

EVALUATION REPORT

Fresno City College
1101 E. University Avenue
Fresno, California 93741

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that
visited Fresno City College from October 17-October 20, 2011

Peter Garcia, Chair

Visiting team roster

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SUMMARY OF EVALUATION REPORT

INSTITUTION: State Center Community College District

DATES OF VISIT: October 17-October 20, 2011

TEAM CHAIR: Peter Garcia, President, Diablo Valley College

A twelve-member accreditation team visited Fresno City College (FCC) from October 17-October 20, 2011, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission Standards, and providing recommendations for quality assurance and institutional improvement. After the visit, the team submitted recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, the team chair attended training at the SFO Marriot Waterfront Hotel in Burlingame August 30, 2011, and the entire team attended an all-day training session on September 1, 2011, conducted by the ACCJC. At the session, the team studied the Commission materials prepared for visiting teams. One late addition to the team completed her training separately. Team members read carefully the college's self study report, including the recommendations from the October 25-27, 2005 visiting team, and assessed the evidence provided by the college.

Prior to the visit, team members completed written evaluations of the self study report and began identifying areas for further investigation. The team chair and the team assistants conducted a pre-visit meeting with the college president, Tony Cantu, and members of his Fresno City College accreditation task force on September 19, 2011, to outline the expectations of the visiting team and to ensure that all appropriate arrangements and accommodations would be in order. On the morning before the formal beginning of the college visit, a subgroup of the team visited the State Center Community College District (SCCCD) Office with the team chairs and selected members of the Reedley College and Willows International Center teams. Later that afternoon, all of the team members spent the afternoon reviewing and discussing their views of the written materials and evidence provided by the college.

During the visit, the team interviewed or met with over 80 faculty, staff, administrators, members of the Board of Trustees, and students in individual or small group appointments. The team chair met with members of the Board of Trustees, the president of the college, the chancellor of the district, various administrators and the college's constituency leaders. In addition, team members visited the only remaining satellite campus, the Fresno City College Career & Technology Center. The team also hosted three well-attended open meetings to allow for comment from any member of the campus or local community.

The self study report, two hundred ninety seven pages long, was assessed as competently written and accurate by the team. Its treatment of the college's strengths was balanced, and the assessment of the college's challenges was frank. The self study covered all of the appropriate requirements and aspects of the college.

The college was well prepared and ready for the team's visit. College staff members and students were very accommodating to team members and available for interviews and follow-up conversations. In general, the team room functioned well, and the supporting evidence was readily available and organized effectively in hardcopy and electronic format.

Major Findings and Recommendations of the October 17- 20, 2011 Visiting Team

RECOMMENDATIONS

The 2011 visiting team offers Fresno City College and the State Center Community College District one overarching districtwide recommendation based in part on the 2005 visiting team's College Recommendations #3, 3.4, 5, in addition to the cited Standards.

District Recommendation #1: In order for the colleges and District to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all District stakeholders to coordinate long term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing, and aligning district and college plans and planning processes in the following areas:

- district strategic plan,
- facilities,
- technology,
- organizational reporting relationship of centers,
- location of signature programs,
- funding allocation,
- human resources,
- research capacity.

(Standards I.B.2, I.B.3, I.B.4, II.A, II.B, III.A, III.A.6, III.B.2b, III.C, III.C.2, III.D, III.D.1.a, III.D.1.c, III.D.3, IV.B, IV.B.2, IV. B.3, IV.B.3.f)

The team also agreed upon the following college specific recommendation.

College Recommendation #1: In order to meet Standards regarding the college catalog, the team recommends that the Academic Freedom Statement be included in the next publication of the college catalog. (E.R.12, 20, Standards II.A.7, II.B.2)

COMMENDATIONS

The team found numerous instances of FCC exceeding the Standards.

College Commendation #1: The visiting team commends the college for offering equitable access to a broad array of academic and student support services ensuring student personal growth and success in college. The list of programs is impressive and may serve as a model for the state in the years to come. Included in this commendation is impending relocation of DSP&S to a facility more conducive to meeting the needs of students with physical disabilities. (Standards II.B.3, II.B.3a)

College Commendation #2: The visiting team commends the student activities' offices, the Associate Student Government and inter-club council for their remarkable and

innovative personal and civic activities that serve both the college and local community. (Standard II.B.3b)

Commendation #3: The district and the college are to be commended on their staff training programs, especially its comprehensive training program for classified professionals. The district provides exemplary trainings to staff at annual mega conferences that address technical skills. The district is also commended for its leadership training for administrators. (Standard III.A)

Commendation #4: The visiting team was impressed with the appearance and vibrancy of the Fresno City College facilities. The re-opening of the newly renovated Old Administration Building (OAB) serves as a clear source of pride for the campus community. The team noted repeatedly throughout the visit the immaculate nature of the grounds, landscaping and the cleanliness of the buildings. (Standards III.B.1, III.B.1.a)

Commendation #5: The college is to be commended for providing walk-in tech support to students and also 24/7 support to its online students. (Standard III.C)

Commendation #6: Fresno City College's participatory governance processes reinforce the college's commitment to commonality of purpose, collegiality, and resiliency as displayed by their unwavering dedication to constituency involvement and transparency in decision-making. (Standard IV)

ACCREDITATION EVALUATION REPORT FOR FRESNO COMMUNITY COLLEGE

Introduction

On September 12, 1910, Fresno City College opened its doors as Fresno Junior College. It is California's first community college and the second oldest in the nation. The college opened with 20 students and three new faculty members. Five other faculty members from the high school brought the total number of instructors to eight. Today, Fresno City College serves over 25,000 students each semester. With eight academic divisions and two student service divisions, it offers programs in areas such as nursing, fine arts, athletics, science, vocational training and more.

Fresno City College is now the largest college in the State Center Community College District (SCCCD). In addition to the main campus, the college operates the Career and Technology Center in southwest Fresno. Reedley College and its Willows International, Madera and Oakhurst Centers are FCC's other partners in the SCCC.

Evaluation of Institutional Responses to Previous Recommendations

Recommendations of the 2005 Visiting Team

Recommendation 1 - Participatory Governance

The team recommends the college implement a participatory governance process to ensure that all constituent groups actively participate in the college's planning and decision making. (Standards IA.3, IB.1, IB.4)

The Strategic Planning Council is the participatory governance body for the institution. As such, the SPC makes recommendations to the college president. The college president sits on the SPC as the final decision making authority. The committee operates by consensus.

Fresno City College has a number of structures, policies, and procedures in place to support the governance needs of the college while the effectiveness of all of these structures, policies and procedures has not been fully evaluated by the institution; the Strategic Planning Council is evaluated annually for effectiveness of its processes. Changes to processes have occurred as a result of the evaluations.

The team concluded that there is substantial evidence that faculty, staff, students, and administrators have well established college governance processes and structures. The team validated that governance structures facilitate discussion of ideas. While communication processes need improvement, there is collegewide understanding of the role of participatory governance. These governance structures thrive at Fresno City in an environment of continuous dialogue, collegiality, and commitment to excellence.

Conclusion: The college has exceeded the obligation and spirit of this recommendation.

Recommendation 2 - Program Review

The team recommends that the college develop and implement a workable systematic program review model that incorporates consideration of the college's financial resources. The college should work to create a program review model that is embraced by all college constituents. (Standards IB, IIA, IIB, IIID.3)

The college now has a process in which program review, Action Plans (requests for resources that are cost items), the Advisory Committees (e.g., Budget, Human Resources) that review the Action Plans, and the Strategic Planning Council are essential components of cycle of planning, assessment and resource allocation. Decision Packages, requests for access to one-time sources of funding, are reviewed by senior administrators, the Budget Advisory Committee, and the Strategic Planning Council but must also link to strategic objectives. The work of the Strategic Planning Council has recently been aided by the addition of a Director of Institutional Research to the college staff, and the creation of means by which those engaged in Program Review or other initiatives could request data in support of their work. With reference to resource allocation, the college's

planning process functions even under conditions of limited resources, as it allows for the prioritization of requests. (IB.3)

Conclusion: The college has addressed and met this recommendation.

Recommendation 3 – Planning

Given the lack of progress in meeting the recommendation for planning from the last accreditation report, the team strongly recommends the college develop a planning process that integrates budgeting, program review, technology and distance education, and human resources planning, including hiring, evaluations and staff development. This process should be based upon objective analysis of the current situation and a forecast of future circumstances. (Standards IIA, IIB, IIIA, IIIC, IIID)

During its visit, the team discovered that while integrated planning efforts at the college and district are being pursued with considerable energy and focus, the changes in senior leadership at the district and college have resulted in uneven and ineffective starts and stops in district and college integrated planning. The new college and district leadership along with the college community is demonstrating willingness, aptitude, and immediate plans to make integrated planning more visible and effective. Pockets of planning and integration were found throughout the college, but its unevenness evidenced a need for more overt and formal approaches. In particular, a shared understanding between the college and district with regard to the effects of bringing a new college (Willows International) into the district was noticeably missing. This was also true with respect to the effects that multiple centers and other future colleges might have on the overall resources available to Fresno City College.

Conclusion: The college has partially met this recommendation.

Recommendation 3.1 - Evaluations

The team recommends that the college develop a process that provides regular and systematic evaluations of its entire staff (faculty, classified, administration, management). (Standard IIIA)

The college has developed procedures for tracking timelines of evaluations and show that evaluations are done according to schedules. The college meets this Standard with appropriate procedures and forms for all employees. Processes are in place and appear to be followed. The union agreements address the evaluation process. Training is provided for management staff in order to insure proper adherence to the procedure. There is sufficient documentation to validate that the college has process and procedure for staff evaluations. (IIIA.1b)

Conclusion: The college has met this recommendation.

Recommendation 3.2 – Distance Education

The team recommends that the college develop a distance education plan to guide a more concerted effort for online courses and supplemental online instructional support

services. (Standards IIA.1d, IIA.1b, IIA.2d)

Since receiving the recommendation, Fresno City College (FCC) has taken steps to implement a distance education plan, establishing capacity by addressing the need for coordinating functions. The college needs to assess if moving back to the reassigned time model or having a dean oversee this function is most effective. The college now offers online support services such as online tutoring, “whiteboard,” and an online writing center where faculty provide assistance with writing. Statistical evidence indicates that students in online courses compare favorably with those taking face-to-face (f2f) instructions. Other steps identified in the self study as a result of the recommendation include instituting a Distance Education Committee and drafting a distance education structure and support action plan which identifies the need for the designation of administrative hierarchy to oversee distance education, which is currently decentralized. The visiting team was able to affirm the changes and momentum towards the distance education plan and supports ongoing research and assessment with regard to student success.

Conclusion: The college has met this recommendation.

Recommendation 3.3 Human Resources Planning

The team recommends that the college integrate human resources planning into the college wide institutional planning process. (Standard IIIA)

The district and the college share human resource responsibilities. The District Personnel Commission sets the standards and qualifications for classified positions. Requests for new staffing begin within the departments. The Human Resources Committee reviews and prioritizes requests. The list is sent to the Strategic Planning Committee. Evidence verifies that college has made changes in its process for determining human resource needs. (IIIA)

Minimum qualifications are published, posted in job announcements, administration procedures and board policies. The administrators, faculty and staff meet or exceed the minimum standards of their positions. Administrative regulations and union contracts define parameters for hiring. (IIIA.1a)

Conclusion: The college has met this recommendation.

Recommendation 3.4 – Technology Plan

The team recommends that the college implement a technology plan that coordinates with the district technology plan and is fully integrated with program review. (Standard IIIC.2)

The college has made progress in integrating technology planning with institutional planning by having the director of technology sit on a number of key committees and groups that make technology decisions. While this is a good step, the college must do more to improve its performance in this area. Specifically, the updated Technology Plan

for 2009-2011 must detail more substance that is planning in nature rather than including current status or specification as the core content of the technology plan. A clearer prompt for technology is also suggested in program review.

In the mid-term report the college was recommended to “implement a technology plan that coordinates with the district technology plan.” Due to the frequent turnover in the district’s associate vice chancellor position in charge of planning, the District Technology Plan has not been updated since 2001. Due to the lack of an updated District Technology Plan, no coordination has been possible. (IIC.2)

Conclusion: The college has partially met this recommendation.

Recommendation 4 – Library Resources

The team strongly recommends that the college remedy the serious deficiencies in the currency, quality, and depth of the library’s materials collections as recommended by the previous team. (Standard IIC.1)

The Library and other learning support services provide support for the college’s instructional programs and intellectual and cultural activities. (II.C.1a) The college has made significant strides in addressing the library collection shortfall as noted in the last accreditation report. Both the print and online resources have been updated and enhanced. The collection is now much more current and there is 24/7 access to online databases and reference services (Ask-a-Librarian). Over \$881,000 dollars have been invested in collection development. (II.C.1) The collection policy has been updated and the collection usage is monitored.

