 Increase online courses
- 78 Better access to up-to-date computer labs
- 79 Campuswide access to Internet

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- 80 Updated technology to instructor and student
- 81 More staff development
- 82 Active dialogue with advisory committees
- 83 Survey industry and employers
- 84 Better technology in MSE
- 85 Stipend for instructors maintaining current certification/licensing
- 86 Host technology fair/conference
- 87 Program Review
 - a. Professional ethics - by faculty and staff to ensure programs run efficiently
- 88 Quality measurements of programs or classes by area
- 89 Bringing in current relevant information and technologies to the classroom
- 90 Advisory - for transition into higher education or workspace
- 91 Training and professional development
 - a. conferences and workshops at convenient times
- 92 Stress higher in-class involvement of students in class
- 93 Instructors in technology sent for appropriate training (travel and conference)
- 94 Comparison with other schools and programs
- 95 Cost for technology
- 96 Evaluating Board for credentials
- 97 Articulation with classes - even out problems
- 98 Money. Chemistry equipment for instance
- 99 Conferences to get peer ideas for your own teaching
- 100 Non-threatening, non-employment, contingent-related class observations from peers, best practices division and sharing of great teaching strategies
- 101 Get on top of transfer requirements and make sure peers are meeting them
- 102 Emphasize communication in classes
- 103 Support and encourage enthusiastically the professional activities of faculty within their fields such as the travelling and presenting of concerts or recording of CDs by a music faculty
- 104 Decrease class size
- 105 Bigger budget for equipment
- 106 National searchers for employment (full-time)
- 107 Sabbatical leaves need to return = to get faculty to do research!
- 108 Opening up more professional growth!
- 109 Weeks - length of semester (16 weeks) - change the length
- 110 16 weeks session = may allow for a winter session!
- 111 Improve Wi-Fi (CTC has none, OAB has poor)
- 112 Encourage use of flex day for faculty in-service training
- 113 Encourage faculty academic research
- 114 Promote/advertise/recognize academic scholarships by faculty
- 115 Improve faculty understanding of "today's" student/perhaps a seminar
- 116 Need computers and Wi-Fi access across campus
- 117 More computer labs and hourly access to labs
- 118 Ability to print in computer lab
- 119 Need all technology upgraded in the classrooms
- 120 High caps on Basic Skills classes such as 1A
- 121 Travel and conference
- 122 Admin listen to faculty who are experts in their field

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- 123 Commit to upgrading computers, wireless for classrooms, labs etc.
- 124 Develop quantitative data on student success
- 125 More institutional research to track students post-FCC
- 126 Allow approved program review changes to be implemented
- 127 Stop being so resistant to change
- 128 Switch to 16 week semester
- 129 Faculty is oriented to latest technology
- 130 Faculty education is relevant
- 131 Atomic learning (vignettes of technology)
- 132 Top ten "things" instructors should know
- 133 Reinstigate Summer Academy for instructors
- 134 Educational Methodology
- 135 Solutions: Adjunct evaluations
- 136 Notify students if eligible for degree
- 137 More online classes
- 138 Training for faculty to teach online
- 139 Funding for staff development
- 140 Teaching & Learning center for faculty to share ideas
- 141 More inter-division faculty discussion
- 142 Bring educational training to faculty on campus
- 143 Improve critical thinking skills for students
- 144 Invest in faculty, professional development
- 145 Access to resources (financial) to support programs
- 146 Invest and expand programs on campus we know are working
- 147 Invest in research based effective programs
- 148 Stable management--reduce turnover
- 149 Teaching & learning centers (technology resources, videos, peer meeting, adjunct training program)
- 150 Force efficiency-the 525 is not effective
- 151 Staying current in discipline
- 152 attending conferences
- 153 try new approaches & interdisciplinary studies
- 154 less committee involvement, more time in department
- 155 ensure equal quality across the district--a job for the deans
- 156 Summer technology program (institute)
- 157 Workshops
- 158 Scheduling access
- 159 Conference Internet
- 160 "Stipend" compensation
- 161 Increase availability or conference monies
- 162 Printed and online - Publications are clear, timely and concise
- 163 Up-to-date information and up to date on technology software, hardware and industry standards
- 164 Utilize live chat as much as possible
- 165 More mobile applications
- 166 Staff development inadequate
- 167 How do SLO's fit into
- 168 Block of time available for faculty type activities. Maybe call it a "college hour"
- 169 May be faculty that still not use e-mail

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- 170 Program review needs to provide better follow-up
- 171 Create and endure relationships with industry
- 172 Funding to attend trade shows to see newest innovations
- 173 Improving SLO process to make sure all instructors understand their purpose and usefulness
- 174 Advisory Groups
- 175 Teacher driven staff development to meet their needs
- 176 Staff Development
 - a. Encourage and support faculty and staff to continue to grow in their field so they can stay "up-to-date" on the latest information in their field
 - b. Allow funding to allow visits to conferences
 - c. Teacher exchanges with other schools to compare information
- 177 Campus resources and technology
 - a. Bring back Technology Institute
 - b. Match or exceed students current technological skills
- 178 Update teaching strategies to meet the current students learning profile
- 179 Less is more--less more effectively
- 180 Provide equipment and technology
- 181 Less administration and more teaching
- 182 Hire well--multiple abilities (tech, etc.)
- 183 More in-services
- 184 Explore more partnerships with industry to increase revenue on campus
- 185 Encourage honest evaluations
- 186 Good advisory committees need to be developed
- 187 Support new teachers and adjunct mentoring
- 188 Share best practices with colleagues
- 189 Require faculty to take a class every two years
- 190 Fund sabbatical program
- 191 Training--staff development; identify goal and bring someone in; centralized training; in-house, on-site
- 192 Counselors--go to one and told one thing and another told something different; need consistency
- 193 Interaction between counselors and faculty in areas to discuss the path for students; solid ed plan info from counselors to faculty
- 194 Define "quality" - rubric
- 195 "Teachers teaching teachers" - Friday evening to discuss what they are doing in classrooms (foreign languages); invite high schools
- 196 As a faculty, identify high success rates and go sit in on another faculty; best practices
- 197 Advisory committees--coordinated efforts with K-12, adult schools and college; get input
- 198 Increase funding for staff development and opportunities
- 199 Staff member to help faculty with emerging technology
- 200 Technology should be relevant to industry needs
- 201 Standard for teaching and learning--workshops
- 202 Better method for tenure tracking
- 203 Reinstate sabbaticals so instructors can learn new technology
- 204 Streamline processes for curriculum changes
- 205 Streamline action plan process
- 206 Budget issues prohibit improving/replacing needed supplies (i.e., physics)
- 207 Restrict constant updating of textbooks purely for the sake of money
- 208 Identify best practices in the classroom

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- 209 Don't disregard old practices but evaluate them
- 210 Understand who our population is
- 211 Definition of quality of level of education
- 212 Basic equipment must be adequate
- 213 Technology across campus must be the same
- 214 Support model--roles of admin, staff and faculty are known
- 215 Maintain expertise in field/subject knowledge
- 216 Use current resources
- 217 How can FCC administration, staff and faculty ensure they are providing?
- 218 Providing continuing education
- 219 Bring experts onto campus to share information; cater to specific divisions/departments instead of "broad" training
- 220 Divisions/programs: track and make public students'
- 221 Provide institutional research results
- 222 Survey students
- 223 Department/divisions should take the research stats and as a 'break out' groups discuss what the numbers mean and what can be done about the students realistically
- 224 Use of advisory committees for programs; helps to get input from the community
- 225 Use of best practices within profession
- 226 Scheduled faculty support groups for input and sharing
- 227 Intercommunication between FCC faculty, high school teachers and state university faculty
- 228 Monies for professional development
- 229 Create a local venue for professional development to decrease expenses
- 230 Updated computers for computer labs
- 231 Funding for travel and conference to stay current (more funding); faculty should not incur costs to bring new/emerging information to institution to enrich students
- 232 Updating lab facilities to stay current
- 233 Facility maintenance (lights, desks)
- 234 Community mentoring support in lectures and presentations
- 235 field trips around the community
- 236 Industry supported advisory committees
- 237 Bring TLC coordinator back!
- 238 DE administrative structure implemented
- 239 More focused flex days
- 240 More money for travel & conference
- 241 More defined staff development with accountability
- 242 Adjunct training
- 243 Communication between departments
- 244 Customer service training for classified
- 245 Improving in-class evaluation of instructors (maybe including a review of course materials)
- 246 Fill administrative positions in a more timely manner (within 6 months)
- 247 Consistent instructional technology
- 248 Barrier: Faculty/classified don't have opportunities to communicate
- 249 Identify best practices
- 250 Provide technology-equipped classrooms (some classrooms designed as SMART but not)
- 251 Provide technology training
- 252 Room assignments determined by course needs

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- 253 Evaluation process improved--student focus groups
- 254 Make sure instructors teach to COR part of the evaluation process
- 255 Post evaluation--tracking of employment, success in 4-year institutions part of program review
- 256 Evaluation of instructional priorities, coaching vs. PE instruction
- 257 Sabbaticals
- 258 Accountability for all
- 259 Tracking and auditing of classes
- 260 Program review - (Review)
- 261 Require continuing ed
- 262 Providing more continuing ed
- 263 Faculty discussion sessions - brown bag lunches
- 264 Employment placement
- 265 Flex Day faculty training (Outlook, Blackboard, PowerPoint)
- 266 Summer Institute reinstatement
- 267 Online training classes here at FCC (used to be offered). Now need to go outside to get training
- 268 Smart panel or equipment training for instructors
- 269 With new technology, difficult to keep up-to-date with new technologies with budget constrictions. Offer classes and they are canceled due to advertising classes.
- 270 More video phone installations for hearing impaired students to use throughout campus
- 271 Interpreter on computer screen to interpret for student (application on computer/icon available)
- 272 There must be an equitable distribution of resources among divisions and departments
- 273 Dedicated technology budget
- 274 Try to decide on a campuswide clicker
- 275 Giving more clerical duties to faculty takes away from the instructional time
- 276 Have a way to look at the quality of testing
- 277 Have one instructional designer for each division
- 278 Have all basic needs sufficed (like boards and projectors)
- 279 Reform the decision package process
- 280 Better professional development opportunities
- 281 Reform Flex Day to be driven by each division
- 282 More professional development
- 283 Need budget for professional development
- 284 Advocate for resources
- 285 Need professional development in pedagogy
- 286 Need to be forced/encouraged to stay current in area teaching
- 287 Need better measures of quality teaching
- 288 Tie outcomes and assessments to program reviews
- 289 Provide professional development and money/resources to send faculty
- 290 Give faculty opportunities to participate in professional development outside of office/classroom and in other settings; remove barriers
 - a. reduce travel/conference paperwork bureaucracy; it discourages participation and reduces morale
 - b. administration needs to be more transparent with monies available for professional development
- 291 Highlight more faculty achievement in the academic venues
- 292 Make all campus wireless - classrooms, gym, etc.
- 293 Subject specific workshop attendance
- 294 Instructors need "portable" technology (iPads, laptops, etc.)
- 295 Accessing grant monies to get this here

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- 296 Staff development funds need to be a priority
- 297 Expanded lab hours and student tutorials for library
- 298 Instructor training on how to make online resources available to students. Editable PDF programs
- 299 Financial resources
- 300 Adjunct training availability
- 301 "Adjunct Office" with resources - Students need access to adjunct.
- 302 Integration of discipline specific experts and specialists
- 303 In class time for practical experience
- 304 Facility enrichment programs
- 305 Professional development
- 306 Sabbaticals
- 307 Professional Development (Peer to Peer improvement)
- 308 Recruitment
- 309 Conferences (sabbatical created)
- 310 Writing across curriculum (faculty focused)
- 311 Learning Communities (Extending the Classroom)
- 312 Money to help teach current technology (equipment, text, exposure)
- 313 Journal clubs (faculty get together to share current ideas/changes in field/teaching) (chair-vice position)
- 314 Faculty Development - skills (mentoring, formal training, less adjunct/more full-time)
- 315 Increase professional development
- 316 Improve process for getting tech support
- 317 Streamline process for getting technology
- 318 Parity across campus for getting computer upgrades and technology
- 319 Smaller class sizes in numerous disciplines to improve instruction
- 320 Increased faculty discussions to collaborate on methodology and pedagogy
- 321 Increase sabbatical time for instructors to learn, study, and experience new methods

