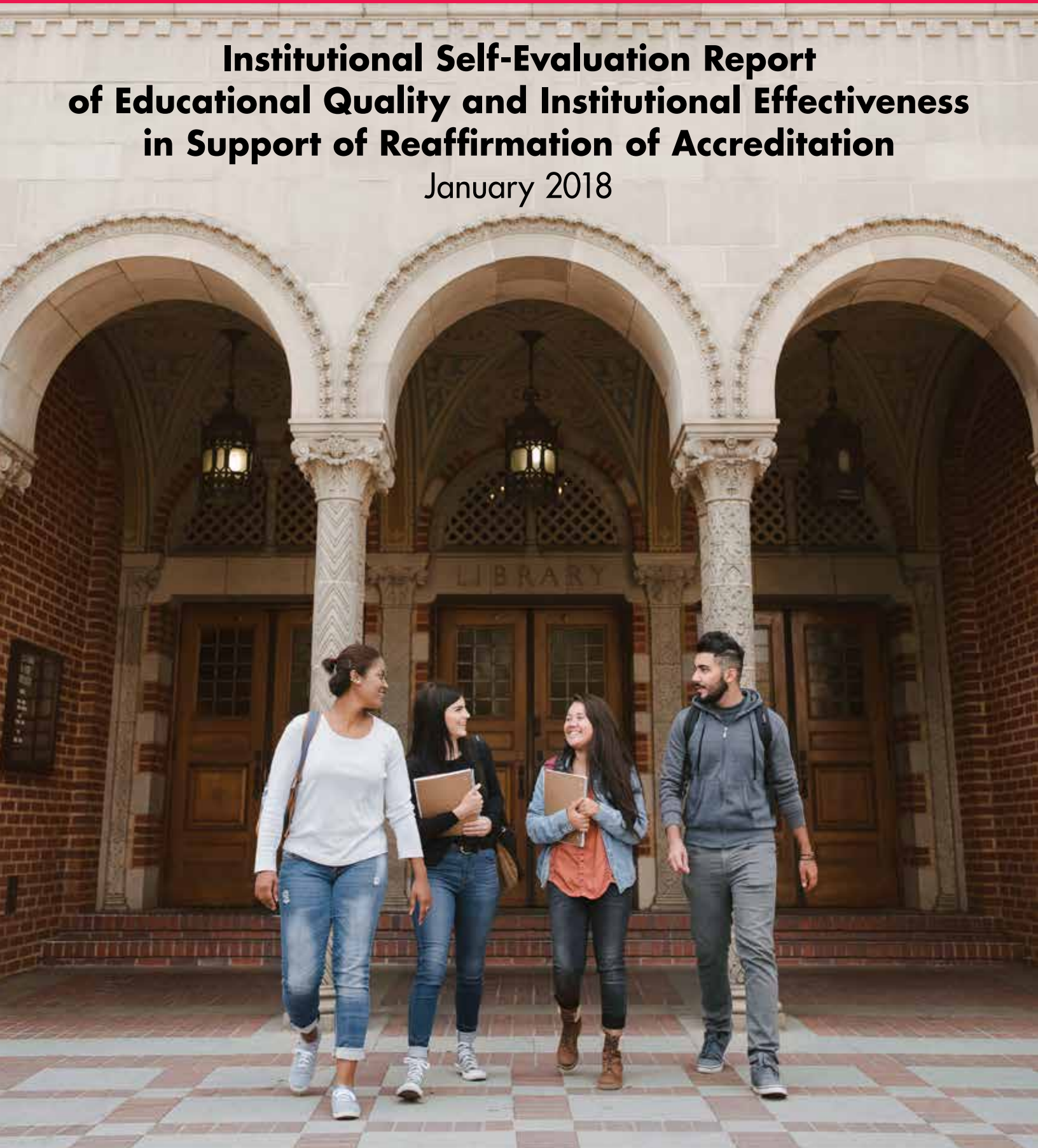




**Institutional Self-Evaluation Report
of Educational Quality and Institutional Effectiveness
in Support of Reaffirmation of Accreditation**

January 2018





Fresno City College

**Institutional Self-Evaluation Report
of Educational Quality and Institutional Effectiveness
in Support of Reaffirmation of Accreditation**

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 2018

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CERTIFICATION




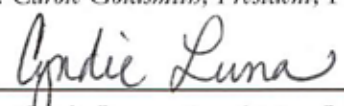
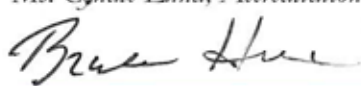
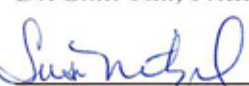

To: Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Carole Goldsmith
Fresno City College
1101 East University Avenue
Fresno, CA 93741

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Institutional Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

	12/13/17
Dr. Paul Parnell, Chancellor, State Center Community College District	Date
	12/13/17
Mr. Robert "Bobby" Kahn, President, SCCC Board of Trustees	Date
	12/12/17
Dr. Carole Goldsmith, President, Fresno City College	Date
	12/12/17
Ms. Cyndie Luna, Accreditation Liaison Officer, Fresno City College	Date
	12-12-17
Dr. Bruce Hill, President, Academic Senate, Fresno City College	Date
	12/11/2017
Ms. Susi Nitzel, President, Classified Senate, Fresno City College	Date
	12/12/2017
Mr. Brandon McLaughlin, President, Associated Student Government, Fresno City College	Date

Introduction

I felt valued because my teacher acknowledged my intelligence and hard work. I really did feel valued and that I was here for a reason.

—Student Equity Focus Group



College History

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 legacy of being an innovative force for over one hundred years is a source of pride for the College and the City of Fresno.

Fresno City College was established by Charles L. McLane then superintendent of Fresno Schools. It was McLane's vision to bring higher education to the Central Valley. After a failed attempt to start a normal school, he turned his attention to establishing the state's first junior college. McLane utilized the 1907 Upward Extension Law that gave local high schools permission to provide the first two years of university instruction. The new junior college became an extension of Fresno High School which at the time was located at Stanislaus and O streets in downtown Fresno.

In the spring of 1910, McLane sent a circular to the community to find out what kind of interest existed in establishing a junior college. He surveyed patrons of Fresno High School and local principals. He received over 200 responses that were all favorable. He did not receive even one objection. With these results in hand, he then reported to the Board of Education the need to have a junior college in Fresno to serve the Central Valley.