Conclusion: The college has met this recommendation.

Recommendation 5 – District wide Recommendation

The team recommends that the college continue to develop, implement, and evaluate a collegewide strategic plan that 1) incorporates the individual planning efforts of the college and 2) results in a cohesive planning framework. Simultaneously, the college should remain cognizant of the strategic development of the State Center Community College District as it moves toward increasing the number of colleges in the district. (Standards IB.2, IB.3, IB.4, IVB, IVB.2, IVB.3, IVB.3f)

During its visit, the team discovered that while integrated planning efforts at the college and district are being pursued with considerable energy and focus, the changes in senior leadership at the district and college have resulted in uneven and ineffective starts and stops in district and college integrated planning. The team heard frequently that the new college and district leadership along with the college community is demonstrating willingness, aptitude, and immediate plans to make integrated planning more visible and effective. Pockets of planning and integration were found throughout the college, but its unevenness evidenced a need for more overt and formal approaches. Interviews at both the district office and college revealed that the future plans for college and center expansion, enrollment management and the effects of the considered changes were

misunderstood as a result of either incomplete or erroneous information. Comments about frequent senior management changes and instability, until recently, were noted as contributing factors. The visiting team chairs at Reedley College and Willows International Center reported similar findings.

Conclusion: The college did not meet this recommendation.

Eligibility Requirements

The team concluded that FCC met the Eligibility Requirements, at the same time discovering that frequent administrative turnover since the last visit had contributed to some college challenges. (E.R.4, 5) One minor issue, a missing catalog statement about academic freedom, was also identified. (E.R.12)

1. Authority:

The visiting team confirmed that FCC receives Board of Trustees' approval of its programs and services from the California Community College system and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association for Schools and Colleges. The college is authorized by the State of California to operate as an educational institution and to award undergraduate degrees.

2. Mission:

The visiting team confirmed that FCC has a clearly defined educational mission which has been adopted by its strategic planning council as part of the 2010-2012 Strategic Plan and approved by the Board of Trustees in January 2011. The mission is appropriate to a degree-granting institution of higher education and to the constituency the college seeks to serve.

3. Governing Board:

The visiting team has confirmed that the governing board for FCC is the Board of Trustees for the State Center Community College District (SCCCD). It is responsible for the quality, integrity, and financial stability of FCC and for ensuring that the financial resources of the college are used to provide a sound educational program. Its seven person membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent, policy-making body capable of reflecting constituent and public interest in board activities and decisions. None of the board members have employment, family, ownership, or other personal financial interest in the institution. The board adheres to an outlined conflict of interest policy that assures that relevant interests are disclosed and do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the college.

4. Chief Executive Officer:

The visiting team has confirmed that FCC has a chief executive officer appointed by the governing board who serves full-time in this capacity. The chief executive officer, in combination with the district chancellor, possesses the requisite authority to effectively administer board policies. Neither the chief executive officer nor the district chancellor serves as a member of the governing board. The team concluded during its visit that the high turnover rate of presidents during this last accreditation

cycle contributed to a number of the college's challenges in meeting previous recommendations and some of the Standards.

5. Administrative Capacity:

The visiting team has confirmed that FCC generally has sufficient staff, with appropriate credentials, preparation and experience, to provide the administrative services necessary to support its size, mission and purpose, but the team concluded during its visit that the high turnover rate of presidents and other administrators during this last accreditation cycle contributed to the college's challenges.

6. Operational Status:

The visiting team has confirmed that FCC is fully operational with students actively pursuing its degree, certificate and transfer programs.

7. Degrees:

The visiting team has confirmed that a substantial portion of FCC's credit educational offerings are programs that lead to associate degrees or occupational certificates, and a significant proportion of its students are enrolled in them.

8. Educational Programs:

The visiting team has confirmed that FCC's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Many of the college's degree programs are two academic years in length.

9. Academic Credit:

The visiting team has confirmed that FCC awards academic credits based on Title 5, Section 55002.5 of the California Administrative Code. Appropriate information about the awarding of academic credit is available in college publications.

10. Student Learning Achievement

The visiting team confirmed that FCC defines and publishes the expected student learning and achievement outcomes for the associate degree, and it defines and publishes student learning outcomes for its student services. While not yet completed, the college is engaged in the process of establishing student learning outcomes at the program and course levels. It is also developing its program of regular and systematic assessment designed to demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. General Education:

The visiting team confirmed that FCC defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry, includes demonstrated competence in writing and computational skills and an introduction to major areas of knowledge.

12. Academic Freedom:

The visiting team confirmed that FCC faculty and students operate under a Governing Board policy on academic freedom in which they are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. FCC maintains an atmosphere in which intellectual freedom and independence exist (Gov. Bd. Policy 4030). The visiting team did not find this policy clearly stated in the college catalog.

13. Faculty:

The visiting team has confirmed that FCC has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities exist which includes development and review of curriculum as well as assessment of learning.

14. Student Services:

The visiting team confirmed that FCC provides for all of its students appropriate student services that support student learning and development within the context of its institutional mission.

15. Admissions:

The visiting team has confirmed that FCC has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. Information and Learning Resources:

The visiting team has confirmed that FCC provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs.

17. Financial Resources:

The visiting team has confirmed that FCC documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability:

The visiting team confirmed that FCC annually undergoes and makes available to the public an external financial audit by a certified public accountant or an audit by an appropriate public agency, and that the Board of Trustees reviews audit findings, exceptions and letters to management and any recommendations made by the audit firm.

19. Institutional Planning:

The visiting team confirmed that FCC has initiated ongoing institutional planning and evaluation to ascertain how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. It is encouraged to further develop those structures and processes and to document them. FCC provides some evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution does some assessment of progress toward achieving its stated goals to improve its performance. It should increase the degree to which it makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, implementation with appropriate resource allocation, and subsequent re-evaluation.

20. Public Information:

The visiting team confirmed that FCC publishes a catalog for its constituencies with precise, accurate, complete, and current information that includes all of the requisite elements with one exception.

21. Relations with the Accrediting Commission:

The visiting team confirmed that FCC provides assurance that it adheres to the eligibility requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

STANDARD I

Institutional Mission and Effectiveness

A. Mission

General Observations:

The team found that Fresno City College has a clear and comprehensive mission statement, appropriate to its commitment to serve as a comprehensive, open-door institution of post-secondary education. It makes a convincing case for the way in which it positions its mission as central to the ethos and operation of the college. To meet its mission, the college offers a wide array of programs (with both degrees and certificates) in different formats to address the current and evolving needs of its diverse student population. In addition, the college has involved itself in community development and regional economic development. The college has a process in place for regular review of the mission by all constituency groups and adoption by the district board. The college has used its mission, most recently reviewed and approved by the board in January 2011, to guide all of its planning and resultant resource allocation processes. (IA.1, I.A.2, I.A.3, I.A.4)

Findings and Evidence:

Student learning programs include basic skills, degree and certificate programs, career and technical education programs. The institution tracks student usage and completion within each of the programs. The institution collaborates with the regional workforce investment board. The Board of Trustees approved the mission statement on January 13, 2011. The mission statement is published on the college website and in the catalog. The mission statement is published in the institution's Master Plan, which is located on multiple web pages connected to the institution. Minutes from the Strategic Planning Council reflect the process followed to review and revise the mission statement. The Fresno City College Integrated Planning Handbook begins with a discussion of the mission and the role of the mission in all planning activities. The mission statement is embedded in the strategic plan. (I.A.1, I.A.2, I.A.3, I.A.4)

Conclusions:

The college meets this Standard.

B. Improving Institutional Effectiveness

General Observations:

One significant theme that emerges in evaluating the college with reference to this Standard is its engagement with a new and more collegial model of broad-based conversation about issues of concern to the college and its focus on student learning. If dialogue is defined as structured, facilitated conversations that are an essential component

of the way in which an institution conducts its business, it can be said that the college has recognized and begun to address the need to put in place the governance and planning processes that provide opportunity and ensure participation in those conversations. As noted in the self study and validated by interviews and formal meetings, the college has also begun to differentiate between communication—which may connote one-way reportage or the conveyance of information (often after the fact of decision-making)—and dialogue, which is a dynamic process, often multi-modal and multi-directional, in which participants may engage with different perspectives and viewpoints. Dialogue may also provide a framework for a greater degree of openness; points of view expressed during the visit indicate that the college, in addition to being committed to the demographic and social diversity of its community, has also worked to foster a campus climate in which diverse voices trust they will be heard. (IB)

Findings and Evidence:

The self study states, “While the college is committed to developing dialogue and has the vehicle in place for directing the dialogue, issues have been identified. The most pressing issue in respect to dialogue is keeping accurate, up-to-date, easily accessible information available to the college community.” While more effective ways to engage the broader campus community more fully are being sought, it is evident that those most directly involved in the dialogues pertinent to the key functions of governance and planning do have an understanding of the data and decision-making on which those processes are based. The report indicates that there are multiple platforms and venues for communication, which, when coupled with the lack of management (i.e., a webmaster) can result in confusion. In the effort to create an environment of more productive communication and dialogue, the college has identified the need to develop a comprehensive plan to ensure that all campus constituencies will be fully and accurately informed of the discussions and decisions pertinent to college operations. To evaluate and address this concern, a Communication Task Force has recently been formed. (IB.1, IB.2)

As noted in the self study and validated by evidence as well as observations during the visit, substantial effort is made to document the work of campus governance and planning bodies through the posting of documents including the campus Strategic Plan, minutes of meetings of the Strategic Planning Council and other campus committees, the scheduling of campuswide activity days, and the provision of opportunities for direct involvement in the shared governance structure. (IB.2)

With reference to the planning process that has become the centerpiece of the college’s efforts to improve institutional effectiveness, the self study states, “Strategic planning has been integrated into the college, but is not fully connected to the allocation of resources.” The report includes both the *Strategic Planning Council Communication Flow Chart* as well as the *Fresno City College Integrated Planning Process* diagram. These indicate that the college has a vision of a workable structure and has recently begun to implement it. This has set in place, even if recently, an ongoing, systematic planning cycle, with a published timeline, in which all constituent groups are required to participate. (I.B.3)

The new planning and structure, as documented with such evidence as the minutes of the Program Review Committee, the Strategic Planning Council, the Institutional Research and Effectiveness Committee and the Board, constitute a process that faculty and staff have begun to identify as more credible and equitable. As an example of the way in which the college has assessed the effectiveness of this process, modifications were made in the function of the Strategic Planning Council Support Team when it was found that the way in which it was utilized to vet action plans was perceived as being counter-productive. A recent survey indicated that the Strategic Planning Council was subsequently perceived as significantly more effective. (I.B.3)

The college now has a process in which program review, Action Plans (requests for resources that are cost items), the advisory committees (e.g., Budget, Human Resources) that review the action plans, and the Strategic Planning Council are essential components of cycle of planning, assessment and resource allocation. Decision Packages, requests for access to one-time sources of funding, are reviewed by senior administrators, the Budget Advisory Committee, and the Strategic Planning Council but must also link to strategic objectives. The work of the Strategic Planning Council has recently been aided with the addition of a Director of Institutional Research, Assessment, and Planning to the college staff, and the creation of means by which those engaged in program review or other initiatives could request data in support of their work. With reference to resource allocation, the college's planning process functions even under conditions of limited resources, as it allows for the prioritization of requests. (IB.3)

As noted above, members on committees integral to planning and shared governance serve as representatives of specific constituencies of stakeholders and are expected to carry forward their interests in the planning cycle established at the college. Broad involvement is thus ensured through direct participation or focused representation. The college supports the participation of its faculty and staff in this work by providing release time to members in leadership positions of key committees including the Strategic Planning Council Support Team, the Program Review Committee, and the Student Learning Assessment and Outcomes Committee. The committees meet regularly with well constructed agendas, facilitating the participation of faculty and staff on multiple committees and the enhanced productivity of committee work. The college has also offered training about the planning and related processes. (I.B.4)

As noted, participants in the planning process are well aware that the college generally must operate within fiscal and other constraints on available resources, as imposed both internally and within the larger district context. Allocation of resources proceeds through the process of program review, which may generate action plans involving requests for resources (e.g., purchase of new equipment, or hiring for a new or vacant position), or decision packages directed to the acquisition of one-time funds. The former generally follows the planning cycle through the Strategic Planning Council, while decision packages, which must also be linked to strategic goals, are more likely to be reviewed by senior management, the Budget Advisory Committee, and SPC. If resources are not available to meet all needs the planning process requires prioritization in a queue for future support. While there is a district director grants and special projects, resources

linked to grants are not linked to planning process though special projects are integrated into planning. As examples of the way in which the planning process, enhanced by collaborative decision-making, was successful, the deans of Social Sciences and Fine, Performing and Communication Arts provided documentation of successful hires in their respective divisions. (I.B.4)

With reference to assessment and the way in which it is communicated, the report states, “The college has begun the process of formally assessing course level and program level student learning outcomes. By the end of fall 2011, the college aims to assess at least one student learning outcome from at least one course in each department.” Evidence suggests that the college is currently at the developmental level in terms of its assessment of student learning outcomes. Minutes from the Academic Senate dated January 12, 2011, indicated an informational presentation on student learning outcomes. Informational discussion of student learning outcomes was also found in the Academic Senate minutes from March 23, 2011 and October 13, 2010.