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Draft Goal 4: Partnerships

- 1 Better job to reach out and benefits to partners
- 2 Focus on specific partnerships with departments
- 3 Reward faculty for creating partnerships - make partnerships more friendly and easier
- 4 Sabbaticals are part of nexus to forge partnership
- 5 Increase recognition for faculty that have created partnerships
- 6 Strengthen with 4-year Fresno State, Pacific, UC Merced, etc.
- 7 Districtwide create partnerships more widely known
- 8 Maintain transportation budget to visit partnering entities
- 9 Add partnerships with technology businesses
- 10 Applied technology
- 11 Partnership with our sister colleges
- 12 Continue the evolution of CID communication numbering system
- 13 Communication with the local school districts for common course standards
- 14 Advisory committees
- 15 Internships
- 16 Some for Applied Tech (job manufacturing facilities, pamphlet)
- 17 Publicity for activities
- 18 Speakers guide?
- 19 Advertise Vocational Ed. Programs?
- 20 Market depts?
- 21 Manchester closed -why?
- 22 Majors fair? Need flyers that are easily approved by PIO
- 23 High Schools - need publicity
- 24 Showcase for divisions
- 25 Internships with industry
- 26 Advisory committees - move meetings
- 27 Reach out to community for more info about job needs/skills
- 28 Team teach with Fresno State to encourage transfers (field trips)
- 29 Work with Fresno County/City to identify groups of students that can attend FCC
- 30 Streamline admin process for #5
- 31 Identify community services/scholarships
- 32 Create awareness in community of all services/classes offered at FCC
- 33 Identify/create international relationships
- 34 Identify for each subject and program
- 35 More student service learning
- 36 Articulation with schools they will attend - UC's, CSU's
- 37 Professional organization contact
- 38 Invite more professionals from community to come meet at school
- 39 Encourage fundraising
- 40 Enrich relationship with Foundation
- 41 Better communication across the District - beginning with faculty, including programs
- 42 Develop advisory panels from local, professional and business leaders
- 43 Connect with industry/community to see what their needs are so that we can provide those skills
 - a. Hospitals
 - b. California Restaurant Association and American Culinary Federation
 - c. What are employers seeing and what needs to be changed/addressed

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- 44 Offer more help to students regarding how to market themselves
- 45 Need faculty to network more with business leaders (i.e. guest speakers, internships, etc.), cultural leaders
- 46 Regular editorials to the Fresno Bee to connect, share info with the community
- 47 Better collaboration with Social Services
- 48 Invite organizations onto campus and present in classes and observe multi-disciplinary programs
- 49 Increase collaboration with government agency
- 50 Team up business individuals with students (internships)
- 51 Reduce the barriers to establishing internships - student had an opportunity to do an internship with David Letterman and they could not give that student credit for that experience.
- 52 Staff develop intern programs, like Auto 19
- 53 Work through liability issues for interns or work experience
- 54 Work more closely with K-12 to help bridge gaps in educational outcomes
- 55 Share information obtained from advisory committee meeting in disciplines that have them.
 - a. Advisory committees formed for disciplines
 - b. Without Academic Advisory committees - expand to academic areas
- 56 Involve professionals from our committee - i.e. guest lecturers, participation in advisory committees.
- 57 Strengthen partnerships with K-12 feeder schools
 - a. identify areas where students are weak. This would help districts to focus their instruction.
- 58 Develop connections with subject matter instructors (i.e. English teachers K-12 work with English Dept.)
- 59 Consider connections within faculty on our own campus
- 60 Partner with CSUF or private universities as well
- 61 Create articulation with other colleges
- 62 Educational - difficult with interfacing with FCC
- 63 Business - Advisory committees - meet formally once a year
 - a. M&S - uses Flex Day found businesses helpful
- 64 FCC Training Institute - has been helpful
- 65 A lot of differences between divisions
- 66 Police Academy has great resources with other agencies
- 67 Cultural difficulty of recruiting African American candidates - underrepresented
- 68 Intro to Job Search with Business Division
- 69 K-12 collaborations/partnerships
 - a. started with Edison High now sending high school kids every Friday to AT programs
 - b. Art Hop - museums - to encourage students to go
 - c. Conference in Davis every year that students go to and share work
- 70 What Willow is doing with high school
 - a. students take their high school proficiency test as sophomores and don't take further math/composition
 - b. 2-yr disconnect or hiatus, so when they take the placement test here they don't pass
- 71 Basic Skill refresher course in high school prior to coming to FCC
 - a. Who would teach it? The high school or FCC?
- 72 Reentry students? What about them?
 - a. Senior year refresher courses in English and math (reading comprehension)
- 73 Administration should take part in making contact with other educational institutions
- 74 There needs to be some form of student tracking after graduation - to help make industry contacts
- 75 Too much expansion of duties that used to be accomplished by administrators
- 76 There needs to be teacher support by administrators in finding community contacts
- 77 Work on internships, skill set improvement with businesses

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- 78 Communication with high school for needs of students - constant dialogue
- 79 Communicate and collaborate with community resources
 - a. Ex: Holy Cross Clinic for health care and mental health services
- 80 Use internal and outside speaker resources to provide education
 - a. Ex: EOPS resources, Police Dept. discussion for life skill, health class - nurses to talk about health
- 81 Encourage outside resources to link with student - e.g. Veteran's Administration
- 82 Encourage faculty participation with clubs
- 83 Offer internships to facilitate relationships between community with ethnic groups on campus
- 84 Retired professionals to volunteer at campus
- 85 FCC liaison to build relationships with other schools, such as adult schools and businesses
- 86 Contact with high schools
- 87 Stop 6th grade student tours
- 88 Increase high school student tours
- 89 Moving away from community college - not a good idea
- 90 Focus on training our students to get a job. We should promote this more by reaching out to industry
- 91 Students need hands-on activities
- 92 We need to know what our needs are in the valley and build programs around those needs
- 93 Improve communication with local high schools
- 94 Use our departments to coordinate with local high schools to establish common core objectives
- 95 More on campus social and cultural events
- 96 Allow faculty not to have a five day a week on campus requirement
- 97 Companies that do chemical analysis
- 98 US Dept. of Justice & USDA & FPU & CSUF--align goals--both vocational & academic
- 99 New courses that meet needs of specific companies; i.e., PG&E, engineering, dental hygiene, etc.
- 100 Greater effort publicizing partnerships we already have
- 101 Money/stipends/release time needed for faculty who work outside the contract to make these things happen
- 102 Developing more student internship opportunities
- 103 Free community projects
- 104 Free clinic to serve the community
- 105 Bring in business leaders into the classroom
- 106 Fundraising with the community--MAA
- 107 Strengthen advisory committees
- 108 Programs like S.T.A.G.E.S--partnerships w/Fresno County Office of Ed
- 109 Institutionalizing grants
- 110 Planning grants to continue after money runs out
- 111 I.R. benchmarks for grants
- 112 Strengthening grant process-streamline process with district
- 113 Streamline facility reservation
- 114 More coordinated work with the Regional Jobs Initiative?
- 115 focus on career pathways that are evolving (green pathways)
- 116 Partnerships with K-12, CSUs, UCs, private universities
- 117 Stay current with or educational programs. Connections are currently with business needs
- 118 Ensure we are promoting green education
- 119 Tap into technological innovations and business partnerships
- 120 Develop an ag program that connects with universities
- 121 Connect with water technology industry and businesses

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- 122 Partner with CSU & UC in writing transfer model curriculum & ultimately being involved on a statewide basis
- 123 Partner with cultural activities like Juvenile Diabetes Walk
- 124 Partner with environmental organizations
- 125 Include community members on the FCC advisory committees
- 126 Encourage faculty members to participate on community boards such as Fresno City/County
- 127 Chamber of Commerce and Fresno County Workforce Investment Board
- 128 Strengthen ties with high schools such as offering college courses on the high school campuses
- 129 Strengthen advisory council relationships - even non-technical areas could benefit - connect with more groups outside of the college environment. Internships available for our students. Vital industry connection!

- 130 Fundraising - increased awareness and availability
- 131 Event awareness - putting community back into the college with greater awareness of events/activities and cultural experience.
- 132 Advisory committees not very helpful. People are busy. Hard to recruit members. May be different levels of involvement.
- 133 Value in having one general meeting each year between FCC and appropriate/representative area businesses/organizations.
- 134 Each discipline at the community college level should be required to meet with faculty in same discipline at four-year institution.
- 135 Some very basic employment skills needed across all disciplines - identify them
- 136 Advisory Committees
- 137 Set-up mechanisms between department and deans to better communication
- 138 Formalized internship programs
- 139 Formalized Alumni Association
- 140 Enhancing student activity groups to increase socialization
- 141 Staff Development
 - a. Encourage and support faculty and staff to continue to grow in their field so they can stay "up-to-date" on the latest information in their field
 - b. Allow funding to allow visits to conferences
 - c. Teacher exchanges with other schools to compare information
- 142 Campus resources and technology
 - a. Bring back Technology Institute
 - b. Match or exceed students current technological skills
- 143 Update teaching strategies to meet the current students learning profile
- 144 Internship programs for our students
- 145 Connections (IRS) with business
- 146 High speed rail--commute to employment and bring in tax revenue; more field trips
- 147 Partnerships with high schools, hospitals, health facilities, along with programs and degrees we offer
- 148 Professional training, on-the-job training
- 149 Vocational education programs
- 150 Partnerships with vocational industries (PG&E), solar & green energy (make campus green), air pollution control/air quality
- 151 Electronic recycling
- 152 CSUF
- 153 Advisory boards with rotation memberships
- 154 Coordinate advisory boards to maximize time spent
- 155 Follow through; don't ask if you won't act

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- 156 Streamline the process/interaction; academia moves slow
- 157 Feedback to advisory boards; how are we acting on the board's recommendations
- 158 Inventory of partnerships and what status; shared between committees
- 159 On-campus partnerships
- 160 Open house for public
- 161 Official invites to every high school senior in county for them and family for open house/orientation/meet the college
- 162 More dual enrollment programs as done in CTC to make courses more meaningful
- 163 Make it easier for faculty to bring in outside speakers, such as city planners; make a database of potential speakers
- 164 Better communication between secondary and post-secondary; for example in expectations
- 165 More internships for students but problems such as liability
- 166 Applied Technology has advisory committees; also does field trips to "Westec" Business law and many others; there is no application; maybe having attorney come in to speak
- 167 Field trips to outside
- 168 When do outsiders have the "time" to come in talk; outsiders must have the commitment
- 169 Students need to see successful people in their areas
- 170 Develop funds to bring in outsiders to the classroom in a similar model to staff development "stipends"
- 171 More funds for field trips for students from museums to job fairs
- 172 Strengthen partnerships with high schools
- 173 Bring in community people of various occupations to discuss "specifics" of each career
- 174 Mentorship programs should be established and supported
- 175 Build better partnerships with high schools
- 176 Field trips to various job "sites" or to places of interest to groups of students
- 177 Exposure of students to expert speakers
- 178 Continue to provide opportunities/activities for students to construct low income housing
- 179 Encourage off-campus work experience
- 180 Provide service learning experience
- 181 Explore legal issues related to students volunteering
- 182 Industry (local) advisory committees
- 183 Facility request system that is easy to navigate (facility department); online system, Intranet forms, room reservation
- 184 Why does CTC have to pay facility fees to provide student workshops?
- 185 Avoid charging facility fees for student-focused presentations (workshops, seminars)
- 186 Improved connection with K-12
- 187 More outreach to high schools (instructors and counselors)
- 188 Better connection with sister colleges rather than spirit of competition
- 189 Cross campus flex days "conference like"
- 190 Reinstate summer institute with a variety of themes
- 191 Bring business institutions into flex day; what are employees looking for?
- 192 Include "soft skills/academic skills" faculty in business charrettes
- 193 Offering programs based on community needs; bring business into more discussions; a line item to fund bringing people onto campus
- 194 Internship programs!!
- 195 STEM partnerships
- 196 PGE program
- 197 Training for instructors on ERC