McLane explained that the nearest universities, the University of California and Stanford University, were 200 miles away and it was too much of a hardship for those who could not afford to attend a college that far away from home. He wanted to ensure that Fresno students had access to a college education close to home. He pointed out that these students were only seventeen or eighteen years of age and their parents were hesitant to send them so far away from their families. Having the junior college in Fresno would allow these students to take classes through the first two years of college while still being able to live at home.

McLane received welcomed endorsements from the authorities at the University of California and Stanford University. In fact, Stanford president, David S. Jordan, is credited with originating the term "junior college." Both universities were consulted and both offered assistance in helping plan classes and hiring instructors. McLane received commitments from the universities that any work done by the students in Fresno would be accepted and recognized by the universities. In Fresno, students studied mathematics, English, Latin, modern languages, history, economics, and technical work. After completing their freshman and sophomore years, students could earn a "junior certificate" and transfer to the University of California or Stanford.

The new junior college would also provide vocational training in areas such as agriculture, the industries, commerce, applied civics, and domestic science that neither the high school nor the four-year universities could adequately offer.

On May 8, 1910, the Board of Education adopted the report and authorized the opening of Fresno Junior College in September of that year. McLane made sure the new junior college had its own faculty and its own student body separate from the high school "to impress upon students and the public at large the fact that serious work of distinctive college standards is being undertaken," he noted.

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. One of the newly hired was Fresno High School principal Frederick Liddeke who also was put in charge of the new junior college. Liddeke was hired to replace A. C. Olney who had left to become principal of Santa Barbara High School where he opened the state's second community college in 1911. Another new hire, George W. Huntting, who taught English and Latin, was named Dean of the Junior College. By the end of the third year, the enrollment at Fresno Junior College had doubled.

For those who graduated from Fresno High School, there was no charge to attend. All others were charged tuition of \$4 a month to cover expenses. The cost of running the junior college was the sole responsibility of the high school. The Upward Extension Law only permitted the establishment of the junior college but provided no funding. It wasn't until 1917 that a new law provided funding for junior college courses.

In 1911, McLane founded the Fresno Normal School, the forerunner to California State University, Fresno. McLane oversaw both the Fresno Normal School and Fresno Junior College, which were both housed at Fresno High School. Within a couple of years, the Fresno Normal School moved to its own campus on University Avenue. From 1921 to 1948, Fresno Junior College was also located at the University Avenue location where the two schools shared staff and facilities.

In 1948, Fresno Junior College returned to its original site at Stanislaus and O Street, which was now Fresno Technical High School. Fresno Technical High School closed in 1950 and Fresno Junior College remained at that location until earthquake damage forced the junior college to find a new home in the late fifties. The Normal School, which was now called Fresno State College, was being relocated to a new campus in northeast Fresno. By 1959, Fresno Junior College completed its move to University Avenue where it is located today.

In 1958, the Board of Education approved the name change to Fresno City College. Today, Fresno City College, one of the colleges in the State Center Community College District, is a bustling and vibrant community college serving over 30,000 students each semester. With eight academic divisions and two student service divisions, it boasts award-winning distinguished programs in areas such as nursing, fine arts, athletics, science, vocational training and more. In addition to the main campus, the College includes the Career and Technology Center in southwest Fresno. Fresno City College prepares students for the workforce or transfer to four-year universities including the University of California, California State University, and Stanford.

A hundred years ago, Charles L. McLane was a visionary pioneer in education in Fresno. Today, Fresno City College continues this legacy as a leader in education throughout the state and the central valley.

Major Developments Since Previous Visit

Fresno City College's mission statement, "As California's first community college, Fresno City College provides quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning and the economic, social, and cultural development of our students and region" guides the College's continuous improvement efforts. Faculty, classified professionals, administration, and students work collaboratively to fulfill the mission statement, and have diligently worked to enhance the student experience at Fresno City College. FCC is committed to ensuring equitable student outcomes to achieve the College mission and build on the strong foundation of collaboration to fulfill the recently revised vision: "As educational leaders in the community, Fresno City College faculty, staff, and students will engage in a partnership to transform lives through education." The following sections highlight major accomplishments and developments since the 2011 accreditation site visit.

Innovative Educational Programs

Faculty demonstrate commitment to the College mission through development of innovative instructional programs. This commitment was recognized by the California Community Colleges Chancellor's Office (CCCCO) which approved four innovative programs; Field Biologist Certificate of Achievement, Chemistry Certificate of Achievement, Kinesiology Associate Degree for Transfer, and Pre-Law Pathway – Interdisciplinary Prelaw Studies Associate in Arts. Fresno City College is the only Law School Pathway community college which also has a local Memorandum of understanding with the local California State University (CSU, Fresno) and a local law school (San Joaquin School of Law) providing a seamless pathway for students to go from community college to law school without having to leave the valley. Not only does this save students money, it allows Central Valley students the opportunity to intern in the Valley and, hopefully, stay in the Valley for their law career. In addition, a new Biomedical Technician program and Industrial Maintenance Mechanic program are currently awaiting approval.

Student Equity

Fresno City College is located in the center of Fresno and in the heart of the San Joaquin Valley which is one of the most racially and ethnically diverse, as well as economically challenged regions in California. The College's service area faces challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographics underline the importance of FCC as a viable pathway to an improved quality of life for those who attend and serve as the foundation of the College's mission. In line with this mission, is the commitment to sharing and exploring new ideas through collaboration, respect for diversity, professional development, and promoting equity.

FCC defines Student Equity as the act of identifying and removing barriers that have prevented the full participation of historically marginalized and underrepresented student populations with the goal of eliminating identified differences in outcomes between those populations, and the student population as a whole. At FCC, the Board Policy 5300 on Student Equity is not solely viewed as a regulatory requirement. Instead, this policy is viewed as an opportunity to bring awareness to the root causes and effects of inequities and provide administrators, faculty, and classified professionals with the information and resources necessary to mitigate outcome disparities.

FCC is proud to be a designated Hispanic-Serving Institution (HSI), and is committed to improving outcomes for diverse and underrepresented student populations. Because faculty, classified professionals, and administrators define the ethos of the College, FCC specifically focuses on equity-minded professional development and capacity building, and activities to advance the institution from being culturally sensitive to leading the District in cultural competency, and the region in cultural humility.