While no evidence was found of discussion about the findings from analysis of student learning outcomes, there is evidence that other forms of assessment are understood as critical to effective planning. Both qualitative and quantitative data are included in the program reviews and are valuable tools in assessing programs in the planning process. The Office of Institutional Research, with a new director, has recently taken the proactive step of making it easier for faculty and staff to request data for various purposes. The recently constituted Institutional Research and Effectiveness Committee also contributed to a more comprehensive culture of evidence. Data is collected in connection to the various forms of support services provided for students (e.g., library services, tutoring, student center.) Information is posted on the campus website and committee meetings are open. As noted elsewhere, the college has begun to assess the way in which it communicates to its various constituencies, and has formed a Communication Task Force. (I.B.5)

In creating and putting into practice its planning and resource allocation processes, the college has also acquired an increased awareness of the need to review and refine those processes. As noted, the Strategic Planning Council modified the way its taskforce was utilized in the process of action plans, and subsequently assessed as being more effective. There is an annual review of the operating agreements of the committees, with adjustment of membership as needed to include more people in the planning and other processes. The program review process, now well established to provide a regular cycle of review and assessment and resource allocation, is applicable to both instructional and other programs, including administrative units. The Office of Institutional Research is a vital part of the planning structure. While campus voices expressed a variety of perspectives on issues of concern to the college, this was done within the context of a climate that appears to encourage collective efforts to help the college grow. (I.B.6, I.B.7)

Conclusions:

The team concluded that the college meets this Standard, although the team's concerns about the college's knowledge of and relationship to districtwide planning will be addressed in subsequent Standards.

In order to improve its performance on this Standard, the team suggests that:

The college complete its audit of communication instruments, and develop and implement clear and unambiguous means for communicating with internal and external constituents. This could include evaluating the self-identified need to have a dedicated webmaster, and considering the way in which more effective web-based communication may need to be integrated with the campus's overall technology plan. (I.B.1, I.B.2, I.B.3, I.B.5)

The team also found that the college's continued refinement of the planning process and the systematic means to assess its effectiveness would improve performance on this Standard. (I.B.3, I.B. 6, I.B.7)

The college should consider increasing its institutional focus on achieving full implementation of SLO assessment, and clearly communicate its significance as part of the evidence in support of quality assurance. (I.B.5, II.A.1.c)

STANDARD II

Student Learning Programs and Service

A. Instructional Programs

General Observations:

Since its last comprehensive visit (2005), the college has changed in significant ways regarding student learning programs and services. It has:

- emphasized a collegewide focus (instruction, student services, administrative services) on student learning outcomes (SLOs), program learning outcomes (PLOs) and institutional student learning outcomes (ISLOs),
- addressed the 2005 Recommendation 3.2 concerning Distance Education,
- taken actions to deepen capacity, understand and use data to inform and make decisions,
- accomplished measurable progress and implemented changes in the program review cycle and process in response to the 2005 Recommendation 2 regarding program review,
- developed and implemented an integrated planning processes—from program review action plans to the Strategic Planning Council (SPC) and advisory operational councils—that also provides an important participatory governance role at the college, thereby addressing the Recommendation 1 on participatory governance,
- continued and strengthened an environment of attention to student needs, taking actions that address diversity and access (especially in DSP&S and with student veterans) and which provide a rich offering of student programs, all within a framework of decreasing categorical resources,
- acknowledged the strengths and challenges in providing secure library resources and access to enhance learning resources for a larger and more distributed population.

Of specific note in support of program review and student learning outcomes, the team found that the college vets all instructional and student service planning and resource allocations through the SPC. The annual strategic plan goals and objectives guide and prioritize the decisions made by the college. The process through which these priorities and goals are carried out and evaluated is illustrated through the “Strategic Planning Council Communication Flow Chart.”

The visiting team had the opportunity to see this process in action through interviews with SPC members, the SPC Support Team and the Institutional Research and Effectiveness Committee, in addition to full examination of the self study and review of documents detailing what the college has done since the report was written. Examples of action taken that impact instruction and student services included changes/upgrades to facilities and technology, hiring the Director of Institutional Research, Assessment and Planning and providing faculty reassigned time to the Coordinator of Student Learning

Outcomes and Assessment. These examples provide evidence of the college's capacity to identify and respond to changes in student learning and support needs based on information developed and prioritized annually.

Findings and Evidence:

The college offers a wide range of programs and certificates at two major physical locations—Fresno City College (FCC) and the Career and Technology Center (CTC) and—via distance education. The mission of providing consistent high quality education to a diverse community of learners is central and supports the identified mission of the California Community Colleges: lower division courses to support transfer; career/technical/occupational programs and certificates leading to employment and/or skill development; and, basic skills to support preparation and learning skills for student to succeed. The FCC 2010-2013 Strategic Plan links the mission and values to the instructional cores (Goals Two & Four). The “Ethics Statement” specifically adopted *Integrity* as a guiding principle. Finally, the Institutional Student Learning Outcomes (ISLOs) (four) are the driving forces for instructional programs and student support services. (II.A.1)

Fresno City College serves a diverse population with substantial and wide-ranging educational needs. The first step is to ensure that students have appropriate assessment to be placed accurately and have a strong basis for learning success and achieving their specific goals. There is evidence that program pathways and assessment processes have been evaluated and improved. Tutorial Services (Tutorial Center, Writing, and Reading Center) and a breadth of other services support students with a wide variety of educational needs. This is particularly important given that the region has been hit with a high unemployment rate (upwards of 16.6%, FCC SPC: Environmental Scan, October 20, 2011) and has a significant need for post-secondary education. Areas of study relevant to the region are faculty initiated at discipline level, overseen by the Curriculum Committee and cover 260 areas of study (including associate degrees, certificates of achievement, certificates). Access to excellent instruction in a variety of programs and providing opportunities for student success is what FCC provides with pride and commitment. (II.A.1; II.A.1.a)

With the hiring of the Director of Institutional Research, Assessment and Planning (IR) and the establishment of the Institutional Research and Effectiveness Committee (IREC), there is a focused effort on using data to inform decision-making. The team observed the IREC in action, including dialogue about college/districtwide need for definitions about and use of data, how the SPC needs to improve and consider the use of data in its decision-making and what areas the IREC will set as goals for the year. The team appreciates the work of the IR office and was especially impressed with the delivery of part II of the Environmental Scan Data (Part 2, External) during the visit. These scans (internal and external) are examples of the data elements that are critical for the SPC, the college and other committees to foster dialogue and understanding of student needs and achievement. Use of data and the conversation will lead to deeper reflection and impact planning and decision-making. (IIA.1a)

The college offers courses and programs year-round through an 18-week semester and shorter sessions, as well as through distance education (DE) and hybrid offerings. The content is required to be consistent with the same measures and evaluations of learning. (II.A.1; II.A.1.b)

Fresno City College has responded satisfactorily to the 2005 Recommendation (3.2) relating to distance education (DE), which emphasizes “that the colleges develop a distance education plan to guide a more concerted effort for online courses and supplemental online instructional support services (Standards IIA.1d, IIA.1b, IIA.2d)”. Throughout the Standards related to distance education, the self study summarizes the actions taken by the institution to improve student success, student support, and student learning in the online environment. It is mentioned repeatedly that instructional programs participate in program review and resulting dialogues often focus on delivery methods (IIA.1b)

Since the recommendation, Fresno City College (FCC) has taken steps to implement a DE plan, establishing capacity by addressing the need for coordinating functions (the college needs to assess if moving back to the reassigned time model or having a dean oversee this function is most effective) and adding teacher training. The college now offers online support services such as online tutoring, “whiteboard,” and an online writing center where faculty provide assistance with writing. Statistical evidence indicates that students in online courses compare favorably with those taking face-to-face (f2f) instructions. Other steps identified in the self study as a result of the recommendation include instituting a Distance Education Committee and drafting a distance education structure and support action plan which identifies the need for the designation of administrative hierarchy to oversee distance education, which is currently decentralized. The visiting team was able to affirm the changes and momentum towards the DE plan and supports ongoing research and assessment with regard to student success.

Based on interviews with the Distance Education Committee and distance education instructors, the team found that courses offered at FCC regardless of delivery mode provide quality instruction. Pedagogy is based on the objectives of the course outline of record and not changed due to delivery mode. Evidence uncovered through interviews was triangulated by observing face-to-face classroom instruction and reviewing online courses. By offering courses in various delivery modes, the institution is meeting student needs. As a result, there is consistency in instruction compatibility with the objectives of curriculum regardless of delivery mode. (II.A.1b)

Although FCC has suspended for funding reasons the Online Teacher Training Program (OTTP) which consisted of eight courses for nine units, multiple training workshops and FLEX activities have been provided by faculty in regard to pedagogy for online instruction, including continuing training on reaching 508 (closed caption required) compliance to raise awareness. Distance education committee members and online instructors are cognizant of the challenges facing distance education at FCC, from cultural understanding of teaching online to the amount of time required to teach online.

Committee members are also in the process of scheduling “threaded” discussions campuswide. (IIA.1b)

The college provides students with online access to both student support and student learning services. However, as budgetary cuts have been made on an institutionwide basis, the hours these services are available have been decreased both on campus and online. The team determined that, overall, courses offered through distance education provide the support services and equitable instruction for curriculum objectives as the traditional classroom offerings. (IIA.1b)

Taken together, the implementation of new support services, teacher training, an identification of coordination and the other modifications to distance education, results in the understanding that FCC has met and perhaps exceeded the expectations articulated in the recommendation from the previous team. Additionally, the institution has identified a key area where continued improvement can be made--administrative hierarchy to focus attention on distance education. While current efforts can be maintained, budget and structural support will impede expansion. (IIA.1b)

The team found that the college has clearly focused on SLOs over the past several years and at multiple levels. The Institutional Student Learning Outcomes (ISLOs) are clearly communicated, understood and imbedded in courses, degrees and certificates, or, alternatively, directly linked with courses. The team verified that outcomes are stated in the course outline of record and CurricUNET, with courses containing approved SLOs (100 percent) and assessment is moderately underway (62 percent of courses have completed one SLO assessment). The Coordinator of Student Learning Outcomes and Assessment is clearly providing leadership and momentum for outcomes assessment and to complete the mapping of course SLOs with program (degree/certificate) outcomes by 2012. The team noted that this momentum will be needed to meet imminent ACCJC timelines, expectations and adherence to the SLO rubric.

The Student Learning Outcomes and Assessment Committee (SLOAC) is active in mapping the Institutional Student Learning Outcomes (ISLOs) through degrees and certificates to the course level. Finally, the Program Review process (Five Year Review), culminating in course-by-course review at the Curriculum Committee, is an excellent way to track and ensure SLOs are reviewed and approved. The team attended the committee meeting and saw evidence that course SLOs are identified and updated. (II.A.1; II.A.1c)

The college has developed a strategic plan that guides and prioritizes the decisions made by the college. The Strategic Planning Council (SPC, cf. p. 102 of Report, Strategic Planning Council Communication Flow Chart), including the president as a voting member, establishes the goals and priorities for the college. The process through which these priorities and goals are carried out and evaluated is illustrated through the “Integrated Planning Process” (cf. p. 104 of Report). The visiting team had the opportunity to interview several members of the SPC, including the SPC Support Team.

The SPC developed (2008), revised (2011) and ensured approval of the ISLOs for FCC. (II.A.1c)

The college has established a planning and program review process that is administrated by the SPC. The process consists of two parts. The first element is a self study, driven by the faculty overseeing the program; this is followed by a peer review validation element. Having a consistent “due” date and spring deadline for peer review will ensure that outcomes will impact planning for the next year. Developing a rubric for the peer review team would strengthen this part of the process and provide a consistent response to each criteria addressed by the self-studies. (II.A.2)

The college’s practice is at the developmental stages in using evaluation of courses and programs effectively for improvement. The team found evidence that some programs are making progress, such as changing SLOs and initiating program changes; however, the process of self-evaluation and consistent practice across instructional programs continues to develop.