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- 198 High speed rail training--who are they partnering with
- 199 High school partnerships by department; work with other campuses in the district
- 200 Communication needs with 4-year institutions
- 201 Health insurance companies, partnership health instruction and insurance agencies to make our students healthier
- 202 KIDmunity type programs
- 203 Showcase, etc.
- 204 Partnerships that support the Central Valley resources
- 205 By department or program
- 206 College or district liaison person to facilitate these partnerships
- 207 Workforce Connection - strategic partnerships with large entities / reciprocal relationship
- 208 Internships (vocational)
- 209 Contractual memorandums of understanding (to persist over time as people come and go)
- 210 Community events (participation by FCC faculty and students)
- 211 Advisory Boards - IT people in community, BT Department uses Board to assure they are teaching employable skills.
- 212 Internships
- 213 Partnering with community to train people to get jobs. (Anne Watts Grant) Grant to develop programs for training people in the community.
- 214 DSP&S and Applied Photographer have Advisory Boards
- 215 Partnering with high schools (Articulation)
- 216 Online course offered for high school students (CIT- Bonnie Smith)
- 217 Real-world speakers for students
- 218 Have advisory committees from the community to bring in the different health entities
- 219 Have other divisions follow the health and business customs to strengthen partnerships with community entities, including the chamber of commerce.
- 220 Networking with other groups or entities
- 221 A designated day - i.e. Flex Day to have community members meet with the various departments
- 222 Administration needs to embrace the recommendations of national organizations
- 223 Balance the emphasis on efficiency
- 224 Liability issues with internships need resolution
- 225 Apprenticeship programs to maintain, grow, and develop programs
- 226 Need advisory committee operating agreements
- 227 Simplify legal requirements, have generalized operating agreements (i.e. template)
- 228 Need tools to identify partnerships (i.e. book of lists) and community players
- 229 Linkage with training institute
- 230 Partnerships with high schools, faculty, counseling
- 231 Better PIO outreach
- 232 Alumni outreach/database
- 233 Sense of pride through outreach - celebrate and tie in with businesses
- 234 President's receptions bringing in community
- 235 Arts community does this already
- 236 Need to expand partnerships with local businesses
- 237 KIDmunity - students have an opportunity to teach
- 238 Bring local professionals to classes in specific areas and they say which skills are needed
- 239 Each division needs to establish relationships
- 240 Chem - advisory panels and invited local lab folks to come and share their needs of future employees

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- 241 Certificates in these areas
- 242 Help establish internships - part-time work and volunteer to see the potential (desire) of a future in this area
- 243 This area is important to assist students in selecting a career path
- 244 Division work experience classes....
- 245 Need summer workshops etc. to be available
- 246 Outreach between FCC and local businesses
- 247 K-12 (well focused conversations between K-12 teachers and FCC faculty)
- 248 2+2+2 Programs/conversations
- 249 Teacher exchange (high school and FCC faculty)
- 250 Future Nurses of America - more programs like this
- 251 American Red Cross volunteers
- 252 Gerontology classes (certificates)
- 253 Better support of cultural festivities (on campus-weekends)
- 254 High School partnerships (make a better appearance)
- 255 Chamber of Commerce (awareness of FCC)
- 256 Partnerships (UC, CSU faculty to faculty conversations about programs)
- 257 FCC faculty to faculty program development
- 258 Connect with local business owners/companies for feedback
- 259 Increase the number of advisory boards for each department (career specific boards in the community)
- 260 Increase partnerships with CSUF
- 261 Increase partnerships with local high schools
- 262 Continued study abroad access
- 263 Expand connections with local businesses, corporations, and community projects
 - a. asking the community for donations in various areas

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Draft Goal 5: Values

- 1 Value faculty. Express appreciation for faculty. Board express appreciation for faculty Manfredi's comment:
- 2 Board get out and listen to faculty. Go to various campuses
- 3 Faculty express appreciation for good administrators
- 4 Faculty help other faculty value each other and good staff work
- 5 Good orientation of faculty, including adjuncts, to expectations of professionalism
- 6 Work more on core values rather than cultural diversity ideas
- 7 Most students are only interested in learning the subject matter being presented
- 8 Values are best conveyed by the actions of the teachers
- 9 Most values will come from the family. We have a limited amount of time to influence the student.
- 10 Suggested newsletters for divisions
- 11 Do we have Cinco de Mayo, International Day....
- 12 Student Clubs. Getting students involved....Lead by example....
- 13 Flex Day activity...for faculty....students outfitted with "SUITED FOR SUCCESS" donations from instructors (Professionalism)
- 14 Good flyers and publicity materials (Deans need to be given authority to approve)
- 15 Pregame assemblies
- 16 Promote collaborative activities in classroom and across campus
- 17 Extend classroom and workshop
- 18 Promote clubs
- 19 Promote cohorts - for "community"
- 20 Create opportunities for group study - tutorials
- 21 Make activity within department to focus on goals and values and create awareness for student of the goals and values
- 22 Short term classes for "community" (senior populations)
- 23 Instructors need to be treated more like professionals
- 24 All instructors need to be "on the same page"
- 25 Communication needs to come from the bottom up rather than usually from administration down
- 26 We (teachers) need to know that administration actually read and listen to concerns that we have (like today)
- 27 Identify a central meeting place for faculty (lounge) to meet informally
- 28 Open lines of communication among faculty
- 29 Encourage students to take part in student activities
- 30 Encourage humanities and arts
- 31 Everyone needs to be on the same page
- 32 Have a "Pillar's of Core Values" poster in each room
- 33 T-shirts with the core values - sell these to staff for revenue
- 34 Sign holder on corner spinning our values
- 35 How do we create a culture?
 - a. signage, promotion, foster this culture internally, districtwide
- 36 Pole Banners in highly traffic areas like Riverpark, Tower District, Downtown
- 37 Collaboration between divisions
- 38 Revisit contracts with outside vendors to support internal programs like culinary arts
- 39 Dress, Attitude, Behavior
- 40 Greater communication about collaborative activities
- 41 Greater celebration of faculty and staff achievements
- 42 Automatic opening page at every computer or opening school email to advertise the events of the day, etc.
- 43 More up-to-date events calendar

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- 44 More regular division meetings (more than just once a semester)
 - a. and a more flexible teaching schedule to make these meetings possible: i.e. Fridays or the afternoon, etc.
- 45 More faculty/staff open lounges
- 46 Adjunct office space and support
- 47 Instructors can make professional skills (in the field being taught) an everyday part of instruction
- 48 Modeling behavior isn't always enough; instruction in professionalism (sometimes) must be explicitly taught.
- 49 Faculty/staff/administrators ask for too many tasks/requests on short notice; less "putting out fires" and more "preventative fire fighting." More lead time on "important" or "emergency" issues.
- 50 Way too much "Oh, we're out of money. Cut classes." Later, "Add them back in!"
- 51 Post core values in areas across the campus
- 52 Encourage professional dress
- 53 Collaboration between faculty of different disciplines e.g.- nursing meet with sciences
 - a. Internal college advisory committees
- 54 Information consistency
- 55 Easy access to information - e.g.- web home page
- 56 Keep meetings professional
- 57 Individual responsibility to maintaining campus
- 58 Cultural interactive activities - getting staff, students involved in multiple cultural activities
- 59 Extending the classroom to the community
 - a. students are required to meet professional standards outside the classroom
- 60 Bring people in to talk about their company (Microsoft)
- 61 Form groups where students form their own values in guided discussion groups (Minarets school)
- 62 Do a "showcase" for the community to show core values
- 63 Weekend with community for gaming for nerds and computer network games
- 64 Professional Ethics
- 65 Collegial negotiations with union
- 66 Take ownership of FCC campus: pick up trash, be more visible on campus, make personal connections, get involved

- 67 Promote civil dialogue at all times
- 68 Critiques are positive - helps create a positive environment
- 69 Faculty are role models at all times
- 70 Shared goals
- 71 Collaboration will provide consistency
- 72 Talk about more student success stories
- 73 Be part of something
- 74 Clubs on campus/group projects
- 75 Collaborative projects
- 76 Commitment by district
 - a. to support teachers
 - b. outside activities (flex day, conferences, concerts, etc.)
 - c. helps us energize and focus and get new ideas
 - d. have "flex day" activity throughout semester
- 77 GRASP - group tutorial session
 - a. Chem hosts a weekly, all day tutor session
- 78 Moral building
 - a. help get teachers excited about putting out an extra effort
 - b. prevent burnout

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- 79 "Energy Suckers" - high maintenance students
 - a. require lots of discipline
 - b. need to remove them to help focus the class
 - c. especially group work
- 80 More opportunities for faculty interaction and collaboration
- 81 Interdepartmental communication and collaboration
- 82 More cultural unity
- 83 More communication with staff/administration
 - a. Mix department representatives with others from different departments
- 84 Promote better communication of events with all departments
- 85 Create classroom rules on the first day of class generated by students
- 86 Act and dress professional (how you present yourself to the students)
- 87 Diverse faculty population
- 88 Sabbaticals returned
- 89 Transparent stewardship of unrestricted reserve account
- 90 General maintenance improvement
- 91 Increasing faculty & staff levels
- 92 Improve communication between division and PIO
- 93 Know who to contact when you need help
- 94 Communication is the key
- 95 Activity on how to present things in appropriate manner
- 96 Two day seminar on how to communicate with diplomacy & tact
- 97 How to create positive culture
- 98 Be collegial
- 99 Make yourself accessible always
- 100 Funding goals of other department members
- 101 Get everyone on the same page
- 102 Collaborating
- 103 We want innovation included in values
- 104 Core value needs to be posted prominently throughout campus--website, letterhead, publications, etc.
- 105 Departments discuss how they will demonstrate the values
- 106 More awareness of how changes affect others
- 107 Map goals with values, always visible with everything we do
- 108 More activities that integrate different constituent groups
- 109 Create venues consistently for faculty, staff, student dialogue and work
- 110 Have an honor code for all FCC participants
- 111 Need to spread the "culture of excellence" among all constituencies
- 112 Need a demonstration of these goals from the top
- 113 theatre/music performances
- 114 African American History Month; Cinco de Mayo, etc. (cultural activities)--presenters--classes taken there (ex: to listen to speaker)
- 115 diversity: large diversity in staff, faculty & student population
- 116 define/clarify the values more clearly to constituent groups (ex: what's meant by "excellence")
- 117 teach students that they're accountable/responsible for learning (ex: come to class with pen,
- 118 paper, etc....with materials need for class)
- 119 See point previous question!