These efforts are demonstrated by the FCC Institutional Development for Equity Access and Success (IDEAS) Summit, development of the IDEAS Collaborative, partnerships with key organizations such as the Center for Urban Education (CUE), the Community College Equity Assessment Lab (CCEAL), and the Center for Organizational Responsibility and Advancement (CORA). FCC will continue to implement efforts to foster sustainable institutional change and close equity gaps while meeting the needs of the local community and beyond.

Ram Pantry

Leadership from Student Activities provided the opportunity for students, faculty, classified professionals, and administration to collaborate and in January 2016 resulted in the establishment of the Ram Pantry. The Ram Pantry is a program designed to address food insecurity within the Fresno City College student body. Food insecurity is defined as having limited access to adequate food, or not knowing where your next meal will come from. Currently, Fresno is the second most food insecure metropolitan city in the US. Nearly 25percent of city residents are unable to consistently put food on their table. Over 11,000 children struggle with hunger daily.

The Ram Pantry distributes food every Friday of the semester. In the first semester of the Ram Pantry, 3,215 students received fresh fruits, vegetables, and pantry staples over a 15-week period. In the first year, the Ram Pantry served 7,119 students for an average of 230 students served per week. Because every person receiving food in Fresno County impacts five family members, the Ram Pantry impacted 35,595 people in its first year of operation. Data show positive success results for students that regularly receive assistance from the Ram Pantry (Ram Pantry Data Dashboard Screen Shot).

Transportation

Made possible by student leadership efforts, in fall 2017 FCC Student Activities collaborated with SCCCD District Operations to pilot a program giving students with an Associated Student Body card a free bus pass. The hope is to mitigate barriers for students, faculty, and staff accessing the campus, and to encourage the adoption of ecologically sustainable transportation behaviors. This project supports the College's mission in providing innovative support services and should assist in efforts to alleviate campus parking issues. It is well known that Fresno City College's parking is impacted and will be a focus of the main campus bond projects. In addition, the bus pass project should also assist with any impact from the fall 2017 solar project on the southern parking area.

FCC Dream Center

The Dream Center serves as a safe, caring place for new and continuing undocumented FCC students. In addition to providing vital information and academic counseling, the Dream Center staff assist students in overcoming access and completion challenges in their vocational or transfer-level goals. Staff create a welcoming environment while helping students navigate AB540 admissions, Deferred Action for Childhood Arrivals (DACA), the California Dream Act, EOPS (Extended Opportunities Programs & Services), the BOG (Board of Governors) Fee Waiver, and on campus and community-based resources.

The Dream Center also creates an immediate point of contact that provides answers to the issues and challenges that affect the undocumented community. Through individual and group Student Success workshops, the Center provides guidance and education on issues such as paying for college, transferring to a four-year university, and career and employment opportunities. By removing barriers, providing a safe space, and fostering access to resources, the College's goal is to empower undocumented students and create confident individuals, capable of self-advocacy.

Safe Space Ally Program

Jerry Thurston, Communication Arts Instructor, was the co-advisor of the diversity club from 2004 until 2013. In spring 2014, he conducted sabbatical research to create the Safe Space Ally Program, a campus wide network of faculty, staff, and students who serve as first points of contact for members of the lesbian, gay, bi-sexual, trans-gendered, and queer (LGBTQ) campus community. The program provides a safe, caring individual to find additional information, connect individuals with resources, or simply talk. As of August 2017, 17 Safe Space Ally trainings have been offered and 276 employees and student leaders have participated. Program training is a regular session for flex and staff development days.

Social Work Intern Program

For the past five years, the College has supervised Social Work Interns from the CSU Fresno Master of Social Work (MSW) Program. These interns work with FCC students to assist them in dealing with various issues that might impede their success or completion of their college work. Students may self-refer or be referred by faculty and staff. Typical issues interns assist students with include: transportation, child care, housing difficulties such as homelessness and evictions, impoverishment including food insecurity and clothing, health issues, legal assistance/referrals, domestic violence issues, emotional issues such as stress and low self-esteem, location of community resource information, and referrals. Supervised by MSW faculty in the Social Sciences division the MSW interns have provided resources and referrals to hundreds of students over the past five years.

Distance Education

FCC is one of eight colleges selected to participate in the full launch of the Online Education Initiative (OEI) and Exchange pilot. Participation in the OEI supports the College mission and the College's efforts to ensure students can complete their academic goals through quality online courses that are fully supported with student services.

In 2016–2017, the College adopted Canvas in a full implementation of a standard Learning Management System (LMS) for students with the help of OEI. Use of the OEI design rubric ensures high quality standards for the development of courses and certification of faculty. Students receive online counseling, student readiness modules, 24/7/365 tutoring, proctoring of exams as needed, badging, high quality universal design meeting ADA compliance standards, and equal access to library services. FCC strives to be a leader in the OEI and assist other colleges by modeling quality distance education courses and equitable student support services.

Leadership

In April 2015, the College's president passed away unexpectedly and classified professionals, faculty, administrators, and students were shocked by the sudden loss of their campus leader. A search was conducted and an interim president was selected to serve through May 20, 2016. In December 2015, the College's vice president of student services accepted another position in Southern California and the vice president of instruction stepped down for personal reasons. During this time, other key administrators retired, resigned, or stepped down.

In 2015, the Clovis Community College Center officially became Clovis Community College. The opening of the state's new community college also exacerbated staffing challenges at Fresno City College as some of its administrators accepted positions at the new campus leaving more vacancies at Fresno City College. The College has promoted staff from within, employed consultants, and also hired external candidates to serve as interims to fill the multiple vacant administrative roles. At one point, before the appointment of the new college president the only member of the executive leadership team not an interim appointment was the vice president of administrative services.

The search for a permanent campus president concluded with the hiring of Dr. Carole Goldsmith in July 2016. In spring 2017, the interim vice president of instruction was hired permanently. Unfortunately, the search for a vice president of student services has not been as successful. To date, the College has had four interim vice presidents of student services, two internal and two external. As of fall 2017, the College is in the final stages of its third search for a permanent vice president of student services. The College expects the successful candidate to begin employment in January 2018.

The College had been waiting to fill administrator vacancies in student services until a new vice president of student services was chosen, but the new president has overridden that decision and a permanent dean of students was selected in April 2017. The College also hired a permanent director of CalWORKs shortly thereafter. As of August 2017, several administrative positions are still filled with interim appointments: vice president of student services, dean of library, student learning, and support services, director of technology services, and custodial manager. Of these, the vice president of student services, the director of technology services, and director of student activities positions are in active recruitment.