As part of the review process, FCC reviews curriculum on a consistent basis including distance education courses. Distance education courses are articulated in a distance education addendum to the course outline of record. This was verified via CurricUNET and interviews. (II.A.2)

The Curriculum Committee has the primary responsibility of reviewing and approving new and revised courses, degree and certificate programs, as well as locally approved certificates. The committee also establishes and approves prerequisites, corequisites, advisories and limitations on enrollment through the content review process. Faculty has the role of introducing new courses and programs, as well as modifying existing courses and programs through participation in the Curriculum Committee review and approval process. The review process has been updated to require that all new or revised courses submitted for review and approval by the committee must be accompanied by approved Student Learning Outcomes. The SLO approval process requires that each SLO connects meaningfully with the (ISLOs), thereby ensuring alignment with the college mission and purpose. (II.A.2.a)

By requiring that all new and revised courses have approved SLOs, the college has laid the foundation for assessment of quality and continuous improvement of those courses, as determined by student achievement of the SLOs for a particular course. The faculty is responsible for identifying appropriate student learning outcomes, establishing assessment guidelines appropriate to each outcome, and also linking each course outcome with the appropriate corresponding ISLOs, thereby aligning the course with the college’s mission. (II.A.2.a)

The college reports that 100 percent of all courses have established Student Learning Outcomes, which have been reviewed and approved by the Curriculum Committee. Each submitted course SLO has been evaluated by the OAC for consistency with course objectives found in the course outline of record (COR), use of measurable language,

assessment methods appropriate to the outcome, and alignment to the Institutional Learning Outcomes, thereby establishing an appropriate “fit” with the course. (II.A.2.a)

The team visited the Curriculum Committee, and it is evident that there is full participation in and understanding of the appropriate levels of courses and programs and need for learning outcomes. However, progress on program level outcomes (PLO) has lagged behind the development of course SLOs, with approximately 62 percent of PLOs having been established. Of critical importance is the need to train, understand and use data in relation to program reviews. This was noted by the college and a plan of action addressing this will additionally resolve the linkages between SLOs, PLOs, ISLOs and the use of data to assess and make improvements or changes. (II.A.2.a)

Course evaluation methods have been identified and approved through the both the Curriculum Committee, which plays an important and consistent role in content level and SLOs, and the Student Learning Outcomes and Assessment Committee, which assist faculty in mapping SLOs to program (degree/certificate) outcomes. Competency levels and measurability of student learning outcomes are determined by discipline faculty and reviewed and approved by the Curriculum Committee. Guidelines on how frequently courses/programs are to be assessed (e.g., Career and Technical Education (CTE) programs at every six years with a two-year review cycle) and evaluated based on student achievement of learning outcomes have been established; however, more and consistent data collection must be developed and used, especially in the CTE/occupational programs.

In these program areas, competency levels may be established by industry standards, licensing requirements, or standards established by external governing bodies. Occupational program reviews have completed one cycle, with the second cycle underway. The use of SLOs and assessment must be addressed in the next cycle, especially in light of external initiatives such as gainful employment reporting requirements and other measures of accountability. There is a self-reported gap between SLOs and the use of assessment of the outcomes. (II.A.2.a; II.A.2.b)

The self study indicates the existence of advisory committees consisting of community members and local businesses and organizations to advise career and technical programs. The documentation provided indicates that members play a role the establishment of new courses or identification of learning outcomes. (II.A.2.b)

The Program Review Committee, Curriculum Committee, and Student Learning Outcomes Assessment Committee (SLOAC) ensure that quality, level, breadth and program sequencing are discussed as part of the Program Review process. With the addition of this annual review element, initiated in 2010, the units will have an opportunity for more frequent and substantive dialogue about program quality and the changes needed. Guidance from the Curriculum Committee and SLOAC also provides clear criteria for each unit to reflect on and improve program quality in support of student learning. According to the self study, discussion regarding the overall quality of the program is addressed within each division, and through program review: “In addition to

the curriculum review process, each division evaluates instructional quality, breadth, depth, and rigor through program review and program effectiveness by assessing learning outcomes at the program level.” (II.A.2.c)

The self study summarizes that faculty are primarily responsible for determining and implementing instructional methods and techniques and various delivery modes to meet the diverse needs and learning styles of students. The report identifies several avenues where faculty receive information about diverse learning styles and addressing student needs, which includes professional development presentations, departmental and division meetings, shared research, conferences and faculty meetings. (II.A.2d)

The self study also states that “Faculty regularly evaluate delivery modes and teaching methods through the program review process and teaching methods through the program review process. Faculty also participates in Flex Day workshops and discussions to improve classroom instruction.” (II.A.2d) In addition to traditional classroom instruction, the institution offers distance education courses to meet diverse student needs. As noted previously, the institution has made improvements in distance education. The self study indicates that assessment of student learning outcomes for online courses is handled in the same manner as the SLOs in f2f instruction with the responsibility for completing assessment residing at the individual instructor level. The course outline of record includes the outcomes which are the same regardless of method of delivery. (II.A.2d)

The team found assessments were performed by DSP&S as well as efforts to accommodate students with identified disabilities. The Strategy/Intervention classes help students develop skills to enhance student success in accomplishing their educational goal. The Tutor Center offers a battery of learning assessments that can identify learning styles, as well as preferred modalities and study habits. (II.A.2.d)

The course outlines of record, as well as the course SLO plans identify a variety of methods for assessing student learning, which include tests, quizzes, writing assignments, projects, performance assessment, portfolios, etc. A review of selected course outlines of record suggests that faculty utilize multiple ways of assessing student learning. Outcomes assessment has been demonstrated for a small number of courses. (II.A.2.d)

FCC specifies program review as a key process where the college determines the effectiveness of its courses and programs. There is an established cycle of five years for instructional and non-instructional programs, as well as a six year process for CTE programs. The Program Review Committee added a section on SLOs in 2009. As noted in the Report and as a result of the team’s interviews, the college must include a planning agenda addressing annual assessment and verification of progress towards assessing course, program and degree-level student learning outcomes. The program review criteria includes all elements identified, such as relevance, appropriateness, achievement of Student Learning Outcomes, currency, and future needs and plans, and the process—including the self study form—is consistent across instructional, student services, and non-instructional areas. (II.A.2e)

The self study form includes appropriate sections and prompts, from overview through data development and analysis. The Office of Institutional Research, Planning and Effectiveness provides data such as degrees and certificates awarded, number of units generated by courses, retention/attrition rates, and success rates for courses. The office also has been delegated with the responsibility of populating reports and data, and supporting faculty and program efforts to utilize the application as a resource for program review, evaluation and effectiveness. (II.A.2e)

The college has engaged in systematic planning since the inception of the Strategic Plan in 2006. The team verified the use of the Integrated Planning Handbook and the specific knowledge and use of the chart on the Integrated Planning Process. The entire process is very clear (when funds are or are not required evokes a different and clearly denoted pathway) and cyclical in nature. Resource allocations occur via the submission of action plans developed in relation to the program review and planning cycle. In particular, units are and will be required to identify program needs resulting from learning outcomes evidence, and specify budgetary expenditures tied to evidence-driven requests and sent to the SPC. The budgetary requests—via action plans—will also, as a matter of process, be aligned with one or more ISLOs. (II.A.2f)

Since the previous comprehensive self study and site visit, the college has hired a Director of Institutional Research, Assessment and Planning and established a related office that provides institutional data to the entire campus. The office provides a full range of data reporting, data analysis, and research support for the campus. The Director and the Coordinator of Institutional Research have also played a critical role in guiding and supporting faculty, departments and programs in the development and assessment of student learning outcomes. (II.A.2f)

The Office of Research, Assessment and Planning is seen as the primary resource for ensuring that all measures are valid and reliable. The self study cites as an example the consequential validity study of the college's standardized placement assessment, and follow up conversation about suggested changes in placement policy, as evidence that the college ensures that assessments are fair, unbiased and reliable measures. (II.A.2g)

At present, the college awards credits based on students achieving a grade of "C" or better, which is consistent with accepted norms in higher education and Title 5 guidelines. (II.A.2h)

FCC is mapping SLOs to Program Learning Outcomes (PLOs) for nearly 62 percent of its degree and certificate programs. As previously stated, there is good progress underway; however, a systematic and sustainable process must be fully implemented and related data and analysis drive institutional/program changes and improvement. The college must continue this work in order to meet ACCJC goals in this area. (II.A.2i)

The college meets Title 5 requirements that General Education (GE) be defined and included as a component in academic and vocational programs and this is stated in and communicated via the college catalog. Student learning outcomes must be included in all

new and existing courses in order to complete the Curriculum Committee approval process and this necessarily extends to GE courses. The GE philosophy is noted in eligible courses in Areas A through F. (II.A.3)

The college strongly supports students gaining knowledge and shared understanding of basic principles, concepts and methodologies that are both unique to and shared across the scope of general education offerings. The GE pathways, including sciences, social sciences and humanities, are related to the college mission, monitored by the Curriculum Committee, and meet transfer obligations and articulation agreements. Students are required to complete at least 18 units in a major or area of emphasis and GE (areas noted above) courses provide students the capacity to be proficient and “prepared for a lifetime of learning.” The Curriculum Committee has established clear guidelines for development and revisions of a course to be included in the GE area. This course approval process is critical in ensuring that content and methodology fit the definition of the GE curriculum; if the guidelines are not met, the course is sent back to the faculty proposing it. The Student Learning Outcomes and Assessment Committee reviews the SLOs and verifies that the course SLOs are congruent with the GE area being proposed. The course outline of record serves to ensure that there is alignment between measurable student objectives and the measures of student performance in the class. (II.A.3a)

Accomplishing the skills, competencies and knowledge included in GE is the basis for lifelong learning. Course objectives in the course outline of record include the expected skill levels and, as noted, the Curriculum Committee requires that SLOs are included in the GE courses. Multiple measures are employed in the GE coursework to provide feedback and make sure students can successfully transfer or complete their degree/certificate. Fresno City College provides a deep and strong array of courses in the GE pattern to meet this Standard. (II.A.3b)

The college’s core values include ethics, citizenship and diversity. Personal growth and involvement in the college and external community are highly valued and clearly evidenced, as the team discovered in meetings with students and attending their governance meeting. The college emphasizes course work that includes ethical principles, citizenship and civility and an understanding of cultural diversity and having a larger social and political perspective. There are two ISLOs that particularly focus on this Standard: Community/Global Awareness and Responsibility and Personal, Academic and Career Development. (II.A.3c)

The degree programs offered include a major or area of emphasis and these expectations are clearly communicated and validated. There are several pathways available, ensuring that students take an array of coursework to obtain the associate’s degree. The Curriculum Committee oversees the application of elements that must be addressed in all degree and certificate programs, one of which is transfer information. The Admissions and Records Office certifies that students have completed course requirements prior to graduation. (II.A.4)

The college provides evidence that students who enroll in and complete vocational and occupational certificates and degrees have the requisite competencies is measured by the results of external exams. In fact, FCC has a strong reputation in many of these areas, including nursing, fire and police programs and automotive and early childhood. (II.A.5)

FCC provides clear and accurate information about its courses, programs and transfer policies in the printed college catalog and also in information available on the college website and in separate brochures available on campus. Course syllabi provided to students in class contain student learning outcomes and are monitored by submission to the appropriate division office. Both the faculty evaluation process and the student evaluation of instructors ensure that all instructors and sections are taught in accordance with the approved course outline of record. (II.A.6)

The college makes its articulation and transfer information available to students in the college catalog. It is also available in the statewide ASSIST database. The articulation officer, working closely with the Curriculum Committee, is responsible for establishing and updating course changes related to the University of California and California State University systems annually. There is also a coordinated effort for articulation within the district between Reedley and FCC; should Willow International reach eligibility, this center will need to be included, as well. (II.A.6a)

The team verified the development of the Program Discontinuance Policy. Should such occur, policies do ensure that students impacted by such a change have the opportunity to complete their programs in a timely manner. The policy was passed in spring 2011. (II.A.6b)

The college represents itself clearly, accurately and consistently and reviews this material in the annual catalog revision process that begins at the division level and proceeds through the governance structure. Information is readily available via the website and college catalog. (II.A.6c)

The college has a Board approved policy on Academic Freedom (BP 4030) that is also part of the faculty contract, but it was not found in the college catalog. In addition there is Board Policy BP 5530 on student standards of conduct and academic freedom. (II.A.7)

FCC follows the code of ethics from the American Associate of University Professors (AAUP) and the AFT contract requires faculty to acknowledge and defend free inquiry. (II.A.7a)

The college has a Board Policy/Administrative Regulation (BP 5500) on student standards of conduct and a related policy (BP 5520) on procedures for discipline related to those standards. The student Academic Dishonesty Form is available in the college catalog and is posted on the college website. (II.A.7b)

FCC complies with this Standard. Board Policy 3150 provides the code of ethics for administrators; Administrative Regulation 7122 describes the duties and responsibilities of

instructors and is provided especially during the orientation for new faculty. The college does not seek to instill specific beliefs or world views. (II.A.7c)

The college does not offer curricula in foreign locations. (II.A.8)

Conclusions:

The college meets the Standard, except for a missing catalog statement about academic freedom (E.R.12 and E.R.20, II.A.7).