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- 120 Adjunct - treated differently / no second class citizens - change our culture/ some doors are closed (committees).
Students can exhibit this too.
- 121 Vague to the point of being worthless. Who would disagree with the core values of excellence, collaboration, diversity, professionalism and stewardship? An assumption can be made that these are incorporated in our classroom teaching.
- 122 More social groups on campus
- 123 Formalized training in professionalism
- 124 More formalized mechanism for community building and celebrating faculty and student achievement
- 125 Training for teachers about where to send students for help (psychological, counseling, etc.)
- 126 Identify the resources that help us provide for student needs
- 127 Administration supports faculty in enforcing core values
- 128 Award excellence in faculty so public can see
- 129 Faculty and staff need visible:
 - a. co-curricular activities (ath/perform./concerts
 - b. Advisors and clubs
- 130 Promotions and Marketing
 - a. Championing achievements by students/staff
- 131 Diversity Promotion
 - a. heritage
 - b. speakers and education
 - c. male diverse population feel welcome
- 132 Donate time to community
 - a. Reinstitute clean-up day
 - b. Recycle bin, etc.
- 133 Get out into the community!
- 134 Communication training for all staff
- 135 Use our semi-annual meetings--take one hour bring in someone who can teach new skills/key skills
- 136 Improve relationship between faculty and administrators
- 137 More transparency
- 138 Breakout sessions are great; build networking and communication
- 139 Human resources training--safety issues, all aspects related to core values
- 140 Create new policy where audio is recorded in all meetings (ex. Confidential issues); upload to server for anyone to access
- 141 Comprehensive new hire training on all aspects of campus, etc.
- 142 Assembly/meeting on what programs feature--doing.
- 143 Continue featuring faculty successes--acknowledgements
- 144 Need to market the programs
- 145 Values to become evident
- 146 Start hiring/bring in people from outside the CSUF graduates to work for FCC
- 147 Willingness to accept change that comes from someone outside
- 148 Recognize the experts and expertise we have on campus
- 149 Encouragement from administration
- 150 District level administration and FCC need to support the pursuit of excellence and/or achievement
- 151 Marketing/branding internally and externally
- 152 Barriers between administration and faculty
- 153 Showing value by restoring sabbatical program and other training programs
- 154 Web page to post what teachers are doing/brag

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- 155 Issues: Dean support is there but it is difficult to get support beyond the dean level; administration should visit classrooms; this will demonstrate administration support
- 156 Lunch dialogues among faculty, administration, staff and students
- 157 Increase student voices in committees, charrettes
- 158 Fewer committees but more active; perhaps larger and more shared goals
- 159 Monthly newsletter/communication about faculty and student achievements
- 160 Increased awareness of student clubs among the college constituents
- 161 Acknowledge "Students of the Month" for their achievements
- 162 Student colloquia to present short papers/work as pertaining to specific core values
- 163 Discussion and defining meaning of the core values
- 164 Excellence, collaborative, diversity, proficiency, stewardship
- 165 Active faculty involvement in committees
- 166 Professionalism/excellence require students to use publicity appropriate language, quality assignment, peer respect

- 167 Model/live by example as faculty/staff/administration
- 168 Collaborative projects
- 169 Cultural research assignments
- 170 Attend on-campus cultural events
- 171 Recycle
- 172 Not being wasteful of food, paper resources, more online resources
- 173 Expanding declaration of diversity beyond ethnicity
- 174 Provide leadership workshops throughout the district, engage students in these workshops
- 175 Create a clean and safe campus
- 176 Make community aware of faculty and students accomplishments, success and excellence
- 177 Highlight student success
- 178 Combine the goals and use them to create a campus wide community
- 179 Public relationship should connect with faculty, staff and students to determine success in each of the core values

- 180 Follow cross division rally
- 181 Why doesn't FCC have an audio-visual program in our community, i.e., radio (host own talk show), TV, bulletin board

- 182 We should advertise FCC!!
- 183 Advertise former students' success stories
- 184 Addressing values to students
- 185 Faculty could promote campus activities, ex. Transfer Day
- 186 Student activity club interaction within the community
- 187 Community service components to courses
- 188 Build up and promote alumni (maybe start a foundation)
- 189 Lecture series by faculty
- 190 More faculty participation in sporting events
- 191 Student club recognition
- 192 Recognition from administration to faculty
- 193 Inter-department cultural activities
- 194 COMMUNICATION!!!
- 195 Mentoring programs
- 196 Have administrators provide a workshop on function of their office
- 197 Collaborative morale building activities, i.e., "core value of the month"

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- 198 Commendations in program review
- 199 Recognition of outstanding work
- 200 Monthly newsletter "Innovation at FCC"
- 201 More connection with ASG
- 202 Provide forums for employees to offer solutions
- 203 More feedback on input
- 204 Consistent means of accessing information
- 205 Barriers: Too much info gathered and not shared
- 206 Mandatory orientation for all students traveling under the FCC name
- 207 Internal motivation for self-improvement
- 208 Student awareness of values
- 209 Personal accountability
- 210 Communication
- 211 Training
- 212 Discussion!! Faculty Interaction!
- 213 Activities for all to interact.
- 214 Picnic/BBQ where administrators served us!
- 215 Include extra curricular activities in syllabus.
- 216 Volunteering/service learning
- 217 Common office hours (Grasp)
- 218 Showcase Day - change "Disability Awareness" to a different term
- 219 Recognizing diversity (both cultural and disability)
- 220 Flex Day activity offered in the past of going to various ethnic businesses in the community and learning about their culture, tasting their food, seeing their clothes, etc.
- 221 BBQ with administrators was a good idea (Fall semester)
- 222 Collaboration between disciplines
- 223 Hour set aside weekly for campuswide meetings
- 224 More respect for the professionalism of our faculty
- 225 Embracing student voices and facilitate for them and help them facilitate for each other
- 226 Administration asks faculty opinions and should embrace their work
- 227 Respect faculty contributions through shared governance process
- 228 Change our goals to focus on education. (Most of them do not reflect education in our classrooms)
- 229 More training on culture and activities
- 230 Culture comes from the top down
- 231 Expectations tied to culture and values
- 232 Percentage of paycheck tied to professional development (i.e. 20 hours)
- 233 Values need to be tied to individual performance appraisal, discipline
- 234 Market and communicate the culture
- 235 Tie more of what we do to the five core values
- 236 Speakers address the values
- 237 Make visible campus authors - regular, permanent displays in bookstore
- 238 RAM Camp skills clinics in PE
- 239 KIDmunity music program
 - a. both offered services to children that may not otherwise have access to this
 - b. also our students in working with the children
- 240 Campus - buildings are not being maintained (other than OAB) - it is a bad message to students when buildings are a mess!

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- 241 Focus on learning communities, cohorts needs to be fostered cross-curricular
- 242 Making collaboration with student groups a priority
- 243 Faculty provide a "tutorial" where instructors are accessible
- 244 Offer clubs in your area
- 245 Districtwide meetings in area
- 246 Recognition of excellence
- 247 Required diversity education
- 248 Department retreats
- 249 Learning communities/team teaching
- 250 Stop putting up roadblocks - facilities, endless paperwork, etc. when faculty are trying to create meaningful and innovative experiences/programs for students
- 251 Faculty to be a part of community groups (rotary, city council, churches)
- 252 Cultural festivities (faculty participation in events - community oriented)
- 253 Spending awareness (turn off lights, motion control lights, budgetary awareness)
- 254 Activity (interacting with state and administrators, potlucks, communal faculty areas)
- 255 Establish defined guidelines as to how we should conduct ourselves
- 256 Get everyone to buy an FCC Rams shirt
- 257 Develop a culture of unity with the faculty by increasing the number of events faculty are involved in
- 258 Increase relationship with local media (increase coverage of theatre arts at FCC rather than sports)
- 259 Find ways to improve donations to the foundation
- 260 Increase administration attendance at campus events and off campus events

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Draft Goal 6: Communication

- 1 Advisory Committees
- 2 Access to Division Dean's minutes
- 3 Senate minutes
- 4 Video updates
- 5 Positive articles - FSU, Bee, Blackboard
- 6 District and FCC - more aggressive articles of "good will" in media/press
- 7 Board of Trustees - behind a campaign
- 8 OAB - positive campaign through press/media
- 9 Complete revamp of college website
 - a. (update/revise school's website/dedicated web developer) quality not quantity (for links on website)
- 10 Let every division have some say about how website is developed
- 11 Fewer districtwide e-mails
 - a. eliminate spam
 - b. better online schedule of courses
 - c. better online catalog
- 12 Communication between administration, faculty and classified specifically with areas that faculty might be an expert at
- 13 Too much duplication of efforts - need better coordination of efforts
- 14 FCC Mail alls
- 15 Answers to questions needed
- 16 Get campus email to be reliable
- 17 Management rights?
- 18 A&R index able on SCCCD site
- 19 Keeping up to date with technology, process of incorporating new technology
- 20 Making sure all constituent groups are informed of discussion
- 21 FCC website needs to be updated
- 22 Public Information Officer disseminates information on weekly basis
- 23 Student publications: Report important/relevant information to students and faculty (weekly publications)
- 24 Administrative updates - weekly basis
- 25 Top to bottom communication
- 26 Open to hearing from higher ups and all others
- 27 Timing is important (no last minute decisions)
- 28 Simplify process
- 29 Look at needs of instructors rather than paper work and numbers. (By the book stuff not realistic)
- 30 Communication needed (two-way needed)
- 31 Students need to be first with our communication process
- 32 Look at survey's for students to provide feedback and needs
- 33 Communicate positive occurrences as well (success stories)
- 34 Establish trust between students with problems and their instruction
- 35 Support financially performance groups which bring community members
- 36 In cases of crisis - we take preventative steps to anticipate situations which may occur on campuses
- 37 Need to communicate better regarding the programs we have (i.e. culinary, dental hygiene, creative writing, etc.)
 - a. every month a newsletter highlighting specific program on campus
- 38 Shouldn't feel afraid to do things that are beneficial for our students
- 39 Safety Drills

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- 40 Weekly bulletin about crimes on campus
- 41 Goals 1-5
- 42 Better public relations - better website with easier links - clearer initial links
 - a. Split website 1) student; 2) faculty; 3) community; 4) new student
- 43 Speaker forum
- 44 Do away with Blackboard - there's better platforms (Epsilon)
 - a. uniform Blackboard set-ups
- 45 Faculty should be automatically enrolled in Senate
- 46 Certain entities should send out meeting summaries: SPC, Senate, Pres. Cabinet, etc. to everyone
- 47 Really do some of these things - they've been talked about a lot before
- 48 See a monthly budget report like Cheryl showed today
- 49 Stop using unclear phrases "transparent communication"
- 50 Organization speech sounds suspect to outsiders
- 51 Communication committee recommendations were good but did not change culture
- 52 More trust between groups (eg. faculty and administration)
- 53 More flex days or scheduled time for communication between departments, etc.
- 54 Encourage faculty to use the dental hygiene clinic (as an example) or take car in to IT for oil change
- 55 Adhere to "communication norms" - establish norms - address and revise as needed
- 56 As prelude to meetings, review goals and objectives to set stage for communication platforms ("Same Page")

- 57 Communication could be enhanced by understanding the duties/responsibilities of those we interact with
 - a. Increase empathy - "Walk in their shoes"/Job shadowing?
- 58 Teamwork recognition
- 59 "Form" of communication - some are more effective than others
- 60 E-mail required recipient participation (to open and read)
 - a. Encourage discussion - segregate time for communication
- 61 More department meeting time vs. these long-all-day meetings
- 62 Plasma TV - post classes - intercampus - (with security screws)
- 63 Hot spots - wireless
- 64 Latino faculty association - social activities
- 65 Timeliness in emails
- 66 Ex: Police e-mail broadcast? Why can't all receive - CSUF is better than FCC in regard to crime alert
- 67 Real time communication - we shouldn't hear about violence/crime through the media!
- 68 Consistency with dean's communication to faculty
- 69 External communication? Currency?
- 70 Model U.N. - high school activity - no funding
- 71 More interdisciplinary collaboration
 - a. Be careful when looking for external communication. Advisory councils may take their job too seriously. Don't ask questions you don't want to know the answer to.
- 72 Better website
 - a. Hire a webmaster
 - b. Educational Master Plan and other plans should be presented in a more efficient way
 - c. More open communication
 - d. Search engine improvement (now it does not work)
- 73 Increase publicizing of campus events
 - a. PIO should increase distribution of public relations visibility
 - b. charge facility request to ask for advertising

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- 74 Bulletins about crime!
- 75 Triage for communications - RSS feed
- 76 Need to be more definite - more dialogue
- 77 Be sure to include those effected in discussions about them
- 78 One-line of effective communication
- 79 Fix website
- 80 Online news bulletin - monthly agenda - important
- 81 No more mass emails - should be on bulletin board - link to event alerts
- 82 Public Information to maintain link bulletin board like a newspaper but online website that has all campus info, promotions, events, bulletins (user-friendly)
- 83 Everyday get report from the state about activities or situations not at FCC. We should have that ability to receive that kind of information. Even just to get them from email.
- 84 Better communication from the school to students
- 85 Check students emails often - will be able to know what is going on with students
- 86 Media center can help students to set-up a good way to make easy communication
- 87 Of course faculty always can help students to better understand how important communication is to the school