Fresno City College administrators average 13.9 years of service to the College. Many of the new administrators are former faculty and classified professionals, who although new to the administrative ranks, have demonstrated their commitment to the mission of the community college system and

Fresno City College as evidenced by their long years of service to the institution. The College's ability to move forward with innovative efforts despite the difficulties in filling leadership positions, speaks to the commitment of faculty, classified professionals, administrators, and students to the College mission, vision, and core values.

Service Area Demographics

Fresno City College (FCC) is a public, associate degree-granting community college located in the center of the city of Fresno. The campus, rich in history, houses the historic Old Administration Building and Library. The Old Administration Building is listed in the National Register of Historic Places. The historical influence on the campus provides a unique and well-established environment for students.

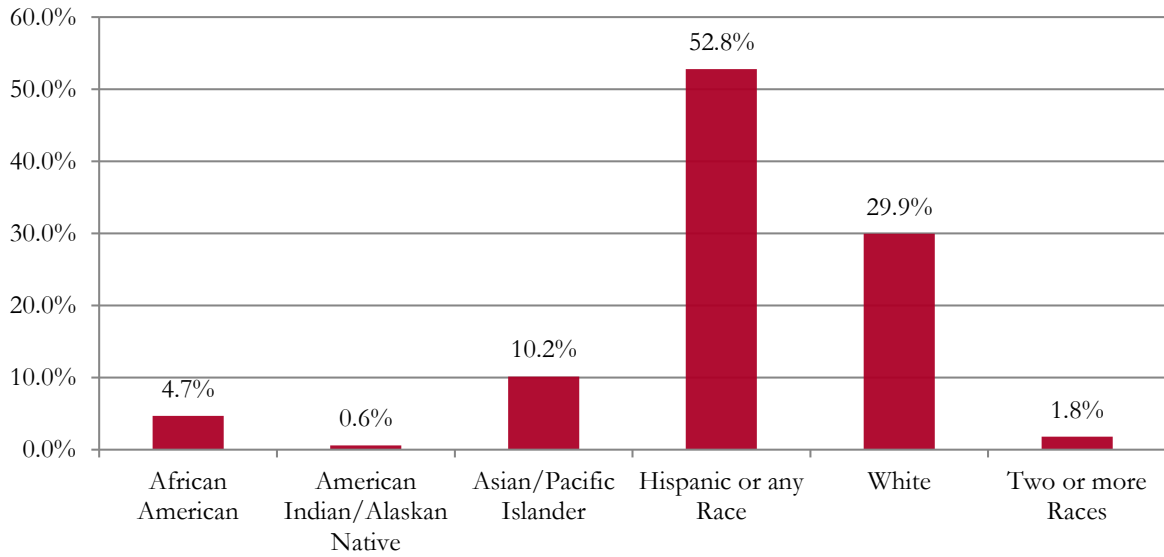
A seven-member Board of Trustees, whose membership is elected at large by county voters, governs the State Center Community College District (SCCCD) which includes three colleges and three centers; Fresno City College, Career and Technology Center, Reedley College, Madera Community College Center, Oakhurst Center, and Clovis Community College. According to the SCCCDC Fact Sheet, the District served 49,239 students in 2014-2015, of which 33,766 were served at FCC. The number of students and activities available on campus sets it apart from other community colleges, and provides for a viable and strong college campus.

The College primarily serves Fresno County residents. The County of Fresno is one of California's geographically largest and most diverse counties. Including an area of more than 6,000 square miles, it is the state's sixth largest county. Within its boundaries are some of the world's most fertile agricultural land and most majestic mountains, lakes and forests. The city of Fresno, the state's fifth largest city and county's largest metropolitan area and its commercial and cultural hub, is nestled between the San Joaquin Valley floor and the Sierra foothills. The county includes many attractive cities and towns each with its own character.

Agriculture is the backbone of the Fresno area providing about \$3.5 billion for the local economy (Citi-data.com). More jobs are tied to the agricultural industry than any other industry in the Fresno area. Estimates are that one in three jobs is related to agriculture. A majority of the country's produce is grown in California's Central Valley, and Fresno County is the number-one agricultural county in the United States.

According to Economic Modeling Specialists International (EMSI) data, there were 983,561 people residing in the county of Fresno in 2016. The racial makeup of the county population was 29.9 percent White, 4.7 percent African-American, 0.6 percent American Indian and Alaska Native, 10.2 percent Asian and Pacific Islander, and 1.8 percent from two or more races. Hispanic or Latino of any race was 52.8 percent of the population (Figure 1).