Fresno City College complies with the Standards regarding Instructional Programs. The college excels in its course and program offerings, has a robust and established Curriculum Committee and clear understanding of curricular process and is cognizant of the gap between developing course level student learning outcomes and the need for assessment and use of finding to make changes at course and program levels.

In sum, current efforts are encouraging, and the team strongly encourages continued emphasis and intense progress on meeting the stated goal of implementing an “assessment timeline that includes all course and program level student learning outcomes by fall 2012.” (II.A.2f)

In order to meet the upcoming 2012 proficiency level on the ACCJC Student Learning Outcomes Rubric, the institution must clearly accelerate efforts to make greater progress in assessing and analyzing Learning Outcomes at every level, with particular emphasis on the following:

- Explore ways to support the Outcomes and Assessment Coordinator and committee as emerging leaders.
- Achieve greater completion of assessment cycles on course-level outcomes, and engage the entire faculty in fully participating in the SLO assessment process.
- Offer a broader array of assessment options to better meet specific course and program assessment needs.
- Complete development of Program Learning Outcomes, and fully align program outcomes with course level outcomes.
- Develop General Education Student Learning Outcomes and assessment strategies.
- Develop a comprehensive, integrated assessment plan with associated timelines for accomplishment that articulates roles and expectations, policies guiding assessment, guidelines for evidence collection and analysis, and approaches to reporting and integrating changes to courses and programs, based on evidence and analysis.

- Review the existing support resources offered on the SLO Committee website to ensure consistency of assessment expectations, and eliminate irrelevant or inaccurate information.

Recommendations:

College Recommendation #1: In order to meet Standards regarding the college catalog, the team recommends that the Academic Freedom Statement be included in the next publication of the college catalog. (E.R.12, 20, II.A.7, II.B.2)

Standard II.B: Student Support Services

General Observations:

It is evident that the college community prioritizes student access and success and it demonstrates the importance of sustaining a supportive learning environment for students by the multitude of innovative student services programs available to its diverse student population. Through a substantial array of programs and services, the college clearly demonstrates its dedication to providing students with equitable access to meet their needs and to facilitate their personal growth and college success.

Likewise, through the Student Activities Department in partnership with clubs of the Inter-Club Council and the various faculty and staff associations, the college designs and maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Finally, under the leadership of the new vice president of student services hired in August 2009, and with the assistance of a consultant, the Student Services Division has made substantial progress in furthering the development of student learning outcomes (SLOs) and service unit outcomes (SUOs).

Findings and Evidence:

The team met with the vice president of student services (VPSS), dean of counseling student support services, the matriculation coordinator, members of the financial aid staff and reviewed documentation in order to provide a comprehensive review of student support services. As a result, the team acknowledges that the college works diligently to provide high quality, accessible innovative student support services in a variety of locations using an array of delivery systems to meet the needs of a diverse student population. (II.B.1)

The Financial Aid Office (FAO) has implemented an online only financial aid process; however, the FAO has continued the operation of a Financial Aid Computer Lab to provide assistance with online applications, corrections online, loan entrance counseling, online scholarship application, and financial aid services on web advisor. This effort serves to eliminate technological barriers to financial aid services by ensuring that students are able to easily access online services. (II.B.1)

Counseling has improved and expanded online counseling services in three ways: a) providing a frequently asked question database available to students 24/7; b) live-help chat with a counselor; and c) new student orientation online. Live chat counseling sessions have been performed with students all over the world and over 5,780 students have utilized the online orientation since it began in 2007. Due to the level of online services offered, students participating in distance education courses are able to access student support services from their home location. (II.B.1)

Registration-to-Go (RTG) matriculates students from approximately 40 feeder high schools in Fresno County to Fresno City College. The team confirmed that students are recruited, provided college assessment/placement testing, orientation, advisement, and registration on-site at the high schools. (II.B.1)

As a result of the previous accreditation visit, the college has implemented several technology initiatives offering student support and student learning services online. In particular, counseling services and tutorial support services have been integrated for distance education courses. The institution's offering of distance education classes is tied to the mission of the college and the needs of its students. (II.B.1, II.B.3a)

The institution provides a catalog for its constituencies that is accurate and current. Essential information includes the following: a) General Information; b) Requirements; c) Major Policies Affecting Students; and d) Location or publications where other policies may be found. Although the catalog does not contain an Academic Freedom Statement, the team found evidence that the district has one (AR4030). (II.B.2)

The college researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. The team interviewed student services administration and reviewed evidence and determined that research is used to implement and modify student support services and programs. Departments are able to obtain data about student persistence, retention, grade point average, graduation rates, transfer rates, certificate of completion rates, academic goal completion, and other critical information regarding student involvement with the institution. For example, research conducted by the Basic Skills Initiative Committee (BSI) was used by the Counseling Department to inform the development of their Student Learning Outcome (SLO) related to teaching students how to identify their educational goal. Another research endeavor studied the success of students in the United Southeast Asian American Program (USEAA) learning community cohort. (II.B.3)

A standardized template for collecting common data elements has been developed and research activities are supported by a full time faculty member specifically assigned to the Student Services, in addition to college level support from the Director of Institutional Research, Assessment and Planning. (II.B.3)

Fresno City College provides a distinguished array of programs and services designed to meet the needs of a large (nearly 20,000 FTES) and diverse student population. The support programs include Extended Opportunity Programs and Services (EOPS) and CARE (Cooperative Agencies Resources for Education), Disabled Students Programs and Services (DSP&S), Foster Youth Bridge Program, IDILE Program (this program is designed to recruit African Americans students from the community, connect them to the college, expose them to African cultural heritage, and provide support), International Students Program, Puente Program, Strengthening Young Men by Academic Achievement (SYMBAA—this program addresses the academic performance of African American male students and provides support for them to achieve success through a coordinated program of course work, counseling, and tutorial, a Learning Community

cohort), TRIO Programs, United Southeast Asian American Academic Program (USEAA—this program is designed to assist the Southeast Asian student population with increased success in university transfer), Veterans Certification Office and Online Services (online counseling and online new student orientation). The team affirms equitable access for FCC students to facilitate both personal growth and college success as determined through review of evidence and confirmation via interviews. (II.B.3a)

The Student Activities Office promotes social and civic development by providing students the opportunity to participate in student government, clubs, organizations, campus activities, and social-cultural programs. The Associated Student Government (ASG) serves as the voice of the study body and actively participates in shared governance through participation in campus wide committees, hiring panels and their work as members of the Board of Trustees. Leadership potential is also developed through the more than 45 active student clubs and organizations. Interviews with student leaders are especially noted and the involvement by an active student body is clearly evident. (II.B.3b)

Some specific activities that occur each semester or annually include the Volunteer Fair (non-profit agencies are on campus to interview students for volunteer positions); Communication 20 (Community Involvement) course; Federal Work Study (off campus community worksites); Veterans Administration Healthcare System of Central California (off campus worksite available to students); Fall Carnival (organized by ICC for local elementary children and parents to safely celebrate Halloween); Holiday Gift Bag (students, staff, and faculty provide 250+ holiday meals and gift cards for students in need); Kids Day (fundraising to support the local children's hospital); Career Center Community Service Assessment (assessments offered to help students determine a major and career); Employment Resource Center (offers paid and non-paid employment opportunities and job preparation workshops); and Speakers Forum (lectures to engage students and the college community in a variety of social issues). (II.B.3b)

The team determined that counseling services are designed to meet the needs of students in a variety of programs. These include DSP&S, EOPS, IDILE, Puente, SYMBAA, USEAA, Honors, Veterans, CalWORKs, TRIO, and International Students. Student services faculty and staff are provided training in specialized areas to support and facilitate student development and learning by attending conferences, college and regional meetings, staff development for classified professionals and FLEX activities. To ensure counseling effectiveness, all full and part-time counselors are evaluated in accordance to the State Center Community College District Faculty Contract.

Work teams in the areas of counseling technology, counseling improvement and assessment, and student learning outcomes have been established to evaluate and develop goals and/or student learning outcomes for these areas. (II.B.3c)

There is evidence the college provides and enhances student understanding and appreciation of diversity through a variety of well documented programs, practices, and services. The Student Activities Office is responsible for many of the cultural programs

on campus and events are coordinated in partnership with clubs of the Inter-Club Council and the various faculty and staff associations. Examples include celebration of Native American Heritage month and the faculty sponsored colloquia, which engages students in a variety of social and cultural issues. (II.B.3d)

The team found that the college evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The college has established guidelines for evaluating assessment instruments and practices consistent with the California Community Colleges Chancellor's Office and the college uses assessment instruments from the State Chancellor's Approved List. Research has been conducted and studies have determined that they are unbiased. Cut-score studies have also been completed and are evaluated on a systematic basis and, as needed, by changes in curriculum or placement scheme. Mechanisms exist for dialog and collaboration among campus constituents and with K-12 partners to improve assessment procedures and to ensure effectiveness in providing assessment procedures and to ensure effectiveness in providing assessment services to students during the matriculation services. (II.B.3e)

Evidence indicates that the college maintains and secures confidential student records electronically and in hard copy on multiple campus locations. Mechanisms are in place for record maintenance and release of records in accordance with the California Education Code, the Family Educational Rights and Privacy Act, and Title IV regulations (for Financial Aid). The district has adopted AR 5040 which addresses student records and privacy as well as AR 3310 which addresses student record retention and destruction. The Vice President of Student Services Office secures all records pertaining to student discipline, student grievances, discrimination, and harassment. Student discipline records are stored for the length of time required by Education Code. (II.B.3f)

The Student Support Services area provides evidence of addressing Student Learning Outcomes (SLOs) in a consistent and comprehensive manner. The team determined the institution evaluates this area through multiple in numerous ways: Campuswide surveys, Noel-Levitz Report (An Enrollment Opportunities Analysis), Point-of-Contact surveys and via Student Services Division meetings. Beginning in March 2010, meetings are held twice a year with all division faculty and staff for the purpose of providing them the opportunity to review data that is used to modify department student learning and service unit outcomes. (II.B.4)

In March 2010, the Student Services Division meeting involved a consultant to review matriculation services, particularly those embedded in the Registration-to-Go (RTG) program. Major developments were derived and actions have been taken to improve aspects of the program including the development of a program review that is currently under review by a State Center Community College District Matriculation Group. (II.B.4)

The vice president of student services conveyed the expectation that each program/department lead is responsible for assessing and evaluating a minimum of one

SLO and one SUO in 2010-2011, and in 2011-2012, each program/department will regularly identify, assess, and evaluate SLOs in order to meet the ACCJC expectation to achieve proficiency in assessment and evaluation of outcomes. To date, 21 of the 25 programs/departments are in the proficiency stage of completing the cycle of assessing and evaluating SLOs, and that by summer 2011, it is expected that most or all of the programs/departments will have completed the cycle. (II.B.4)

Working in conjunction with the Office of Institutional Research, Assessment, and Planning, the Student Services Division has expanded the systematic collection of data to assess, evaluate, and improve the effectiveness of student support services and to measure outcomes associated with special programs such as Puente, IDILE, SYMBAA, and USEAA. (II.B.4)

Conclusions:

The college meets the Standard.

Recommendations:

See **College Recommendation #1**

Commendations:

College Commendation #1: The visiting team commends the college for offering equitable access to a broad array of academic and student support services ensuring student personal growth and success in college. The list of programs is impressive and may serve as a model for the state in the years to come. Included in this commendation is impending relocation of DSP&S to a facility more conducive to meeting the needs of students with physical disabilities. (II.B.3, II.B.3a)

College Commendation #2: The visiting team commends the student activities' offices, the Associate Student Government and inter-club council for their remarkable and innovative personal and civic activities that serve both the college and local community. (II.B.3b)

Standard II.C Library and Student Learning Support Services

General Observations:

The Library and other learning support services provide support for the college's instructional programs and intellectual and cultural activities. The college has made significant strides in addressing the library collection shortfall as noted in the last accreditation report. Both the print and online resources have been updated and enhanced. The collection is now much more current and there is 24/7 access to online databases and reference services (Ask-a-Librarian). (Standard II.C.1)

Evidence documents that both the library and tutorial services provide a variety of workshops on information literacy and learning support for students. These include cultural enrichment through partnerships with other college departments as well as community agencies and groups. (II.C.1)

Findings and Evidence:

This Standard had a significant recommendation in the last site visit. The college has made significant progress in upgrading their library collection by investing significant monies into the collection both print and online. Over \$881,000 dollars have been invested in collection development. The collection policy has been updated and the collection usage is monitored. There is a revised collection development policy to include electronic resources. There is ongoing analysis of usage of collection materials including online. Online resources are available all hours the library is closed (through online databases.) The library has reduced its hours due to budget constraints. This has caused some complaints from students and faculty. (II.C.1a)

The Tutorial Center provides services and educational materials including software in support of its mission. The Writing and Reading Center has worked with the Basic Skills committee to provide necessary software to support student needs. The self study identified a need for an increased budget allotment to provide updated resources.