- 88 We never saw feedback, results and any information from students. Can the school pass them to faculty?
- 89 Be forthright, truthful
- 90 Meetings for everything are not needed
- 91 Don't bog down emails with every little thing...too many emails
- 92 Streamline emails to a "to do list" update the website to be more efficient!!!!
- 93 Every department needs an online form to be submitted to ensure problems get fixed quickly
- 94 Mandate that students use their scccd email and stop changing blackboard
- 95 Send out the do's and don'ts to all faculty and staff on how we should communicate
- 96 Honesty
- 97 Knowledge is power. If someone is transparent then they will influence the bigger audience
- 98 Transparency involves letting the bigger group know of police reports, verbalizing needs
- 99 Nurture internal relationships
- 100 Verbalizing and knowing what each program or department are doing within the divisions
- 101 Collaboration among community, alumni
- 102 Improve with the alumni relationships
- 103 External & internal redesign-update-user-friendly website, need a portal-mobile version
- 104 Internal communication plan-implement/utilize/assess
- 105 Internal student communication-depts. need training on html etc. to improve communication
- 106 Internal committee reps need/have to send info out to their constituents
- 107 advisory committees
- 108 Internal transparency problematic
- 109 Listen to input from constituent groups
- 110 Transparency on campus safety issues
- 111 Campus work needs to manifest itself into action
- 112 Make accurate statements initially
- 113 Organize website so information can be found
- 114 Communicate topics in a way where the readers interests are brought to the forefront. So it's like twitter and you can follow certain ideas
- 115 Only communicate what needs to be communicated-need filters
- 116 Advisory committee-encourage involvement among staff, admin, fac, students

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- 117 Committees-more successfully filled spots--all divisions, students, etc.
- 118 Communicate to students about committee spots and opportunities--more faculty involved
- 119 Faculty advisors for clubs-work on liability issues
- 120 Increase communications - email, website, news style page for FCC
- 121 External - new resources to advertise to specific groups
- 122 Technology can assist in this area
- 123 Website needs to be improved: easier to navigate, simplify, organize content to find it easier. TAC committee has assessed it and is making recommendations.
- 124 Value of recent FCC communication plan? Has it improved things?
- 125 Students appear not to be using SCCCD email addresses - This is unfortunate
- 126 Has the FCC communication gone anywhere? This is potentially important
- 127 Too many committees - easy to form these but seldom
- 128 No mechanism to ensure implementation of communication plan
- 129 Faculty, staff, and students using the same communication technologies
- 130 Cultivate responsibility to share information from constituent groups
- 131 Make sure administrators don't overload emails
- 132 Find tool or centralized place to look at email communication - to track important messages
- 133 Internal Communication
 - a. Availability of decision makers (VP-Deans-Chair, etc.) to discuss issues of concern
 - b. Keep cultivating those relationships with the students and programs in the forefront
 - c. Have an informal gathering place for departments to get together
- 134 External
 - a. Marketing the successes of our programs
 - b. Have college theme program to highlight the success of our programs
- 135 Develop an on-campus broadcasting or radio department (streaming broadcast)
 - a. set up streaming video!
- 136 Administration: checks facts before you send out memo
- 137 Inform students and staff about notices in advance; better to meet deadlines
- 138 Effective and transparent communication is defined for all--common definitions
- 139 Website updated for effective, user-friendly communication
- 140 Use instructor/student teams to maintain website
- 141 Alumni network to return alumni to campuses
- 142 Email news list with letters extended to alumni and community supporters for public relations (bi-annual) with opt-out
- 143 Facebook page updated regularly
- 144 Alert system is great!
- 145 Increase positive communication with media (TV, Fresno Bee)
- 146 Someone in charge of social media
- 147 Recognize opportunities and taking advantage of positive elements
- 148 PIO Office needs to be supportive and transparent in working with faculty and media
- 149 Using Journalism Dept.
- 150 Using someone with media experience in PIO Office
- 151 Concerns: Who is responsible for communicating things to outside entities? What is the process for releasing information to the media?
- 152 Better share information amongst departments; a flex day
- 153 Same disciplines in SCCCD meet to discuss
- 154 Better refine/implement Communication Plan

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- 155 Information must trickle down from top to bottom
- 156 Faculty must buy in to the process
- 157 A weekly bulletin created to send out information online
- 158 Find balances to information sent out--identify what the subject of a message is
- 159 Cross reference with different divisions
- 160 Increase inter-faculty communication by scheduling meetings
- 161 Improve communication with high school counselors
- 162 Designate a day and a time each week where all department members would be available
- 163 No classes on Friday after 2 p.m.
- 164 Need better communication between campuses
- 165 Improve communication between faculty and administration, including Student Services
- 166 Requests for services must be uniform between all campuses, ex. transportation, buildings, equipment purchase orders
- 167 Requests for services should be computerized
- 168 Lack of administrative support in making our facilities available to the community
- 169 Dedicated team to keep website current; more interactive and more social media
- 170 More feedback between all groups (beyond initial contact)
- 171 Instituting a "college hour" with block of time scheduled with no class time to promote committee participation

- 172 Faculty mixers; districtwide mixers
- 173 Interdistrict communication
- 174 Personal communication (not all electronic)
- 175 "Coffee time" meetings (weekly/bi-weekly)
- 176 Systematic sharing
- 177 Blackboard standardization for committees/organization
- 178 Follow-up on faculty/staff input
- 179 Timely emails from PIO
- 180 Website needs to be current--dedicated web person
- 181 Implement communication plan
- 182 Consistent/timely committee reporting
- 183 Decide on primary communication--website or Blackboard
- 184 More release time for committee chairs
- 185 Consistent communication from administrators; standard email summaries
- 186 Charrettes, as appropriate
- 187 Flex days--more flexible, encouraged, more hours flex
- 188 Webmaster for updates for "better website"
- 189 Weekly Police report emailed
- 190 Staff lounges open, available, faculty awareness
- 191 Increase the capacity of email inbox
- 192 Choose one platform and shut up
- 193 Reporting back/accountability for all - faculty, administrators, etc.
- 194 Read and implement communication plan
- 195 Everyone needs to get a copy of the communication plan
- 196 Faculty newspaper
- 197 Technology plan....unknown to most of us
- 198 Department Chair manual/handbook
- 199 Faculty manual update

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- 200 Pictorial directory for faculty
- 201 Name/picture tags for faculty
- 202 Guidelines for Program Review or other processes - it's a uniform process. Should be guidelines to streamline the process.
- 203 Communication Task Force unifying the website so that faculty can find information
- 204 Communication between District-Admin-Faculty
- 205 Better FCC website - very old - hard to navigate to where you need to go
- 206 Info (up-to-date) regarding each Division/Dept. brief description
- 207 Inform faculty about campus happenings such as thefts, student crimes, parking lot muggings, etc.
- 208 How can a hearing impaired instructor use the emergency phone in the classroom?
- 209 Campus internet portal with single sign on.
- 210 Centralized communication place
- 211 Teachers must be aware of what safety issues concerning individual students may arise
- 212 Timely communication especially for today's activity
- 213 Standardized bulletin with safety and crime information
- 214 Consistent and often meeting with external groups
- 215 Hire a webmaster/social media guru
- 216 Events, such as "ask the mayor" - participation to know what is happening in our community and the direction of the plans.
- 217 Work with our local politicians
- 218 Communication needs to be connected with performance appraisals
- 219 Organize areas of communication
- 220 Can't just use email
- 221 Implement communication methods/protocol to ensure info gets to right staff
- 222 Better reports and summaries on meetings and important information
- 223 Need monthly reports or summaries
- 224 Info on crime to everyone, adjuncts
- 225 Better alert system
- 226 Training days for active shooter incident
- 227 Communicating outside of City College about our events, concerns, speakers
- 228 Website improvements!
- 229 Districtwide meetings in academic areas
- 230 The FCC website needs to be improved! Need a webmaster-it is inferior in every way to many other sites
- 231 Need a webmaster
- 232 PIO doesn't effectively provide a positive message to local community about FCC events
- 233 Someone should view other sites and find the most easily used sites
- 234 Website must be "user friendly"
- 235 City at a Glance - is not read
- 236 Website is a mess
- 237 Where is the webmaster?
- 238 Work on listening skills
- 239 Earlier communication about events
- 240 Paperwork - stop creating needless/redundant paperwork
- 241 More communication between counseling and faculty
- 242 More communication between basic skills faculty and content area faculty
- 243 More relationships/outreach with universities
- 244 Support faculty who pursue higher degrees

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- 245 Web page design - FCC
- 246 Email - "Summarized" from all committees - Sent directly, more personal / Feedback to all faculty in each division/program involved
- 247 Dean should send out reports of department programs (encourage fluid access to programs information/re-emphasize chain of command for information)
- 248 Webmaster
- 249 Streamline communication/request process
 - a. increase digital paperwork trail so that all parties are aware of discussions going on
- 250 Ensure that all parties involved are aware of dialogue and are invited to participate in the discussions
- 251 Increase communication about committees so that those that want to communicate can
- 252 The PIO should have some accountability to the faculty to insure tasks are being taken care of
- 253 Improved FCC webpage (difficult for students and faculty to navigate)
- 254 Make sure people answer phones rather than recordings

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Draft Goal 7: District Alignment

- 1 More transparency with the District goals
- 2 SCCCD will collaborate with FCC, more bottom up direction
- 3 More districtwide planning within district, the three colleges come together for planning
- 4 Blend the Senate in a unified structure between campuses
- 5 Reevaluate existing committees between campuses
- 6 Problems:
 - a. District and campus plans are not the same
 - b. Each campus' organizational processes are not the same (Even at the state level!)
 - c. An issue if classes are the same, they should be the same
 - d. All rules for each campus should be the same
 - e. All curriculum should be the same for "like" classes
 - f. District needs to get involved to solve this issue. Part of problem/solution is lack of communication
- 7 Plethora of committees
- 8 Communication - committees not a communication council
- 9 Transparency needed
- 10 Goals of college and district? Why? Two of them?
- 11 Collaboration does not exist between SCCCD and FCC
- 12 Shared governance is an issue
- 13 Outside recruitment
- 14 Better salaries for Deans
- 15 Change timeline
 - a. District puts plan and goals out later and then schools have to decide how their goals fit in district's
- 16 Hold more Charrettes
- 17 Have clear organizational structure in terms of how decisions are made and what the process is
- 18 Be aware of differences around the district and the reasons differences are needed while also making processes as uniform as possible
- 19 Know when the other campuses are putting together their strategic plan
- 20 Continue with districtwide taskforces
- 21 Back to communication
- 22 How can the district align best it's planning with FCC planning
- 23 Simplify
- 24 Make FCC feel better (a more equal decision of everything)
- 25 How can we align when Reedley and FCC are so different?
- 26 Have departments from different campuses meet and collaborate
- 27 Have districtwide policies not campuswide (academic standards, placement tests...)
- 28 Have districtwide committees aligned with campus committee
- 29 A semester or annual meeting of representatives of each division from every campus to review curriculum, planning and organizational practices
- 30 Continued representation on District Committees
- 31 People on committees need to report back to constituent groups
- 32 The way this is even worded is indicative of a top down existence
- 33 District should also align with us
- 34 Where does the organizational processes and planning originate? Is it top down - SCCCD→FCC
Or is it a collaborative effort?
- 35 The wording of the question implies that FCC should align itself with SCCCDs processes
- 36 We need to insist on signature programs that we have at FCC that the District needs to recognize and respect