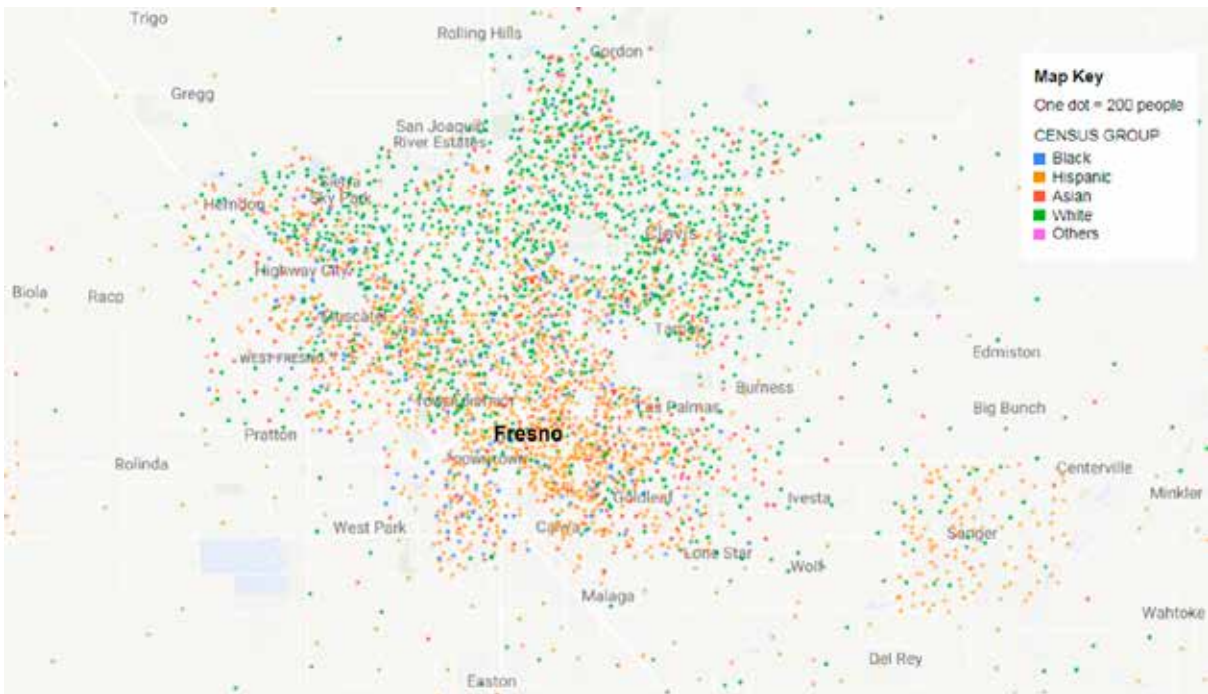
Figure 1: Fresno County Population 2016



Source: EMSI Q2 2017 demographic overview.

An analysis of the ethnic distribution shows that FCC is located in a particularly diverse population area with a higher proportion of Hispanics especially in south Fresno (Figure 2).

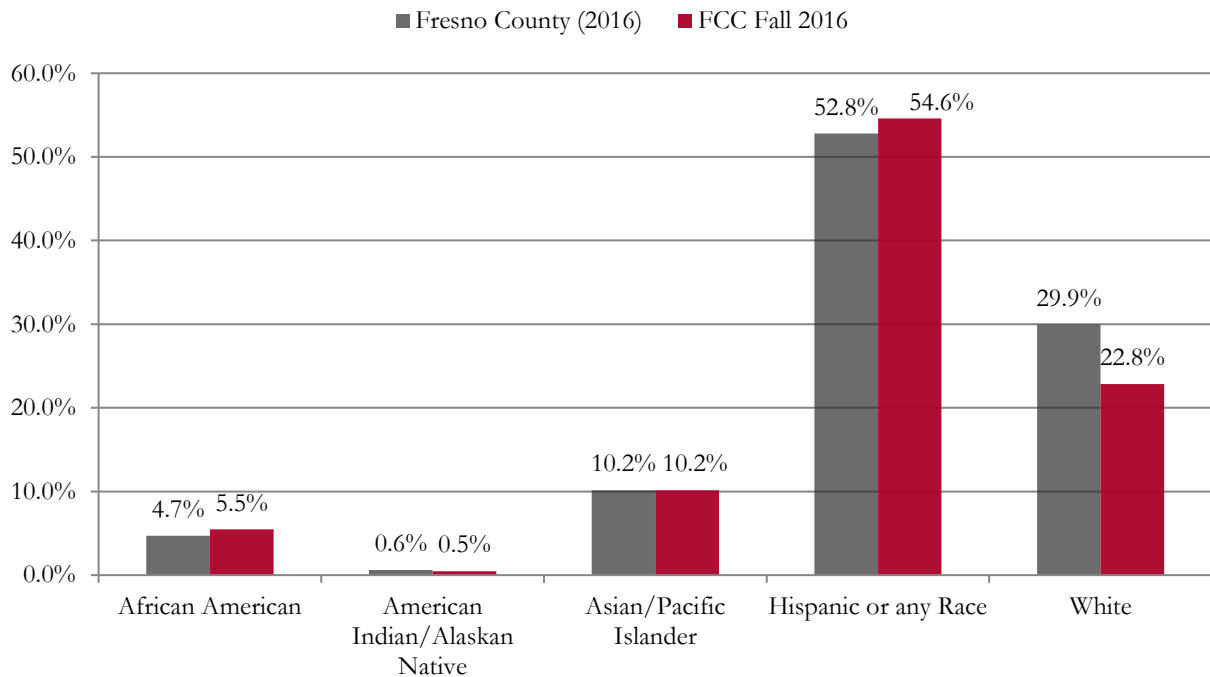
Figure 2: Distribution of Ethnicity Groups



Source: Mapping Segregation, The New York Times, published on July 8, 2015.

FCC serves a particularly diverse population. The college enrolls a student body that is 5.5 percent African American, 0.5 percent American Indian/Alaska Native, 10.2 percent Asian, 22.8 percent White, and 54.6 percent Hispanic (Figure 3).

Figure 3: Fresno County versus. FCC Students



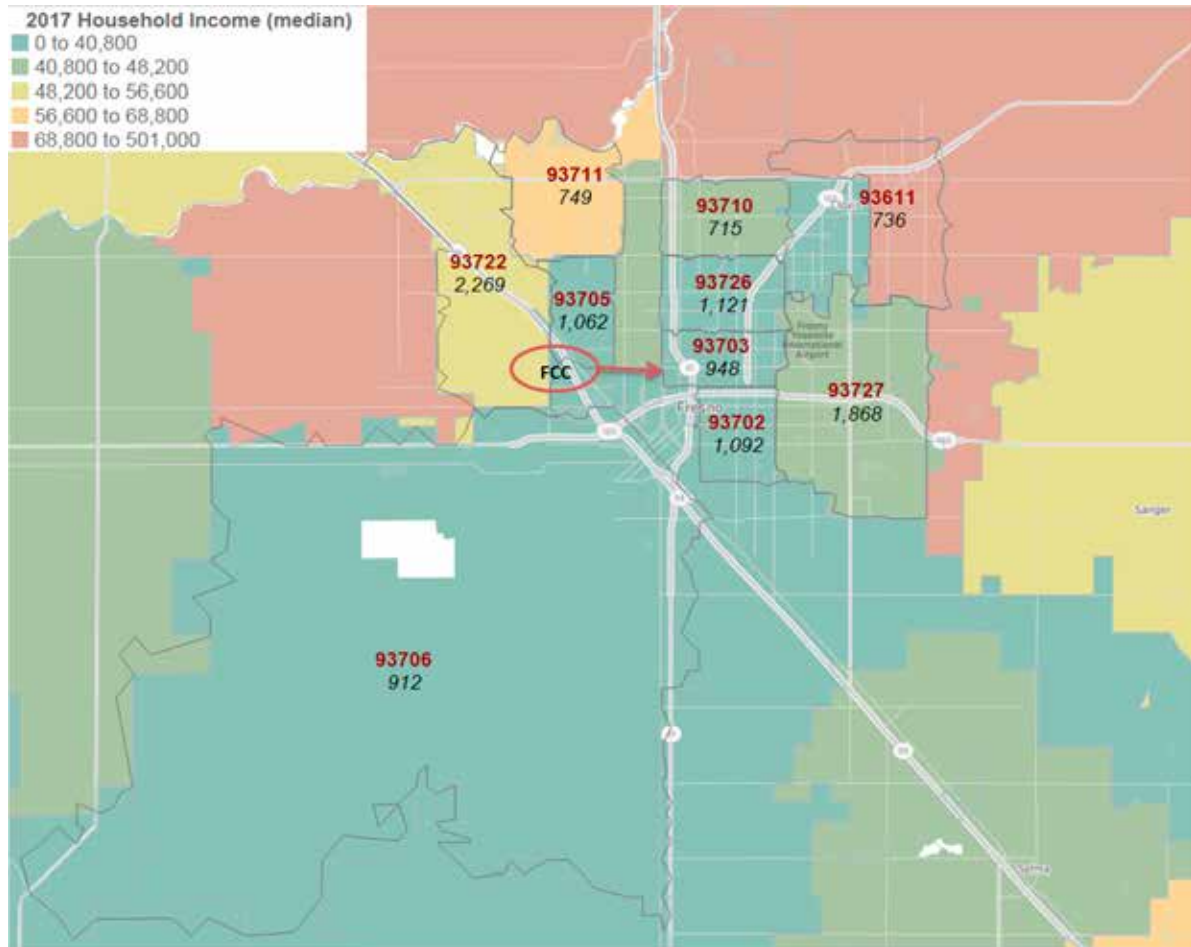
Source: EMSI and FCC Institutional Research