The team's review of various course websites demonstrated that the institution relies on faculty expertise and support services professionals to select and maintain educational equipment and support materials that support student learning in distance education courses. In addition, the institution provides access to the library resources and support services such as tutoring online. (II.C.1a, II.C.1c)

The library provides instruction in a variety of venues. The librarians are available for library bibliographic classroom instruction, research assistant sessions (one-on-one) and reference desk assistance. The number and variety of instruction is appropriate for students to develop skills in information literacy. Student Learning Outcomes have been established for bibliographic instruction and research assistance sessions. (II.C.1b)

The Tutorial Center offers workshops on different academic topics. The Writing Center also offers a variety of workshops. There are ongoing surveys and evaluations that have

analyzed students' performances and resulted in changes to the programs that match their SLOs. (II.C.1.b, II.C.2) The Library provides access to print resources for 66 percent of the instructional week time. The online resources are available 24/7. The library provides 24/7 access to reference services through electronic service "Ask- a-Librarian." This service supplements access to a librarian during the closed hours of the library. As noted there has been a reduction in library hours, thereby limiting access to print sources and computers. (II.C.1.c)

The Tutorial Center has experienced staffing reduction due to loss of grant funding. This has required re-alignment of services. They maintain excellent tracking and success rates on their students. There are some issues of keeping materials current in the Writing Center and enough staff and tutors for the demand which has not decreased in spite of the challenges.

Due to the configuration of the library and access to the space after library hours, there is an ongoing concern about adequate security for library materials. This is being mitigated by a security camera. Due to the configuration and usage of the space, there is unmonitored access to parts of the library. In the self study, the college has noted significant deficiencies in library security. They note that they will address the issue.

While the college has addressed the previous team's collection recommendation, concerns about the future adequacy of library study versus shelving space continue. The library and learning resource staff have developed a plan for resource space allocation that has been forwarded to the president and other constituencies. The college has moved social sciences out of the area and reallocated space to the Library and the Student Learning Support Services staff. They are in the process of retrofitting the spaces. (II.C.1.c.d)

The Tutorial Services have consistently been excellent according to students. Due to budget changes, online tutorial programs have been replaced five times since the last accreditation visit. This has led to duplicated training and retraining. Since adopting the latest online tutoring program platform, CCCConfer, this has stabilized. There is no support from faculty or peer tutors during the 4pm to midnight time frame. The budget has also affected the amount of faculty support and peer tutors. There is only one adjunct faculty to oversee three sites. (Standard II.C.1c) This raises another concern about security. There is a high turnover of writing tutors due in part to some other student employment opportunities being paid at a higher rate.

The library participates in several collaborative systems in order to enhance and extend their resources. They participate in a collaborative purchase program through the Council of Chief Librarians for online databases. There is an agreement through OCLC, <http://www.oclc.org/us/en/default.htm>, for interlibrary loan services and cataloging records. Through a district-wide purchase, the library has a new integrated library management system. Book purchasing is accomplished through several commercial vendors. (II.C.1e)

Conclusions: The team concluded that the college meets the Standard.

STANDARD III Resources

A. Human Resources

General Observations:

The team found significant evidence that Fresno City College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, fostering learning for its diverse student population. While improvements in integrated institutional planning at the college were noted, evidence of the ongoing systematic planning and evaluation of resources as a districtwide endeavor was lacking. (III.A)

Fresno City College maintains a qualified staff appropriate for the size and scope of the institution. There is a systematic process for hiring, evaluating and maintaining employees through a shared responsibility between the district and the college. There are checks and balances in place through board policy and committee structure to insure procedures and practice. Evidence shows that the college trains its staff on confidentiality and diversity. The district is a Merit System District which predefines some of its processes for classified positions. (III.A)

The district and the college share human resource responsibilities. The District Personnel Commission sets the standards and qualifications for classified positions. Requests for new staffing begin within the departments. The Human Resources Committee reviews and prioritizes requests. The list is sent to the Strategic Planning Council which then forwards the recommendation to the president. Evidence verifies that college has made changes in its process for determining human resource needs. (III.A.1)

Findings and Evidence:

A system for new human resource allocation has been integrated into the strategic planning process through a Human Resource Committee. The integration of human resources and collegewide institutional planning was evident for new (growth) hires, and according to the self study, this committee will take on the responsibility for reallocation of existing human resources as well. However, committee documentation or interviews do not reflect this change. Reallocation of vacated positions is not processed through this committee. (III.A.1a, III.A.6)

Minimum qualifications are published, posted in job announcements, administration procedures and board policies. The administrators, faculty and staff meet or exceed the minimum standards of their positions. Administrative regulations and union contracts define parameters for hiring. The college has developed procedures for tracking timeliness of evaluations and show that evaluations are done according to schedules. (III.A.1)

The college evaluates all employees appropriately; requisite procedures and forms for all employees were reviewed. Processes are in place and appear to be followed. The union

agreements address the evaluation process. Training is provided for management staff in order to insure proper adherence to the procedure. There is sufficient documentation to validate that the college has a process and procedure for staff evaluations, but there isn't evidence that evaluations are linked to continuous improvement. (IIIA.1.a.b)

The college is revising all programs and courses to include Student Learning Outcomes. There is sufficient evidence that the college meets this section of the Standard. (IIIA.1b)

Professional conduct is addressed in agreements with the unions, in the strategic plans and mission statement as well as in policy. (IIIA.1.c)

The college maintains a sufficient number of qualified faculty and staff for the size and scope of their programs. The staffing has been stable over the last five years with a slight increase in classified staffing. (IIIA.2)

The college has extensive policies and procedures as well agreements within the unions' contracts for human resources. Procedures are in place for securely housing and appropriate access to personnel records. (IIIA.3, III.3.a.b.)

The college maintains statistics and analysis of staff diversity and ethnicity. Evidence demonstrates the variety and depth of training programs that address and support the personnel needs of a diverse workforce. (IIIA.4, III.A.4.a.b.c)

The planning agenda is to review the operations of the Campuswide Professional Coordinating Committee to increase the depth and breadth of staff development activities through a comprehensive plan. Implementation of a districtwide approach for staff training is in process with the formation of a campuswide development coordinating committee. The evidence did not show the committee to have members or meetings yet while this is being developed. Systematic assessment of the effective use of human resources for the basis of improvement is not yet documented. (IIIA.5, III.5.a.b)

The college has a process for human resource planning. There are several committees that review any requests. Program review is a piece of the process. The piece that is not in place is the evaluation of human resource allocation as a part of improvement. The college is in the process of evaluating the process it uses for human resource allocation especially in reallocation of positions. This was a recommendation in the 2005 visit. In this time of staffing freezes, the process to fill retirements is not vetted in the same process as new hires. (IIIA.6)

Conclusions:

The team found that the college has made progress in meeting this Standard since its last accreditation visit. The college met the previous team's Recommendation 3.1 and substantially met the previous team's Recommendation 3.3. The college partially meets the Standard.

Recommendations:

District Recommendation #1: In order for the colleges and District to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all District stakeholders to coordinate long term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing, and aligning district and college plans and planning processes in the following areas:

- district strategic plan,
- facilities,
- technology,
- organizational reporting relationship of centers,
- location of signature programs,
- funding allocation,
- human resources,
- research capacity.

(Standards I.B.2, I.B.3, I.B.4, II.A, II.B, III.A, III.A.6, III.B.2b, III.C, III.C.2, III.D, III.D.1.a, III.D.1.c, III.D.3, IV.B, IV.B.2, IV. B.3, IV.B.3.f)

Commendations:

Commendation #3: The district and the college are to be commended on their staff training programs, especially its comprehensive training program for classified professionals. The district provides exemplary trainings to staff at annual mega conferences that address technical skills. The district is also commended for its leadership training for administrators. (III.A)

B. Physical Resources

General Observations:

The team found significant evidence that Fresno City College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, fostering learning for its diverse student population. While improvements in integrated institutional planning at the college were noted, evidence of the ongoing systematic planning and evaluation of resources as a districtwide endeavor was lacking. (III.B)

The team toured the facilities on both the main campus and Career and Technical Center (CTC) off-campus center. The team met with the Associated Students president, interim president, acting vice president of administrative services, CTC director, director of institutional research, assessment and planning, building services manager, director of technology, interim accounting supervisor, district vice president of admissions & records, vice chancellor of administrative services, associate vice chancellor business & operations, director of information systems, the classified representative on the Environmental Health & Safety Committee, and heard commentary from the college community at four open forums. Additionally, the team reviewed and verified the evidence listed in the self study (p.231). The team was also provided various additional sources of evidence by the identified individuals during the various meetings and discussions regarding the Physical Resources Standards.

Findings and Evidence:

The college self study acknowledges that the college lacks a formal written Facilities Master Plan; however, the college has and continues to identify facility projects that are reviewed by the FCC Facilities Committee that once approved by the Strategic Planning Council (SPC), are forwarded to the district for review and prioritization for the District 5 Year Construction Plan. In lieu of a college-based Facilities Master Plan, the team noted that the district has recently initiated a districtwide Facilities Master Planning project, a positive planning development. The team encourages the college to continue to build a more deliberate connection between the college's Facilities Committee, the district Facilities Committee, and the forthcoming Master Facilities Plan. (IIIB.1, IIIB.1.a, IIIB.2, IIIB.2.a, IIIB.2.b)

The college Environmental Health and Safety Committee (EHSC) meet regularly throughout the year and provides a mechanism for all members of the college community to report issues of safety concerns. The team noted that the EHSC serves as an excellent example of a collaborative process between the college and district to resolve issues regarding safety on both the FCC main campus and the off-campus center, The Career & Technology Center (CTC). The EHSC provided numerous examples of how issues are raised, resolved, and communicated back to constituents on the results/actions taken. (IIIB.1.b)

The team noted that the college has put into place numerous options and sources of information regarding Emergency Response Planning. Community members are able to sign up for electronic notifications regarding emergency communications and all classrooms visited contained an emergency response information flip chart (IIIB.1b)

The district intends to develop a standardized procedure for determining the “Total Cost of Ownership” (TCO) for existing facilities as well as for remodeled or new facilities that may be constructed throughout the district. The stated purpose of TCO will be to provide an institutionally agreed upon, systematic procedure by which each existing facility in the district is evaluated and, at the same time, to establish a quantitative database that will assist the district and each college in determining the viability of existing facilities as well as the feasibility of remodeling and/or constructing of new facilities. The Educational Master Plan (EMP) contains the following: Facilities planning is but one portion of the overall TCO planning model that must be developed by the district. The TCO planning model being developed must be integrated into the overall planning system and ultimately approved through the district/college’s shared governance process. (IIIB.2b)

Conclusions:

The college generally meets the Standard except for the requirement of integrated planning on a districtwide basis.

The team’s walking tours and travels around Fresno City College provided evidence of the college’s commitment to its physical plant, maintenance of its architecture legacy, landscaping aesthetic, and overall facility’s integrity. The team agrees with the self study conclusion that the college lacks a long-term equipment repair/maintenance/replacement plan. The “Decision Package” process meets a short-term need, however, does not make sufficient connection between program review and educational master planning (IIIB.2a).

Fresno City College should include the requirements for the Total Cost of Ownership (TCO) as part of resource decisions. These requirements should be discussed and appropriately budgeted. All existing facilities and equipment should be assessed for the TCO and a plan developed to fund future requirements to assure the sustainability of operations.

Commendation:

Commendation #4: The visiting team was impressed with the appearance and vibrancy of the Fresno City College facilities. The re-opening of the newly renovated Old Administration Building (OAB) serves as a clear source of pride for the campus community. The team noted repeatedly throughout the visit the immaculate nature of the grounds, landscaping and the cleanliness of the buildings. (III.B.1, III.B.1.a)

Recommendations:

See **District Recommendation #1**

C. Technology Resources

General Observations:

The team found significant evidence that Fresno City College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, fostering learning for its diverse student population. While improvements in integrated institutional planning at the college were noted, evidence of the ongoing systematic planning and evaluation of resources as a districtwide endeavor was lacking. (III.C)

Fresno City College has been moving at a steady pace in addressing some of the challenges associated with technology planning and technology implementation. Through the program review process, a number of action plans have been submitted and funded at the college including SMART classrooms and campus wireless network expansion and upgrade. Working with the district office, the college has also recently implemented a districtwide student email system. It should be noted that the Technology Support Services (TSS) is available to students on a walk-in basis. (III.C, III.C.1.c.)