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- 37 The District needs to better align their planning and organizational processes with those of the College
- 38 Collaborative FLEX days - with other campus to avoid conflict between campuses
- 39 Make more clear to all of us the strategic plans/goals of the district
- 40 Provide release time to allow faculty to serve on District committees
- 41 Alignment is about fair distributional representation.
 - a. FCC does not have a voice within the district that is proportional to its revenue and student population (number of representatives on district committees vs. other campuses)
- 42 The District should align with the colleges not the other way around
- 43 This goal (#7) should be rewritten to reflect the above
- 44 Explain what the district planning processes are! - and what they are for
- 45 District processes are vague, nebulous
- 46 Convince us that the planning is worthwhile and won't go somewhere
- 47 Create a more equitable distribution of funds, facilities, etc. across the district.
 - a. Ex: FCC generates most of our revenues, but seems not to get a proportionate amount of support financially for new equipment, facilities, etc.
- 48 Ground up building - mandate seems to be from above
- 49 Campus committees - should include someone from District committees
- 50 Campus should select who from District sits on committees
- 51 Have actual shared governance rather than the appearance of it
- 52 Constituent groups need to put the most appropriate person forward for committees/task forces
 - a. appropriate representation
- 53 Reminding people what their responsibility is on a given committee.
 - a. participate/report/share back
- 54 There should be a district academic senate to align organizational processes over this whole district.
- 55 There should be more consistency from campus to campus
- 56 Be better informed about what alignments need to be done
- 57 Travel and conference - How do you do it?
- 58 Post more on Blackboard
- 59 District trained to implement what works for the students and help vs. implement them
- 60 Many things/issues are driven by accreditation committee instead of what students really need
- 61 SPC minutes which are posted are very beneficial
- 62 Visual of what the district is trying to accomplish aligned with the FCC accomplishments
 - a. One visual to better see the alignment
- 63 Have something on Blackboard in a discussion format to have active communication with threads
- 64 Transparency and accountability is dependent on district
- 65 Many things are done correctly at specific campuses (these should be models for the other campuses)
- 66 No need to pay outside consultants to do this
- 67 Benchmark what is done best on each campus
- 68 No strategic decisions during summer when faculty is not present
- 69 Administrator question...as classroom teachers this issue is outside our range of expertise and insight
- 70 Erosion of authority of classroom teacher to establish evaluations/student success
- 71 Signature programs - well balanced fairly
- 72 Know the differences between each of the colleges and/or district original processes
 - a. Ex: Health services @ FCC vs. Health services @ Reedley
- 73 Align Calendars (that all constituencies can access and update)
- 74 Have District Office goals and college goals in one area on our website

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- 75 Question: Why do we have to Google FCC Searches?
- 76 Equitable funding among colleges needed
- 77 Create a shared governing process from bottom up (FCC to District)
- 78 Create or establish collaborations between FCC and SCCCD in planning
- 79 Because of the question assuming that the College should align with the District, therefore, it needs to be reviewed and revisited
- 80 Better communication
- 81 Transparency at District level
- 82 Strategic Planning needs to be truly strategic from the ground up and from the top down
- 83 Each campus should have signature programs
 - a. e.g. - FCC has theatre program - keep that here versus every campus doubling up on programs
- 84 This would be a better use of resources and faculty expertise
 - a. For example, music program here tried to get a Steinway through fundraising/donation then Willow International just got one
 - b. Dance took five years to get air conditioning - other campus gets it from get go
- 85 We need to know more specifically what the five year plan is in advance
- 86 We need to know who is doing the planning. What are their priorities?
- 87 More coordination between campuses for signature programs and to avoid redundancy
- 88 More intra-district flex day activities
- 89 SCCCD needs to be more user friendly
- 90 Districtwide allocation of budgets
- 91 Technology
- 92 Student ed plan that spans the district (does not mean all courses should be the same)
- 93 Increase conversations with those doing the work prior to making districtwide decisions
- 94 District personnel & board members spend more time on campuses-become visible (not to micromanage, but to gain insight & understanding)
- 95 If use consultants, require them to work with the end users prior to making recommendations & implementation

- 96 There are 23 districtwide task forces and we don't know more than 1/2, how they function, only 2 do with student success--don't understand alignment process
- 97 District behave like an academic institution instead of corporation. We could come back to student success. Chancellor needs to be a chancellor not a CEO
- 98 Fragmentation of committees. We a reacting body as opposed to a proactive attitude-we talk we don't act

- 99 District must inform FCC on its goals & processes
- 100 Need district oversight for activities & needs which are found on all campuses
- 101 More faculty communication (department to department) between campuses--for curriculum & purchasing of supplies
- 102 Ensure equitable distribution of resources & supplies to all campuses
- 103 Assure that district policies are clear & specific guidelines for the colleges
- 104 Improve communications clear & timely
- 105 Mutual representation on FCC & district committees
- 106 Inter campus, division and departments
- 107 Security issues - lighting - we need to communicate needs of students/faculty
- 108 Develop a process to address physical campus needs
- 109 Accreditation committee criticisms has had major impact on improving the college and district relations. Some things are not of concern. For instance what will happen as DO moves to new Clovis site.

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- 110 FCC needs more emphasis in planning process
- 111 Transparent conversation about program duplication
- 112 Some mechanism in place for oversight of duplicated programs in district
- 113 Districtwide Curriculum Committee, Academic Senate
- 114 Identify the difference of college in all areas (curricular, demographic, assessment, programs, co-curricular, physical plant)
- 115 Collaborate with other faculty on other campuses by discipline before changes occur
- 116 Fiscally we need to be consistent
- 117 Flex day: Different campus discipline/division meeting
- 118 Districtwide or department-wide curriculum
- 119 Coordinate district placement testing
- 120 Make SCCCDC one campus
- 121 Trade positions/instructors within district campuses for a semester (or make visits possible), i.e., campus exchange...even for administrators
- 122 Allocate resources proportional to number of students per campus
- 123 Coordination of curriculum and course numbering; single curriculum committee; level the classes so outcomes are the same
- 124 Release time for curriculum members to learn about those classes to make educated decisions
- 125 Signature programs--coordination, discussion (Curriculum Committee)
- 126 Realize what goals are--on the same page
- 127 Signature programs--better communication
- 128 Do not "copy" programs that exist
- 129 Need SCCCDC "dean" of MSE/Social Science/AT/etc. to monitor best practices, use resources wisely, need to coordinate (discipline specific)
- 130 Example: Faculty teaches class @ RC every 4th semester to address transportation (other barriers) for students; maintenance mechanic @ FCC only (do not compete for students)
- 131 Shuttle bus for students to get from campus to campus
- 132 Consistent tech plan across the district
- 133 A better top down structure
- 134 Better communication between planning effective parties; identify effective parties and involvement in dialogue

- 135 A hearing-based process for planning; Notice of the hearing; solicit effective parties to speak
- 136 Streamline the committee process; there are a number of committees on campus that do the same thing
- 137 What are the district processes??
- 138 Required visits to other campuses, meetings, divisions
- 139 All faculty teaching courses throughout district meet at least once a semester (flex day)
- 140 District department chair meetings
- 141 District communication with other campuses
- 142 Consistent technology plan
- 143 Uniformity with requests: facilities/transportation/reimbursements/purchase orders
- 144 District needs to forward information of importance on needed basis; example: safety updates. Instructors should not have to access things online periodically
- 145 Recognition of faculty expertise on documents/requests sent to district office; if approved by division, campus administration should move more quickly through district approval
- 146 District needs to do better job of NOT duplicating programs, e.g., Auto 10 (Reedley), Auto 9 (FCC), but it is the same class; consistent course numbers throughout the district; program prerequisites should be consistent

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- 147 Facilities committees should have more authority in choosing how campus facilities can be utilized, not just the district
- 148 More validation of campus needs irrespective of district agenda
- 149 More equitable distribution of funds based on STUDENT POPULATION
- 150 District needs to better understand campus calendar
- 151 Clarify district support and function of campuses; how does district directly support campuses?
- 152 District reps on campus committees, particular working committees
- 153 A district permanent accreditation committee; more of a district ALO presence
- 154 District more proactive in services offered to campuses
- 155 Effectively communicate what CITD has to offer
- 156 Very few people find the process of aligning course-program-institutional-district outcomes
- 157 Provide valid motivation for aligning and planning processes
- 158 District webmaster to provide access to all campus forms, SLO results
- 159 One area which provides a list of all committees and open seats
- 160 Weighted representation for district committees (weighted by FTES)
- 161 Let us do what we want and they should do what we want
- 162 Job shadowing - district people shadow not just deans, but faculty and maybe students
- 163 Workshops for district folks - given by us
- 164 Workshops for faculty by district on important things
- 165 Isn't it the other way around? The District should be communicating with us
- 166 Alignment/communication with other campuses
- 167 More formal communication regarding what happens on campus
- 168 What is the District's organizational process?
- 169 Have a standardized way to buy for districtwide equipment and/or materials
- 170 The district should align to what colleges are doing, and not the other way around
- 171 FCC needs to articulate what the needs are and the district should provide for those needs
- 172 District needs to inform us of strategic plans
- 173 Need - District level program committee to tie to resource allocations
- 174 Need feedback and response to action plans, decision package
- 175 District needs to promote and create communication between other campuses
- 176 Better reporting back from District on all work; accountability - i.e. "Dollars and Sense" document
- 177 The classes at FCC are named differently at other sites
- 178 Students needed to alleviate courses taken in the past (5-10 yrs.) - It doesn't happen at RCC. Students have to re-take these classes
- 179 If FCC is the "Flagship", why is our technology inferior?
- 180 We need "Accuplacer" at FCC. It is at Willow and RCC because they are smaller - this needs to be district driven with placement
- 181 FCC/RCC /Willow may have same degrees - but different course degree requirements
- 182 We should work together (campuses) on strategic plan and then the District should model theirs
- 183 Integrate partners with regard to strategic planning
- 184 Administrators participate in faculty discussions (For example, why are there no admin at this table?)
- 185 When there are contradictory messages because of unknowns/mistakes, etc., responsible parties need to acknowledge that and explain
- 186 What are those processes? "Following or Leading"
- 187 Campus expectations need to be clearly defined on curriculum, programs, development
- 188 It is easier if District sets the standard by which all campuses are to follow

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- 189 Direct competition of programs within the district (restrain dilution of the enrollment/we as faculty should have a say)
- 190 Create vs. Align
- 191 Participate in district brainstorming sessions
- 192 Insure that district budget allocations are evenly distributed throughout the district
- 193 Updates from the Dean (weekly or monthly updates)
- 194 Follow-up feedback on input given
- 195 Improved surveys

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Draft Goal 8: Accountability

- 1 Partnerships, increase, grants as well
- 2 Raise money similar to CSU Fresno, donations
- 3 More aggressive PIO to help gather funds
- 4 Smarter contracting to not allow wasteful spending, etc.
- 5 Administrative positions necessity
- 6 Fix cost services, contract those out (outsourcing)
- 7 Reexamine long-term master plan for construction
- 8 Be good stewards of the money we have in departments/programs
- 9 Be prudent with lights, A/C, heat like when campus is closed
- 10 New thermostats in buildings
- 11 Get students off the books who are no-shows
- 12 Openings in admin always get replaced, but not faculty/classified
- 13 We are managing our resources - we have a surplus
- 14 Use our surplus
- 15 OAB: Bond issue
- 16 50% rule
- 17 Proposed state rule on adm. Costs
- 18 75:25 does not exist (PT:FT)
- 19 Need to restore FT
- 20 Align the campus offerings
- 21 Drop no-shows earlier
- 22 Balancing drops and reinstatements
- 23 Faculty could include stricter attendance policies in syllabi
- 24 Faculty should keep accurate attendance/drop records - do not "back date"
- 25 Maintaining conservative type of spending at board/district/college level - keeping reserves
- 26 Rationalize new purchases/maintenance, etc.
- 27 Leaky faucets in Chem lab
- 28 Not using standard business models for our budget rather than recognizing the sort of institution we are

- 29 More honest regarding amount in reserves and how money is allocated
- 30 Cleaning
- 31 First aid kits need replenishing
- 32 Too many administrators
- 33 Planning
- 34 Money - tutorial
- 35 Have deans show us budget for divisions
- 36 Enforce the dropping of NS - first day
- 37 Higher and better English prerequisites
- 38 4, 4 1/2 or condensed work schedule
- 39 Turn off our lights
- 40 Drop no-shows asap
- 41 Recycling
- 42 Paperless (why do we have so many papers for simple processes/online processes?)
- 43 Accountability
 - a. The district pays for services - yet things are not being done (cleaning, campus security, campus care)
- 44 Utilize equipment (i.e. computers) that are phased out for increase in technology usage