U.S. Census Bureau 2011-2015 American Community Survey data shows that 21.4 percent of people living in Fresno County are foreign born. About 44 percent of the population speaks a language other than English at home. Twenty-nine percent (28.7) of county residents are under age 18 and 11.5 percent are 65 years and older. The county’s median age is 31.4, younger than the median age of 37.6 for the United States. There are currently slightly more females (51.1 percent) than males (49.9 percent) in the county.

FCC also serves a large number of low-income populations. The median income for a household in Fresno County was \$45,233 (Census 2011-2015 estimates). While 26.8 percent of the Fresno County population was below the federal poverty level, California’s rate was 16.3 percent. In addition, the Fresno County per capita income in the past 12 months in Fresno, \$20,408, was lower than California, \$30,318 (American Community Survey, 2011-2015, dollars standardized to 2013).

Figure 4 displays the top ten zip code areas with the number of students enrolled in the fall 2016 semester and the distribution of household income within the area. Overall, a large number of students live in areas of low household income.

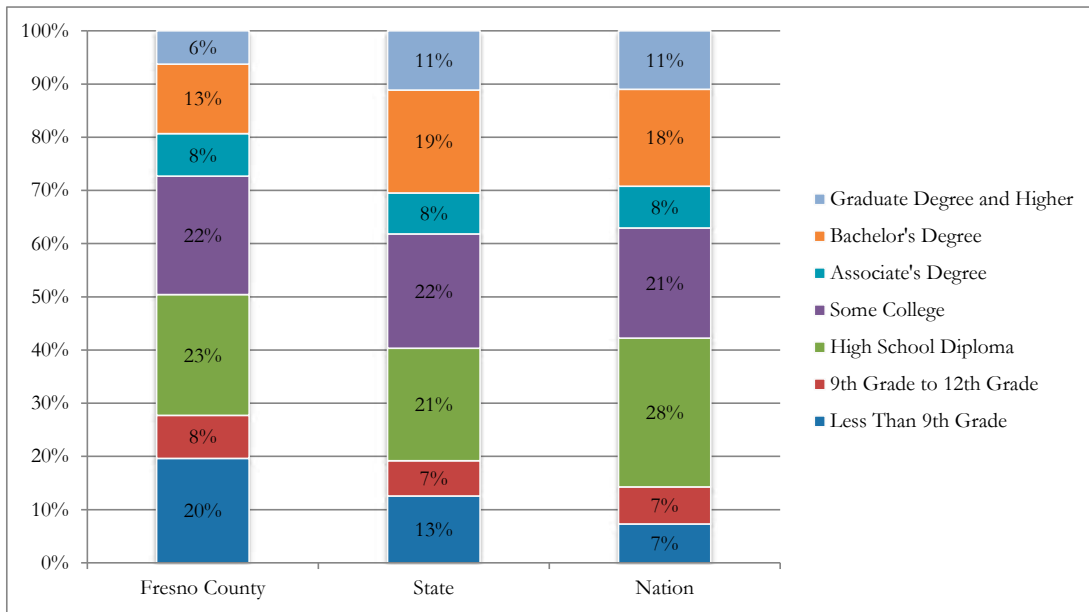
Figure 4: Fresno Area Household Income Map



Source: FCC Institutional Research.

Fresno County populations have relatively low levels of educational attainment (Figure 5). Over 70 percent of the population does not have a college degree compared to California, 63 percent, and the nation, 63 percent. Only 19 percent have a Bachelor's degree or higher in Fresno County (state, 30 percent; nation, 29 percent).

Figure 5: Educational Attainment in Fresno County



Source: EMSI, 2016.