Findings and Evidence:

Media Services and Technology Support Services (TSS) provide an array of services for students, faculty, administration and distance education. The college provides roughly 2000 desktop computing devices for students and each full-time faculty, staff and administrator/manager has a computer available for their use. The college has been engaged in a concerted effort to implement all SMART classrooms. The college continues to expand and improve its wireless network as well as its wired infrastructure. (IIC.1; IIC.1d)

Student email was recently implemented, which not only provides an improved channel of communication between the college and its students but also a way for the college to save costs on printing and postage. (IIC.1a; IIC.1d)

The TSS department actively supports distance education (DE) at the college. Level 1 support for faculty and students using Blackboard, which is the learning management system used by the college, is outsourced to a Blackboard partner (Presidium) while TSS provides Level 2 support to distance education faculty and students.(IIC.1; IIC.1a; IIC.1d)

The director is an active participant in the Distance Education Committee and provides consistency support and advice to the committee on its role in advancing DE at the college. The DE Committee has a highly dedicated core group of faculty who believe in the value of online learning to the students and to the community. The committee and the coordinator completed a program review for distance education, which engendered an action plan agenda to create an administrative structure for DE. The action plan has been moved through the channels and approved but not implemented due to lack of funding. (IIC.1a)

The college is dedicated to technology training, especially training of faculty and staff. Classified staff technology training is ongoing throughout the year. Faculty training was accomplished through a successful Summer Institute program, which was canceled in 2010 due to lack of funding. There is plan to bring it back. The Distance Education Committee also helped institute a 9-unit Online Teacher Training Program (OTTP) in 2006. The OTTP program was also canceled in 2009 due to lack of funding. The Technology Advisory Committee (TAC) has also evaluated and recommended a platform for online training available 24/7 to any FCC faculty and staff. The TSS department has since implemented this online training option for all FCC faculty and staff. (IIIC.1b)

The district office handles the Enterprise Resource Planning software, which is Datatel for SCCCD. The district has implemented all modules available in Datatel except for the Foundation module. While the district is not quite at the level where they could provide data in a dashboard format, there are a large number of canned reports available. The Office of Institutional Research has full access to the data warehouse (which is refreshed every 15 minutes) and is able to provide data and reports to end users on demand. The district office has begun the conversion of Datatel to the updated SQL database on the back end and it is expected to take a year to complete this conversion. (IIIC.1d)

The college has made progress in integrating technology planning with institutional planning by having the Director of Technology sit on a number of key committees and groups that make technology decisions. While this is a good step, the college must do more in order to meet the Accreditation Standard in this area. Specifically, the updated Technology Plan for 2009-2011 must detail more substance that is planning in nature rather than including current status or specification as the core content of the technology plan. The actual technology plan needs to be tied closely and explicitly to the college's and district's strategic direction and initiatives. Secondly, there needs to be an explicit technology prompt in the program review forms. (III.C.1.c, III.C.2)

In the mid-term report, there is a recommendation for the college to "implement a technology plan that coordinates with the district technology plan." Due to the frequent turnover in the vice chancellor position at the district office in charge of planning, the District Technology Plan has not been updated since 2001. Due to the lack of an updated District Technology Plan, no coordination has been possible. (IIIC.2)

Conclusions:

The college partially meets this Standard. The college makes a concerted effort to provide technology training to its faculty and staff. The recent availability of the online training option is noted. Due to funding issues, two popular training programs for faculty (Summer Institute and Online Teacher Training Program) have been canceled. The college needs to be more actively involved in assessing whether and how distance education fits with the college strategic direction and make a decision to grow, stabilize or shrink the DE program accordingly. Overall, the college does an adequate job in refreshing technology although much of the effort in technology refresh is funded out of

lottery money, which tends to fluctuate. The updated technology plan for the college lacks substantive planning content. Coordinating with the District Technology Plan is impossible given that it is yet to be written.

Recommendations:

See **District Recommendation #1**

Commendations:

Commendation #5: The college is to be commended for providing walk-in tech support to students and also 24/7 support to its online students. (III.C)

D. Financial Resources

General Observations:

The team found significant evidence that Fresno City College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes and fostering learning for its diverse student population. While improvements in integrated institutional planning at the college were noted, evidence of the ongoing systematic planning and evaluation of resources as a districtwide endeavor was lacking. (III.D, III.D.1.a)

Fresno City College (FCC) has sufficient resources to fund its published mission. It receives about 52 percent of the total State Center Community College District's (SCCCD) general funding (\$73,570,229 in FY11). The general fund budget is derived by incrementally adjusting the prior year's base budget with mandatory adjustments (payroll and unavoidable increases) and any enhancement funding (growth dollars, COLA). FCC also is allocated a portion of the State Lottery Funds to be used for one-time expenditures. Prior general fund year-end balances are retained by the college and are transferred to a college controlled reserves account (about \$8.8 million). Additionally, the District has \$27.5 million in unallocated reserves. In spite of the California budget crisis FCC has not furloughed, laid-off, or terminated personnel contracts. (III.D.1, III.D.1.b)

Findings and Evidence:

The SCCCDC uses a historical incremental approach to districtwide resource allocation, rather than a formula-based model. A Resource Allocation Model Task Force has been charged by the chancellor to develop an allocation model. Once developed, this model can be used in proactive financial planning to assess the budgetary effects to FCC of implementing strategic initiatives such as changing productivity expectations or establishing a new college. (III.D.1a, III.D.1.d)

Once the annual budget is determined, FCC manages college budgets decisions through its planning budgeting processes. The district provides and manages budgets for the following operations: construction (Measure E and a General Obligation Bond) and buildings maintenance (other than custodial services); human resources; administrative computing; records and admission; purchasing, payables and receivables; legal and contracts; and the district office administrative services. (III.D.1b, III.D.1.d)

There has been a major defunding of state designated programs (IELM, TTIP, Scheduled Maintenance, Categorical programs) coupled with the additional liabilities of post retirement benefits and other structural deficits. The district has used Lottery funds and reserves to fund these shortages. The district will include linking short term to long term planning/budgeting when it fully implements the District Strategic Plan. (III.D.1c)

The district uses the Datatel computer information system to manage its financial records. There are sufficient staff and control mechanisms to assure financial data integrity. The

district conducts both internal and independent external audits. Recommendations and findings are resolved by both the district and FCC. (III.D.2 and III.D.2.a)

District computing staff implemented a data warehouse to store financial (and other) information extracted from the Datatel transactional processing systems. Administrators and other appropriate staff can view or print financial data from this data warehouse. (III.D.2b)

The general fund reserves (\$27.5 million) and the ability to participate the Tax Revenue Anticipation Notes (TRAN) provide sufficient cash flow to maintain financial stability. Risk management is appropriately recognized and managed. (III.D.2c)

The district provides financial oversight over all funds including financial aid, grants, externally funded programs, contracts, auxiliary enterprises, and institutional investments and assets. (III.D.2d)

The district and FCC effectively develop and communicate fiscal policies, objectives, procedures, and constraints to all appropriate constituents. (III.D.2e)

The district has many types of contractual agreements that align with FCC's published mission. These contracts are reviewed by district staff (including legal counsel) and approved by the Board. (III.D.2f)

The district and FCC staff identify and implement actions to improve the financial management processes. Examples include providing staff training and the development of the data warehouse. (III.D.2g)

While it is unclear whether FCC or the district systematically assess the effective use of financial resources and uses the results of the evaluation as the basis for improvement, it is clear the administration, Budget Advisory Committee and the Strategic Planning Council understand the annual budget and its capacity to fund initiatives. (III.D.3)

Conclusions:

Fresno City College has sufficient resources to sustain its mission. Finances are appropriately controlled and managed. Financial information is available for making decisions at all organizational levels. FCC has an integrated planning/budgeting process within the college. FCC should continue to develop and implement the Resource Allocation Model.

The college partially meets this Standard.

Recommendations:

See **District Recommendation #1**

STANDARD IV

Leadership and Governance

A. Decision-Making Roles and Processes

General Observations:

Fresno City College has a number of structures, policies, and procedures in place to support the governance needs of the college. The effectiveness of these structures, policies and procedures has been partially evaluated by the institution. The SPC is the participatory governance body for the institution. As such, the SPC makes recommendations to the college president. The college president sits on the SPC as the final decision making authority. The committee operates by consensus. The Strategic Planning Council (SPC) is evaluated annually for effectiveness of processes. Changes to processes have occurred as a result of the evaluations. (IV.A)

Various committees, bodies and organizations share responsibility for institutional governance: President's Advisory Council, Academic Senate, State Center Federation of Teachers, California School Employees Association (CSEA) Chapter 379, Classified Senate, Associated Student Government, and the President's Cabinet. Board policy and administrative procedures clearly define the roles in institutional governance and are published on the district website. Faculty and administrators serve on the Strategic Planning Council, Program Review Committee, College Governance Review Committee, and the Budget Advisory Committee to name a few. The Academic Senate, Classified Senate, Associated Student Body are represented on all major committees. The FCC governance handbook was developed through extensive dialogue among the academic senate, classified senate, associated student government, president's cabinet, and president's advisory council. (IV.A.2)

Board Policy 2510 and Administrative Regulation 2510 acknowledge the central role of faculty for academic matters and recommendations about student learning programs and services. Decisions about course and program offerings are made through the program review process. Courses are scheduled through a structured scheduling process led by department chairs and division deans. (IV.A.2.b)

District board policies and administrative procedures demonstrate that FCC agrees to comply with accrediting commission Standards, policies, and guidelines. (IV.A)

Findings and Evidence:

Based on interviews and review of documents, the team validated that through extensive dialogue and participatory governance, Fresno City College has created a learning environment enabling the institution to set and achieve goals and to implement improvement plans. Primarily through the Strategic Planning Council (SPC), college constituencies review and implement plans emerging from program reviews. Equally important, the Academic Senate plays a key role in addressing academic and professional

matters in relation to student learning programs and services. It is also evident that faculty through the Curriculum Committee exercise an appropriate role in program development and evaluation. (IVA.1, IVA.2, IVA.2a, and IVA.2b)

While Fresno City is trying to improve its communication channels, there is ample evidence that faculty, staff, administrators, and students have clarified their governance structure and keep college constituencies apprised of the work of the Strategic Planning Council and other key committees through opening day presentations, e-mail updates, minutes of meetings of key groups, college forums, and postings on Blackboard. Quoting the self study, *“The issue of communication and lack of easily accessible information makes it difficult for the campus community to stay informed”*. Effective communication was identified in the self study and confirmed through interviews during the institutional site visit. (FCC self- study 101). In response to the need for better communication, the college created the Communications Task Force. Moreover, review of documents and interviews demonstrate that the integration of planning, primarily for human resources, facilities, and technology, has not been consistently attained. The rationale presented for interruptions in the planning cycle has been turnover of key personnel. Despite the college’s efforts it needs to accelerate a planning process that integrates budgeting, program review, technology, and human resources. Planning integration has been more sporadic than systematic. (IVA.3)

Through interviews with the Board of Trustees and review of board policies, the team validated that the college displays integrity in complying with the Accrediting Commission Standards, policies, and guidelines. (IVA.4)

The team validates that the Strategic Planning Council has moved from a role of clarifying decision-making structures to reporting and evaluating planning priorities. The work of the SPC is evaluated annually. Although resource allocation relies on a historical budget model, survey respondents indicate adequate satisfaction with the work of the SPC. This model impedes progress on the full implementation of an integrated planning process linked to resource allocation for Fresno City College. (IVA.5)

Conclusions:

Faculty, staff, students, and administrators have well established college governance processes and structures. These governance structures thrive at Fresno City in an environment of continuous dialogue, collegiality, and commitment to excellence. Fresno City College’s faculty, staff, administrators, and students proudly exhibit a commitment to empowerment, innovation, and institutional excellence. The creation of the Strategic Planning Council (SPC) was an important step in the evolution of the college so that planning processes are systematic and ongoing.

The team validated that governance structures facilitate discussion of ideas and that the advisory committees for human resources, enrollment management, budget, student learning outcomes and assessment, facilities, and technology consider the action plans from program review and make recommendations for resources to the SPC.

While communication processes need improvement, there is collegewide understanding of the role of participatory governance. The team encourages the college to establish improved communication channels so that the linkage between program reviews, advisory committees' recommendations, and resource allocation is more widely understood by college constituent groups. More importantly, the team suggests that the college improve its evaluation systems so that results from evaluation are used systematically to improve practices, programs, and services.

The team concluded that there is substantial evidence that the college meets the Standard.