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- 45 Safeguard important equipment
- 46 Evaluate program needs
- 47 Purchase prudently
- 48 Flexibility in purchasing options
- 49 Open educational resources
- 50 Solar panels in parking lots
- 51 More transparency regarding financial matters
- 52 Communication of pertinent financial info (like Cheryl did today)
 - a. drop students for financial aid
 - b. turning off computers
- 53 On daily pop up screen reminders to drop students and that it will save \$187K
- 54 Poor admin support for grant writing and grant management (need for accounting help)
- 55 Look at scheduling for semester
 - a. go to quarter
 - b. go to 16 week semester
 - c. students/instructors only on 3 days a week
- 56 Admin respect instructors resource
 - a. don't make us come on campus if we don't have classes
- 57 Find ways to make financial aid work better
- 58 Better define and defend district 'reserve'
- 59 More transparency in fiscal matters to faculty and staff
 - a. allow more faculty/staff input into fiscal expenditures
- 60 Cut red tape concerning department expenses
- 61 Identify needs vs. wants
- 62 Prioritizing needs of dept./division/campus
- 63 Availability of sharing resources
- 64 Internal advisory groups to increase dialogue
- 65 Being responsible for individual spending decisions - lights turned off, reasonable support items, etc., turn off computer at end of day
- 66 Tie Program Review to resource allocation
- 67 Know what resources are available
- 68 More accountability from staff and administrators
- 69 Turn off lights
- 70 Turn off the overhead when not in use
- 71 Drop no shows in a timely manner
- 72 Idiots guide to the budget
- 73 Clarity on allocation of funds so faculty are aware of how money is utilized
- 74 System to identify waste and implement solutions
- 75 Resolving building and facilities problems (insulation of doors and windows, water waste)
- 76 Closer monitoring of heat and air conditioning
- 77 525 is questionable - compromise quality
- 78 XXXX says stop paying instructors \$188,000.
- 79 Give instructors more control over the items they purchase, rather than it being controlled by administration

- 80 Allow collaboration between department/divisions in small projects and purchase decisions
- 81 Insure that other sub colleges such as Reedley from getting more than their share of funds
- 82 Be diligent about energy efficiency/be better custodians of our resources - A/C, lights - install sensors

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- 83 Remind faculty each convocation about the no-show drop issue
- 84 Install solar panels
- 85 Rent out college spaces like the auditorium of OAB
- 86 Vouchers for financial aid
- 87 Not waste resources
- 88 Use on-line resources
- 89 Fundraising (athletic program)
- 90 Lobby the State rather than accept the fact of budget cuts
- 91 Do not neglect routine maintenance of facilities
- 92 Better communication from District and FCC to faculty/staff as to how resources are being allocated
- 93 Have the process of funding allocation clearly explained to faculty/staff
- 94 Disburse student financial aid - to discourage "gaming the system"
- 95 More maintenance (literally)
- 96 Clean energy? Solar Power
- 97 Increase parking fees
- 98 by the prudent use of our restricted reserve account
- 99 honoring contractual obligations to faculty
- 100 maintenance of buildings and other campus facilities
- 101 greater ratio of full time faculty
- 102 online submission of forms
- 103 move to 16-week semesters
- 104 Recommendations to increase the reserves:
 - a. Donations--Request for donations! Example make request to alumni
 - b. Fundraisers--create fundraisers
 - c. Grants--seek grants
 - d. Medical Administrative Activities--discuss (MA) Medical Administrative Activities in general to all faculty at convocation
- 105 Get our fair share--monies should be dispersed based on FTE by campus-district costs established @ a certain % that comes off the top of each campus FTE
- 106 Campus pay for their own utilities
- 107 Each campus able to spend own reserve based on their campus protocols-campus discretion
- 108 Review all processes that are paper based to move to electronic
- 109 implement student portal
- 110 have a significant technology plan
- 111 Management of revenue. Constituent groups get no input
- 112 Management of district resources to ensure we are soliciting maximum input
- 113 Where are decisions coming from
- 114 Eliminate duplication services
- 115 Actively seek out alternative funding sources
- 116 Try to keep administrators around for the long term
- 117 Need strong administrators to look out for FCC's interests in the district
- 118 Have proportional representation for resource allocation-not equal representation
- 119 Financial independence from the district
- 120 Continue justification and prioritizing fund request
- 121 Faculty and classified have input in the resource allocation process
- 122 Audit and financial reports should be made available to all parties and clearly accessible
- 123 Be cautious of energy saving issues and technologies

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- 124 Classes relevant to need of community
- 125 Financial aid operations explained carefully to faculty to limit second signal abuse
- 126 Does online teaching compensation match up with in-class teaching regarding retention rates? Why does online get paid more?
- 127 Dean should be more transparent in sharing budget with faculty
- 128 FCC department chair meetings could be improved
- 129 Provide more practical ideas for faculty when it comes to budget concepts - i.e. KISS (Keep it Simple, Stupid)

- 130 Economies of scale - districtwide purchasing
- 131 Sharing some facilities
- 132 Look at power usage and water use along with green technology
- 133 Recycling programs - reduce paper use
- 134 Unify book buying to reduce prices
- 135 Budget constraints that we have had has kept our college very fiscally accountable
- 136 New financial aid rules have aided in the fiscal integrity of our college
- 137 Provide incentive for savings--perhaps by returning % of savings to "suggester"
- 138 More faculty input for cost savings, financial disbursement
- 139 Go solar--sell energy back to PG&E
- 140 Enforce minimum class sizes
- 141 Encourage meetings about financial issues before expenditures
- 142 Use campus to rent facilities to private events
- 143 Open books so everyone knows
- 144 Outside audits
- 145 Compare budgets to like budgets at other colleges
- 146 Review organizational structure
- 147 Grant personnel only for that grant
- 148 Make sure we follow our funds in the manner it should be spent
- 149 Buying of equipment takes too long; has too many forms, even on small order
- 150 Electronic purchase on Datatel
- 151 Timeline for equipment
- 152 Student drops improve FCC finances but increased census numbers help finances--confusion
- 153 Discourage speedies
- 154 change financial aid format to decrease students gaming the system
- 155 Go to more online delivery in some classes
- 156 Allow more accelerated courses for introductory courses--scheduling; the signups? For late-start (2nd 9 week) classes, is the no show rate excessively high for late starters?
- 157 Report no shows/drops in timely manner
- 158 Become more paperless when appropriate
- 159 Eliminate handouts in class; have them go to the Internet
- 160 Clean entire campus on spring break, etc.
- 161 Retirement incentives
- 162 Follow through on all money saving ideas
- 163 Close certain buildings down (summertime) and transfer classes to other buildings; consolidate
- 164 turn off lights and computers
- 165 Encourage and reward efficiency instead of "use all your budget or lose it the next year"
- 166 Carefully select programs we participate in and fund
- 167 Communicate who benefits from funds raised; should primarily be students

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- 168 Better maintenance and quicker response to MSRs instead of waiting semester for items to be addressed
- 169 Maintenance/cleanliness of campus; student involvement for campus cleanup
- 170 Greater recycling effort
- 171 Drop no shows quickly!
- 172 All faculty should follow district policy for adds and drops!!!
- 173 Computerize all forms
- 174 For LGIs, develop a systematic way for attendance, e.g., ID swipes, built into desk the clicker system which then can be used for attendance
- 175 Opening of options for purchasing/more vendors
- 176 Provide department head with pre-loaded debit/credit card to eliminate purchase delays (5-7 days from req. to P.O.)
- 177 Book vouchers instead of cash prior to classes
- 178 A culture of accountability throughout the district (transparency, integrity, open communication)
- 179 District use of credit card for faculty purchases; checks are outdated
- 180 Offer non-credit continuing ed for a community focus; for example, cooking classes, focused field trips
- 181 Bring food franchises onto campus
- 182 Bring solar panels to lower energy costs
- 183 Increase access to technology to lower use of consumables
- 184 Use facilities more effectively
- 185 Rent facilities for weddings, etc.
- 186 Use Clovis Center
- 187 Define use of reserve; we're not saying "spend it" but define structure of it; how low can it go? In what case is it dipped into?
- 188 Invest reserves on programs that generate income
- 189 Make parking available and charge for it
- 190 Increase tuition for repeats
- 191 Decrease number of administrators, coordinators and directors
- 192 Outsource campus services, such as custodial (save \$10-15 million/year)
- 193 Efficient course offerings and building utilization
- 194 Hybrid courses
- 195 Designate technology classroom
- 196 Eliminate mandatory on-campus contact (access)
- 197 Refer to other goals
- 198 Play by the same rules
- 199 Acting in a timely manner to save money
- 200 Enrollment management/mark analysis
- 201 Maximize the use of the rooms and the scheduling of class times
- 202 Teaching four days and 1 day of meeting/week
- 203 Attach an assignment to a sick day when you have no substitute
- 204 Campuswide best practices
- 205 Not wasting money by hiring new District Administrators
- 206 Hiring part-timers - maybe hire more full-time people
- 207 Communicate with faculty on how we can save money such as dropping no shows quickly and how that affects Financial Aid.
- 208 Audit of Financial Aid - who qualifies, how it's paid out and when
- 209 Swipe card for Financial Aid where they can only use it on campus - not anywhere else. (when students complete a class, they get majority of money).

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- 210 Revamp the entire purchasing process (make it electronic)
- 211 Detailed budget transparency
- 212 Administration needs to follow through on the recommendations made by the departments
- 213 Not a clear process on how to ensure funds for department needs
- 214 Allowing fast food restaurants into campus to bring money into our school
- 215 Parking assignment for administrators and not enough parking spaces for instructors/staff/students
- 216 Need reminders of actions that will reduce costs and waste (i.e. turn off lights, save paper)
- 217 Need to capitalize on generating revenue
- 218 Better access impact on student success, evaluate return on investment
- 219 Fiscal records are not correct in Datatel, improve record keeping
- 220 Need data integrity
- 221 Shut down on Dec. 24!
- 222 Make financial spending and cuts more transparent
- 223 Financial aid is a problem - good students are losing spots to students who are "collecting their checks" only

- 224 Priority needs to be given to students who show a serious drive toward academic goals
- 225 Census and drop dates - must be revisited and revised as they relate to financial aid
- 226 Need an apprentice program - our students need to be given the opportunity to work in their areas of strength...i.e. web design, graphic design
- 227 We need a longer budget cycle (longer than a year)
- 228 Use standard business practices (Appropriate allocation of resources)
- 229 Stop financial agreements (i.e. - \$5,000 laptops from Dell) that don't make financial sense
- 230 Revisit salaries involved in recouping money from students who stop attending
- 231 A comprehensive purchasing policy for depreciating equipment
- 232 Better temp control in classroom (so, for example, the AC isn't blasting while students shiver and bring sweater, etc.)
- 233 Don't duplicate programs/services
- 234 Resource Allocation Model (balanced representation, controlled audit, proportional representation based on DRAMT)
- 235 Stewardship is prudent
- 236 Transparency of what our resources are and what they are used for
- 237 Contract out operations
- 238 Establish a reasonable level for a reserve fund and spend money when student access is diminished
- 239 Streamline communication requests to an all digital format
- 240 Streamline logistics (mail, ordering supplies, etc.)