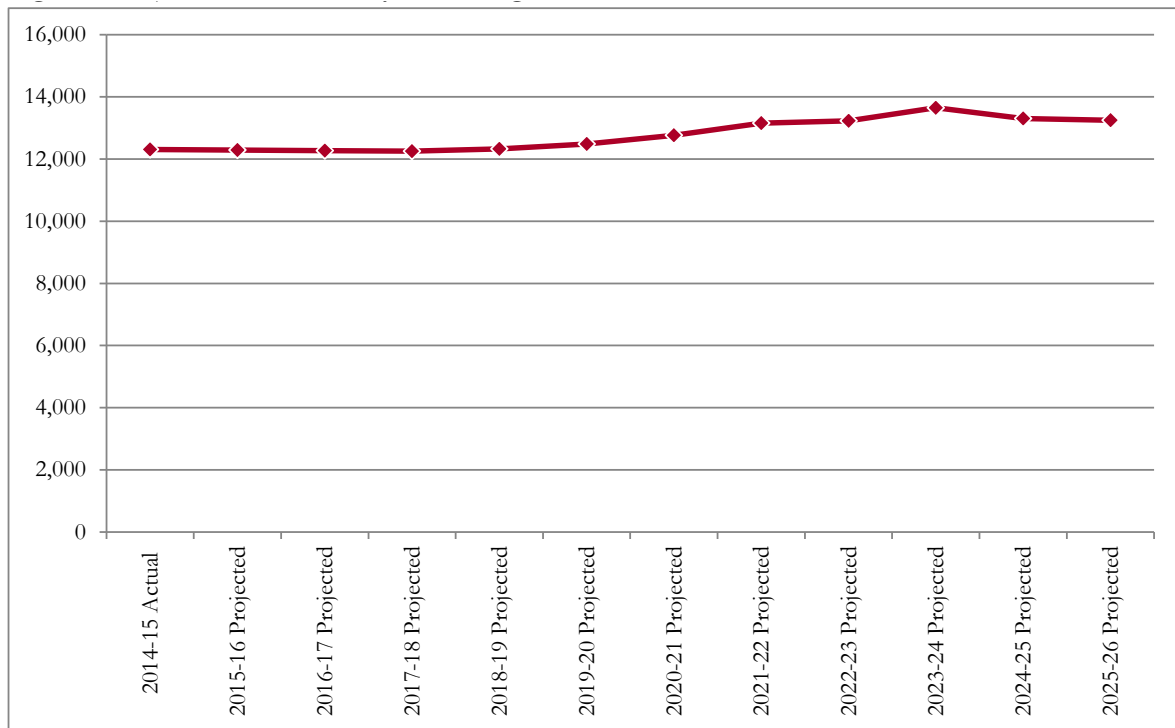
It is projected that Fresno County's population will grow by 5 percent in the next 10 years (Table 1). By 2026, Fresno County's population will reach over 1 million. However, the projected number of high school graduates will stay relatively flat for the same period (Figure 6 on the following page). The data suggest FCC should consider enrollment management strategies that have potential to grow enrollment in adult or non-traditional student populations, and the possibility of further developing non-credit instruction.

Table 1: Fresno County Population Growth

Area	2016 Population	2026 Population	Change	% Change
Fresno County	983,561	1,033,872	50,311	5%
California	39,495,312	41,383,277	1,887,965	5%
Nation	323,772,877	336,753,373	12,980,496	4%

Source: EMSI data, July 2017.

Figure 6: Projected Fresno County Public High School Graduates



Source: California Department of Finance, Demographic Research Unit, December 2016.

Workforce Characteristics and Labor Market

Even during economic prosperity, Fresno County's economic growth and labor market are behind the rest of California. According to California EDD labor market information, in Fresno County the 2016 unemployment rate was 9.4 percent compared to California's annual average of 5.4 percent (not seasonally adjusted). The rate has improved over recent years, down from 11.6 percent in 2015. However, County unemployment continues to be persistently higher than state averages. The College's service area has been directly affected by the status of the economy.

Evaluating current and future employment by industry provides information on the economic diversification of a given region. Industries consist of groups of companies that are primarily engaged in producing the same product or service. The breakdown of current and future employment by major industry sector in Fresno County appears in Table 2.

Table 2: Current and Projected Jobs and Job Changes by Industry Sector | 2016 To 2026

Description	2016 Jobs	2026 Jobs	Change	%Change
Government	71,597	79,445	7,848	11%
Health Care and Social Assistance	61,828	82,398	20,570	33%
Crop and Animal Production	49,414	47,006	-2,408	-5%
Retail Trade	39,884	44,491	4,607	12%
Accommodation and Food Services	29,178	32,843	3,665	13%
Manufacturing	25,617	26,356	739	3%
Administrative and Support and Waste Management and Remediation Services	22,275	26,849	4,574	21%
Other Services (except Public Administration)	19,487	20,534	1,047	5%
Construction	19,284	20,457	1,173	6%
Wholesale Trade	14,589	16,567	1,978	14%
Professional, Scientific, and Technical Services	12,976	13,863	887	7%
Transportation and Warehousing	12,100	13,580	1,480	12%
Finance and Insurance	9,457	8,633	-824	-9%
Educational Services	6,896	8,366	1,470	21%
Real Estate and Rental and Leasing	5,725	6,288	563	10%
Arts, Entertainment, and Recreation	4,269	4,779	510	12%
Information	4,055	4,670	615	15%
Utilities	2,279	3,066	787	35%
Management of Companies and Enterprises	2,074	1,416	-658	-32%
Unclassified Industry	1,245	2,065	820	66%
Mining, Quarrying, and Oil and Gas Extraction	324	451	127	39%
Total	414,551	464,122	49,571	12%

Source: EMSI Data as of July 2017.

The three largest industry sectors in Fresno County are Government, Health Care & Social Assistance, and Crop and Animal Production. Together these sectors made up 182,839 jobs, or approximately 44 percent of total regional employment in 2016. The Health Care & Social Assistance, Administrative and Support and Waste Management and Remediation Services sectors, Educational Services, Utilities, and Mining, quarrying, and Oil and Gas Extraction are projected to grow through 2026. Other industry sectors with notable projected growth are Accommodation & Food Services, Wholesale Trade, and Information. Industry sectors expected to decrease between 2016 and 2026 are Crop and Animal Production, Finance and Insurance, and Management of Companies and Enterprises.

Table 3 below shows the breakdown of the top 20 largest occupations in Fresno County by major groups with information on current and projected jobs, job change, and median hourly earnings. Farmworkers and Laborers, Crop, Nursery, and Greenhouse occupations comprise the largest occupation group in Fresno County at 31,690 jobs, followed by Retail Salespersons (10,513 jobs). Neither of these occupation groups ranks among the highest paid.