Commendation:

Commendation #6: Fresno City College's participatory governance processes reinforce the college's commitment to commonality of purpose, collegiality, and resiliency as displayed by their unwavering dedication to constituency involvement and transparency in decision-making. (IV)

B. Board and Administrative Organization

General Observations:

The Governing Board sets policies for the effective operation of the institution. The State Center Community College District Board of Trustees is a board responsible for establishing policies assuring the quality, integrity, and effectiveness of the student learning programs and services, and the fiscal solvency of the district. The Board created and follows clearly defined policies (BP 2435) for selecting and evaluating the chancellor. Board policy defines the selection and evaluation of the college president. BP 2012 establishes the role of the Board including powers and duties. Board policies 6200, 6250, and 6300 delineate budget and fiscal management for the district.

The Board acts as a whole and is effective in representing the vast array of public interests of the District's service area. The Board has established policies consistent with the mission statement.

Findings and Evidence:

Board policies (BD 6200, 6250, 6300 and 2012) clearly attest to the fact that the Board has ultimate responsibility for educational quality and financial integrity. Legal matters are handled by a full-time district general counsel. More importantly, the district maintains adequate reserves to ensure fiscal solvency.

The Board published board policies and operating procedures. A major revision of board policies was conducted in 2008, and these policies conform to the standards recommended by the Community College League of California.

The Board has adopted a process for the review of board policies. Most recently, there has been substantial effort expended in rewriting Board Policy 2510 regarding constituents' participation in local decision-making.

The Board has an effective and comprehensive program of board orientation and development. As new board members join the district, orientations by district and college personnel have been in place. In addition, board members regularly attend special training sessions and workshops sponsored by the California Community College League. The Board also holds an annual retreat in which they set annual goals and review data from the colleges and the district. The Board conducts a self evaluation annually. The last evaluation was facilitated by a consultant from the Association of Community Colleges Trustees. The district has a clearly articulated policy on ethics and standards of conduct (Board Policy 2715).

The president is responsible for planning, organizing, budgeting, and selecting and developing personnel. The president delegates authority to other managers. Furthermore, constituent groups are involved in the decision making process through various collegewide committees. The president oversees planning, evaluation, and resource allocation. The Strategic Planning Advisory Committees (Budget, Enrollment

Management, Human Resources, and Student Learning Outcomes and Assessment among others) report on action plans from program reviews or individual submissions and make recommendations for resource allocation to the Strategic Planning Council.

The president ensures that institutional practices are consistent with the college's mission and policies. Fresno City College has budgetary reserves that meet the legal requirement of the state (\$8.8 million). There is a new District Resource Allocation Task Force looking at resource allocations models throughout the district. Furthermore, the college routinely conducts compliance audits with state and federal agencies, and these audits have had few audit exceptions.

Fresno City College has delineated areas where there is shared responsibility between Fresno City College and the district. Criteria, qualifications, and procedures for selection of personnel are a shared responsibility of the district and the college. The district budget development process follows historical precedence with incremental expansion based on fixed costs. The district oversees enrollment management and priorities. Because of perceptions at the college that resources may not be allocated appropriately or equitably, a new task force has been created by the district. The charter of the task force is to review successful models/practices of resource allocation for multi-college districts.

The district provides leadership in setting expectations of educational excellence. Fresno City College has delineated areas where there is shared responsibility between Fresno City College and the district. For example, the district allocates appropriate resources that lead to institutional improvement. Criteria, qualifications, and procedures for selection of personnel are a shared responsibility of the district and the college.

As the team interviewed the Board, it was evident that they establish policies to assure the quality, integrity, and effectiveness of the student learning programs and services. Policies are reviewed and updated regularly. In particular, the Board has been effective in maintaining the financial stability of the district. The district has \$27 million in reserves. Because of this fiscally conservative strategy, Fresno City College did not incur major cuts in class sections until recently when the Board and the chancellor have crafted a strategy for reducing the amount of unfunded full-time equivalent students (FTES). Although this strategy is understood at the district level, enrollment management decisions are not fully understood at the college except for those who sit on the Chancellor's Cabinet. As the district strives toward a model of greater transparency of actions and a deliberate and clear communication strategy, it is suggested that the district link enrollment management priorities to the district's strategic directions. It is equally important for college's strategic plan to align with the district's strategic plan. (IVB, IVB.1, IVB.1a, IVB.1b, and IVB.1c)

Board Policy 2010 clearly outlines the Board's size, duties, and responsibilities. The Board has adapted well to its transition from an "at large" election process to elections by "trustee area." Despite the change in the election process, the Board acts as a cohesive

group representing all the interests of the communities within the State Center Community College District. (IVB.1d)

District policies are regularly updated. Even though all board policies were updated in 2008, SCCCCD's general counsel is currently undergoing a review of board policies and administrative procedures to ensure that policies are consistent with new statutory regulations. (IVB.1e)

Board Policy 2740 adequately outlines a comprehensive program for board orientation and improvement. Board minutes substantiate that the Board has held orientations and retreats designed to provide ongoing board development. Board Policy 2745 addresses the process for the Board's self-evaluation. The Board has demonstrated a commitment to accountability and assessment through their evaluation process. Most recently, the Board completed their annual evaluation with the aid of the Association of California Community Colleges Trustees (ACCT). (IVB.1f and iVB.1g)

Board Policy 2715 articulates the Board's Code of Ethics—Standards of Conduct. In terms of accreditation, the Board received accreditation updates throughout the self study process. Reviews of documents as well as Board and Chancellor's interviews demonstrate that the Board hires and evaluates the chancellor. The Board delegates appropriate responsibility to the chancellor. The newly hired chancellor has established a culture of assessing how district personnel serve the colleges. (IVB.1h, IVB.li, and IVB.1j)

In terms of the role of the college presidents, the chancellor evaluates the college presidents and delegates responsibility to the presidents for the administration of their institutions. In terms of planning, the team has observed a bifurcated approach to planning. College priorities are adopted at the Strategic Planning Council; however, it is unclear how the strategic planning document is used for prioritization of annual college priorities. Despite this confusion, interviews confirmed that the strategic plan guides college priorities. (IVB2 and IVB2.a)

Fresno City College has a proud tradition of involvement of faculty, staff, administrators, and students in the life of the institution. The college president, along with key college constituencies, is represented in the Strategic Planning Council. In this context, participatory governance is a campuswide endeavor as the team validated that collegial and self-reflective dialogue occurs at all levels of the institution. The SPC is evaluated annually, and there is overall acceptance of the role of the SPC. While recommendations from FCC's advisory committees feed into the Strategic Planning Council and while there is evidence that planning recommendations have resulted in resource allocation, the college is still improving its planning processes in particular in terms of resource allocations that are dependent on districtwide plans and District leadership and coordination. (IVB.2b and IVB.2c)

The team validated that the recommendations of the Budget Advisory Committee are presented to the SPC. A process to access lottery funds exists, is employed regularly, and

is well understood. The Decision Packages are reviewed by area deans, the vice presidents, and ultimately reviewed and approved by the SPC. Policy states that the SPC makes recommendations to the college presidents. However, in practice, since the college president sits on the SPC as a voting member, recommendations from the SPC are treated as final decisions. The team found only two historical instances when the sitting president reversed a decision that had been endorsed by the SPC. Currently, Fresno City College has an effective method of budget controls and expenditures as demonstrated by their reserve (\$8.8 million). The team also verified that the college president works and communicates effectively with the communities within the college's service area. (IVB.2d and IVB.2e)

While there is a loosely defined district interpretation that planning and communication of district expectations is ongoing and clearly delineated, evidence at the institution showed differing interpretations of district expectations and responsibilities across the institution. Those closest to the chancellor had a consistency of interpretation of expectations and responsibilities. However, as the level of contact from the district decreased, so did the consistency of interpretation of expectations and responsibilities. (IVB.3 and IVB.3a)

The team was unable to verify the level of effectiveness of services provided by the district to support college missions and functions. More importantly, the team could not validate that the district evaluates its services to the college. Results from interviews indicated that there is a plan for the district to complete program reviews and to evaluate their effectiveness. The chancellor has indicated that the district's areas need to demonstrate how they function as "service centers." The team did confirm that the district provides financial support to the college including districtwide DSP&S services, human resources, and the bookstore among others. (IVB.3b)

Distribution of resources relies on an incremental budgeting process. Components of this process include a (1) a prior year based budget; (2) mandatory adjustments to that budget (for example, payroll, utilities, contracts; and (3) enhancements and/or reductions based on available new resources. The district, in particular the chancellor, has endorsed a new strategic direction in order to improve the allocation of resources across the district. In response to this new strategy, the Resource Allocation Task Force is reviewing models of multi-college districts that have been successful in attaining a more transparent, fair, and equitable distribution of resources among colleges. Interviews with members of the District Resource Allocation Task Force showed that Fresno City College is hopeful that a fair and equitable resource allocation model will ensure transparency as well as additional resources for Fresno City College. The team recognizes that given the healthy reserves at the district level (\$27 million), the district has been successful in managing and controlling their expenditures. (IVB.3c, IVB.3d)

Interviews with the college president showed that the president sits on the Chancellor's Cabinet, and the president brings forward district's recommendations to the college community. Through the president's evaluation, the chancellor holds the president accountable. While interviews across the college surfaced strong support for the

incumbent, perceptions of college staff indicated that turnover in the office of the president has created challenges for the college in terms of continuity of leadership. This turnover has also impeded progress in terms of ongoing and systematic communication between Fresno City College and the district. (IVB.3e)

The team received consistent messages that Fresno City College needs to improve its communication. Communication, in the form of information sharing, about planning and college priorities has not been ongoing, systematic, and transparent. The college community recognized that faculty and staff do not rely on Blackboard as a satisfactory method of communication. Perceptions from college constituencies indicate that communication may be available, but internal constituencies may choose not to engage fully in college discussions. In that context, the college created a Communications Task Force. More importantly, there is even a greater perceived gap of communication between the college and the district. In an effort to improve communication between Fresno City College and the district, the chancellor, the college president, the co-chairs of Standard IV, and numerous members of the college community embrace the opportunity to improve communication between the colleges and the district. (IVB.3f)

The district had not clarified its governance and decision-making structures in the past. With the arrival of the new chancellor, there has been renewed energy in the need to delineate more clearly the role of the district vis-à-vis the colleges. The College Brain Trust recommendations have been shared with the board and the Chancellor's Cabinet. The team verified that some of the recommendations from the Brain Trust's report will serve as a roadmap for the district to clarify its decision-making process, in particular in terms of governance structures, districtwide resource allocation, and a new district strategic plan. The district has begun administrative program reviews and to use recommendations from program review as a vehicle for evaluation. The team observed a renewed emphasis to use districtwide program review recommendations as a basis for continuous improvement.

It was also evident that while members of the Chancellor's Cabinet are aware of the need for administrative program reviews at the district, Fresno City College constituent groups are not as involved or aware of the district's decision-making structures. More importantly, although Fresno City College constituent groups mentioned the district's desire to establish transparent processes to enhance communication between the district and the college, Fresno City College stakeholders, for the most part, do not consistently understand how the district's processes assist the college in meeting its educational goals. (IVB.3g)

Conclusions:

The Board of Trustees is an independent-policy making body who acts a whole to advocate for and defend the institution. The board is responsible for establishing and updating board policies. The team validated that board policies are current. There is ample evidence that board policies are consistent with the mission statement to ensure the integrity, quality, and improvement of student learning programs and services. The board maintains policies over board composition, educational quality, financial integrity, legal

matters, and ethics. The board conducts its self evaluation annually as stipulated by the Standards. The board also has a program for board development and new member orientation.

The Board selected a new chancellor in summer 2010. The Board holds the chancellor accountable for the operation of the district. In turn, the chancellor holds the president accountable for the operation of the college. While turnover in leadership at Fresno City College has created some internal concerns about instability, current interim administrators have familiarity with the college/district as well as institutional memory, thus enabling them to maintain progress toward educational planning.

The Strategic Planning Council (SPC) is the body responsible for planning and budget integration. It is beneficial that the college president sits on the SPC since the team validated that there is a well-established collegial process that ensures appropriate vetting of planning priorities as well as resource allocation decisions. In terms of fiscal management, the president, along with members of his administrative team, ensures the effective control of budget and expenditures as evidenced by the \$8.8 million college reserve.

The team did hear a common voice throughout the visit that the district does not have a transparent process of resource allocation across the colleges. More importantly, the college constituencies do not fully understand district enrollment management decisions in relation to full-time equivalent student (FTES) targets for the colleges and the centers. The chancellor's creation of the Resource Allocation Task Force is a step in the right direction, and in order for the college to fully meet Standard IVB.3c, the district should implement a resource allocation plan that is tied to a districtwide strategic planning strategy. In addition, the district should evaluate its processes to determine their effectiveness in assisting the colleges in meeting educational goals. Another area of concern for the district is the timely and effective channels of communication between the district and the college. The district partially meets Standards IVB.3c, IVB.3f, and IVB.3g.

Recommendations:

See **District Recommendation #1**