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Key Issue: Basic Skills

- 1 More basic math, English and ESL
- 2 Investigate placement tests and placement in classes
- 3 Discuss expectations with high school teachers/admin
- 4 "Transition" high school to college classes
 - a. partnership with high schools
- 5 Have H.S. teachers teach class?
- 6 Increase counseling and support services
- 7 Increase "First Year Experience" counseling and GS classes
- 8 More tutorial services!!!
- 9 Open reading and math labs
 - a. instructors tutoring
 - b. grants for tutors
- 10 Partnership with industry - tutoring in specific discipline
- 11 Education students from 4-year college help with tutoring
- 12 FCC does a fine job in Basic Skills math
- 13 Humanities is very successful - we are an open campus
- 14 Success is the students who do pass (It is not a failure because someone doesn't graduate)
- 15 Pre-test and post-test for basic skills gauges how good we are doing
- 16 SLO's measure the students success
- 17 Public look for success rate, graduation, certificate....
- 18 Account for students who come for specific class and not for a degree or certificate
- 19 What does statistically work? (Need short-term 3-6 weeks)
- 20 Instructor training
- 21 Online classes in text needed
- 22 Need help at the beginning
- 23 Importance of math and English needs to be assimilated by students
- 24 E&M placement tests.. Students need to understand the importance of the assessment test
- 25 Place minimum qualifications for a student who is deficient in English and/or math
- 26 Offer more classes to improve Basic Skills
- 27 More focus on improving student success
- 28 Instructors are more aware to direct students to Tutorial Center
- 29 Early Alert via Web Advisor system
- 30 Improve time/resources available in Tutorial Center
- 31 Increase student awareness of Library Services
- 32 Extra credit points for visiting Tutorial Center
- 33 Improved Website for student info
- 34 Collaborate with high schools
- 35 Expanded tutoring - instructors as tutors not student
- 36 Placement tests that are accurate
- 37 No overriding placement test scores
- 38 Smaller classes
- 39 Require prerequisites - students must do Basic Skills classes before content classes
- 40 Time for instructors to collaborate
- 41 No classes on Fridays
- 42 Accelerated classes
- 43 Limit math and English classes to first two years

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- 44 Remedial classes in summer
- 45 Plan (students)
- 46 Develop strategic relationships with high schools
- 47 Open-door policy presents problems
- 48 Encourage love of reading
- 49 Use technology to combine visual reading skills
- 50 Establish a better balance between technology and interpersonal activities
- 51 Basic Skills needs to be "contextualized learning" - imbedded in learning
- 52 ETC - need plenty of resources and tutorial to support these (offer later hours)
- 53 Solicit more grant funds to meet these needs
- 54 Additional course offerings at Basic Skills
- 55 "Summer Bridge" program over summer break to prep students in areas lacking
- 56 Should have 16 week semesters so that students can take winter and summer sessions
- 57 Offer basic refresher courses that are easily accessible to students
- 58 Online tutoring - more hours = more accessibility
- 59 Start with math and English classes if they are not proficient in these areas
- 60 Summer blocks of intensive math and English
- 61 Supplemental instruction with specific tutors for specific areas
- 62 Assessments should include writing and math
- 63 More support for instructors grading written assignment
- 64 More support Puente, IDILE, SYMBAA, etc.
- 65 Learning Communities
- 66 We all enjoyed this session and hope that it does more than tick off a box
- 67 Entry level skills - they are not prepared
- 68 Critical thinking ability - not there
- 69 Not enough funding in resources to help develop Basic Skills
- 70 More money for tutors
- 71 (Great idea) At 9 units - if failed because of language, study skills (etc.) transfer to remedial class, so no loss of financial aid - get credit for a school
- 72 Refresher courses before assessment tests
- 73 Short-term classes - weekends
- 74 Developing relationships with high schools
- 75 Articulation with high schools
- 76 Require math/English entry exams
- 77 Review prerequisites for all classes
- 78 Review standardized test for Pass Point
- 79 Give supplemental exam for entry to class
- 80 Basic Skills free testing sites - student can test themselves
- 81 Composition reading/writing boot camp
- 82 Open entry?
- 83 First day writing assignment for classes - for non-advisory English/math courses
- 84 Tutor Center
 - a. Identify student deficients
 - b. Provide a vocational or more classes to address
- 85 Encourage communication between writing center and departments
- 86 Establish a Basic Skills lab
- 87 Mandatory tutoring

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- 88 Basic Skills division dedicated
- 89 We've addressed this:
 - a. Placement test revised
 - b. Prerequisites
 - c. Relationships with high schools and adult schools
 - d. Tutoring
- 90 Maybe we need prerequisites instead of advisories
- 91 We need to change the process - students should be taking math and English before taking other courses
- 92 Counselors should not be able to override and enroll a student in class who have not qualified on a placement test
- 93 Prerequisite should be reviewed
- 94 Refer students to adult education programs in the area
- 95 Hire full time (not adjunct) instructors
- 96 Stop allowing counselors to override pre-reqs
- 97 Instructors require reading & writing labs/resources
- 98 Reinforce basic skills into curriculum
- 99 Have prerequisites
- 100 consistency with counselors
- 101 Summer bridge for new students-college success strategies
- 102 ME first-math and English first; institutional commitment to providing enough math & English for each student in their first semester of college
- 103 Continuous review of the basic skills sequence to assess their effectiveness
- 104 Reading across the disciplines-staff dev. for faculty to learn skills/strategies to implement in classrooms to facilitate discipline reading
- 105 Basic skills courses in their first semester
- 106 Implement a new placement test
- 107 Change to a 16 week semester
- 108 More efficient course scheduling
- 109 Courses more performance based
- 110 Including performance based teaching
- 111 Math and English in the first year
- 112 Hire more math teachers and pay them more
- 113 Hire more English teachers and pay them more
- 114 Develop good placement protocols (tests, etc.) so there is less wasted time & fewer failures
- 115 Communicate to the feeder schools what our requirements are
- 116 Give some feedback to the feeder schools on the level of preparation of their students
- 117 Require 100% mandatory testing of math & English for all students and make the appropriate class placements

- 118 Add more prerequisite classes in the English & math areas
- 119 Increased departmental tutorial centers staffed by students for students (Funding)
- 120 Remedial classes in basic skills/math and English. Local high schools and outlying areas
- 121 Do not take that those skills because K-12 system is failing: High School
- 122 Add more remedial courses / cannot transfer
- 123 Add math classes with flexible hours so that students can earn 1-5 units per semester at their own pace
- 124 English requirements done in first year - students take English requirements before taking transfer level courses

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- 125 More library and tutorial time available
- 126 \$20 Google laptops for students
- 127 Basic Skills in content classes with staff development/training to help with this process
- 128 Tutors and mentors in the classroom
- 129 Effective assessment and placement - eliminate assessment loopholes
- 130 More collaboration between college and high school
- 131 Use SAT or ACT test scores if available to access
- 132 If not available take assessment test on college campus
- 133 Make more tutorial available (peer tutoring)
- 134 Enhanced remediating
- 135 Partner with high schools to help them do a better job with basic skills
- 136 College: offer parenting skills to encourage local parents to develop basic skills in their children
- 137 Random test banks for students to refresh, evaluate their basic skills--required
- 138 Make MATH important and encourage its use in classrooms
- 139 Stick to the restrictive repeat policy
- 140 Good tutoring
- 141 Long-term mentoring
- 142 Reading apprenticeship (basic skills)
- 143 More elaborate applicable testing/assessment at beginning
- 144 Required basic skills--make them prerequisites and can't just register
- 145 Prerequisites tied to basic skills; demonstrate they have those skills (cc); pass a test to demonstrate
- 146 Ed plans to show basic skills first; not being put in whatever is available but what they need
- 147 Connection with K-12
- 148 Basic skills application of those skills like how to read and retain from a textbook
- 149 Communicate with K-12 personnel
- 150 Change CAHSEE exam (raise standards)
- 151 CAHSEE has no writing component!
- 152 Institutionalize basic skills at FCC
- 153 Expand the number of English/ESL classes
- 154 Create a standard of discipline for all classes, e.g., rubric, MLA, APA in writing, etc.
- 155 Make English 1A a requirement for certain disciplines, e.g., social sciences and BA18, etc.
- 156 Require students attend writing center or tutorial
- 157 Improve testing in high schools
- 158 Remove college-level classes in high school; failure eminent in college
- 159 Instructors assess student capability (college)
- 160 Work with college faculty instructors (high school instructors) in diagnostics
- 161 Don't allow enrollment in college without college-level math and English skills
- 162 Improve communication between high school English teachers, college instructors, student services
- 163 Improvement of communication between college English instructors and Student Services; interpretation of placement tests an issue
- 164 More developmental reading and writing classes
- 165 Assessment test should be standardized; prerequisite for all classes, ex. cultural thinking
- 166 Change "advisory" to "pre-req" to get students ready for college-level writing earlier
- 167 Keep remedial courses because we are a community-oriented institution
- 168 Reading and writing assignments in all courses
- 169 Certificates must have basic reading/writing & math skills

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- 170 Summer bridge programs/workshops and speed reading/basic finance/study skills/time organization
- 171 English and math need to be earlier in Ed Plan
- 172 English and math should be contextual to Ed Plan
- 173 Enforce prerequisites
- 174 Communication between counseling and basic skills faculty
- 175 More basic skills presentations at counseling meetings
- 176 Stop use of multiple measures
- 177 Placement test mandatory with common cut scores throughout district
- 178 Common assessment tools in district
- 179 More 2+2
- 180 More basic skills instructors
- 181 Lowest level students should go to adult school first
- 182 Mandatory one-half unit of tutorial in math or English until you place in freshman level English or math--skills labs
- 183 More learning communities
- 184 Writing across the curriculum
- 185 Pilot ETC for all sections of one course and assess improvements
- 186 Evaluate how high students are selected to take ESL exam
- 187 Pathways
- 188 Fast tracking
- 189 Eliminate repetitive SLO between classes
- 190 Redirect students to adult school
- 191 Benchmarks
- 192 Prerequisites
- 193 Common assessments
- 194 We discussed this in #1.
- 195 Connecting real life to assignments
- 196 One-on-one
- 197 Work with high schools to make sure students take math every year!
- 198 Peer groups interaction focused on the class material
- 199 Facilitate discussion as opposed to all lecture
- 200 Placement tests - look at how it's applied to everyone uniformly
- 201 Stronger vocational programs
- 202 English class specifically for having impaired students
- 203 More money for Basic Skills
- 204 Bilingual/Bicultural approach to teaching these classes
- 205 Expand tutoring hours for students
- 206 The "Network" cohort with students with lower level math and English skills. Teachers can coordinate with each other regarding curriculum.
- 207 Math and English should be integrated into the various contents
- 208 Have courses that provide quick reviews to help remediate basic skills students
- 209 Do not make technology a requirement rather help students understand basic concepts first
- 210 Stop classes that need repeat and repeat rather look at the success rate of the sequence structure
- 211 Emphasize thinking skills and learning how to learn
- 212 Improve placement testing, move to statewide measure
- 213 More professional development on English basic skills (i.e. common mistakes)
- 214 Better align with high schools

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- 215 Align exit skills and standards align to next level
- 216 Move remedial classes to other educational institution
- 217 Require more prerequisites instead of advisory
- 218 Offer refresher English classes to faculty
- 219 More faculty in those areas
- 220 Tutorial and library
- 221 More sections
- 222 More supplemental instruction
- 223 More accelerated sections
- 224 See #1
- 225 Accurate placement testing - Accuplacer /web based placement
- 226 Require these classes in the first two semesters of attendance at FCC
- 227 Students aren't aware of "why" they are taking the placement exams and therefore they don't take it seriously

- 228 Counselors in "Reg-to-Go" need to make sure they are signing up for basic courses first
- 229 Limit freshman unit enrollment, so they know how to be a "college student" first
- 230 Make advisory to pre req for classes that require writing
- 231 Pre-reqs/Advisories
- 232 Placement assessment
- 233 First year experience - math/English study skills
- 234 Remediation within the basic skills classes
- 235 Accelerated programs
- 236 Consider programs like Write Point
- 237 Early Alert - better implementation
- 238 Support Reading/Writing center
- 239 Support library staff
- 240 English 1A/Math
 - a. Strong standards
 - b. Elevate expectations
 - c. Advisory compliance when student fails the course
 - d. Review grade inflation
 - e. Personal accountability
 - f. Cost of advisory
 - g. Hold to class expectations
 - h. Expectations of level(s) of student(s) competence need to be held
- 241 Limit open access
- 242 Make it easier to establish prereqs for courses
- 243 Improved counseling efforts to steer students into basic skills courses when they are not prepared