Table 3: Top 20 Largest Occupations in Fresno County

Occupation	2016 Jobs	2026 Jobs	Change	% Change	2016 Median Hourly Earnings
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	31,690	30,546	-1,145	-4%	\$9.41
Retail Salespersons	10,513	12,089	1,576	15%	\$10.12
Combined Food Preparation and Serving Workers, Including Fast Food	9,466	11,429	1,964	21%	\$9.43
Cashiers	9,291	10,150	859	9%	\$9.73
Office Clerks, General	9,287	10,414	1,127	12%	\$14.28
Registered Nurses	7,377	9,576	2,199	30%	\$42.21
Heavy and Tractor-Trailer Truck Drivers	6,330	7,335	1,005	16%	\$19.53
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,015	7,005	991	16%	\$11.25
Laborers and Freight, Stock, and Material Movers, Hand	5,652	6,596	944	17%	\$10.99
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,617	6,433	816	15%	\$15.93
General and Operations Managers	5,292	5,924	632	12%	\$42.28
Stock Clerks and Order Fillers	4,877	5,701	824	17%	\$11.96
Childcare Workers	4,858	4,675	-183	-4%	\$8.88
Customer Service Representatives	4,844	6,268	1,424	29%	\$16.64
Bookkeeping, Accounting, and Auditing Clerks	4,644	4,577	-67	-1%	\$17.93
Waiters and Waitresses	4,254	4,681	426	10%	\$11.39
Teacher Assistants	4,183	4,982	799	19%	\$14.12
Secondary School Teachers, Except Special and Career/Technical Education	4,156	4,805	649	16%	\$40.03
Elementary School Teachers, Except Special Education	4,146	4,967	822	20%	\$36.06
Postsecondary Teachers	3,924	4,812	889	23%	\$35.74

Source: EMSI as of July 2017.

Registered Nurses, second highest on the regional pay scale, have median earnings of \$42.21 an hour, and are projected to have a 30 percent job growth in the next ten years. General and Operations Managers have the highest median earnings of \$42.28 an hour with 12 percent job growth in the next 10 years. Several occupation groups are projected to experience job growth over the next ten years, such as Food Preparation and Serving Workers (21 percent growth), Customer Service Representatives (29 percent growth), Elementary School Teachers (20 percent growth), and Postsecondary Teachers (23 percent growth).

Table 4 provides a look at the top 20 fastest-growing occupations based on projected annual job openings for workers by occupation group with information on current and projected jobs, job change, and median hourly earnings. Job openings refer to new jobs due to growth plus replacement jobs due to worker turnover. Between 2016 and 2026, the occupations with the highest number of projected annual job openings for workers occurs in Personal Care Aides, Retail Salespersons, Food Preparation and Serving Workers, Customer Service Representatives, and Registered Nurses.

Table 4: Top 20 Fastest-Growing Occupations in Fresno County

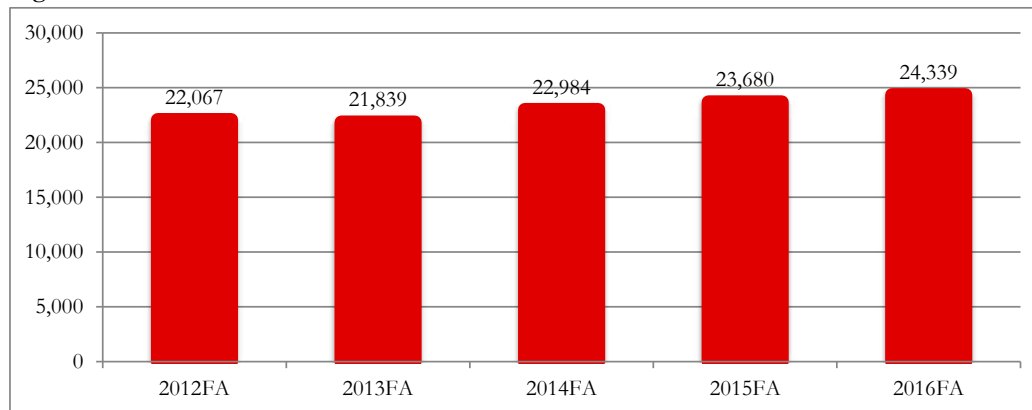
Occupation	2016 Jobs	2026 Jobs	Change	% Change	2016 Median Hourly Earnings
Retail Salespersons	10,513	12,089	1,576	15%	\$10.12
Combined Food Preparation and Serving Workers, Including Fast Food	9,466	11,429	1,964	21%	\$9.43
Cashiers	9,291	10,150	859	9%	\$9.73
Office Clerks, General	9,287	10,414	1,127	12%	\$14.28
Registered Nurses	7,377	9,576	2,199	30%	\$42.21
Heavy and Tractor-Trailer Truck Drivers	6,330	7,335	1,005	16%	\$19.53
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,015	7,005	991	16%	\$11.25
Laborers and Freight, Stock, and Material Movers, Hand	5,652	6,596	944	17%	\$10.99
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,617	6,433	816	15%	\$15.93
General and Operations Managers	5,292	5,924	632	12%	\$42.28
Stock Clerks and Order Fillers	4,877	5,701	824	17%	\$11.96
Customer Service Representatives	4,844	6,268	1,424	29%	\$16.64
Teacher Assistants	4,183	4,982	799	19%	\$14.12
Secondary School Teachers, Except Special and Career/Technical Education	4,156	4,805	649	16%	\$40.03
Elementary School Teachers, Except Special Education	4,146	4,967	822	20%	\$36.06
Postsecondary Teachers	3,924	4,812	889	23%	\$35.74
Nursing Assistants	3,274	4,383	1,108	34%	\$12.51
Personal Care Aides	3,023	6,915	3,892	129%	\$9.48
Medical Assistants	2,659	3,364	705	27%	\$13.97
Home Health Aides	1,010	2,333	1,323	131%	\$9.83

Source: EMSI as of July 2017.

Enrollment and Student Demographics

Data in Figure 7 below indicates that FCC has consistently enrolled over 20,000 students every fall. Peak enrollment was reached in fall 2016 when FCC enrolled over 24,000 students. FCC continues to add more course sections in recent years and enrollment is expected to increase as California higher education sectors remain in a growth mode with sufficient resources.

Figure 7: FCC Fall Term Headcount Trend



Overall, 60 percent of the FCC student population was below age 24 (Table 5). Students ages 20-24 decreased by 5 percent in recent years. Enrollment of older students (35 and older) increased slightly.

Table 5: FCC Student Enrollment Trends by Age

Age	2012FA	2013FA	2014FA	2015FA	2016FA
Total Headcount	22,067	21,839	22,984	23,680	24,339
19 or younger	25%	26%	25%	25%	25%
20-24	38%	39%	36%	36%	33%
25-29	15%	15%	15%	15%	15%
30-34	8%	8%	8%	8%	8%
35-39	5%	4%	5%	5%	6%
40-49	6%	5%	7%	6%	8%
50 or older	3%	4%	4%	4%	4%
Unknown	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

Table 6 below reveals that FCC enrolls more females than males (50 percent versus 48 percent in fall 2016). This trend has been consistent in the past five years.

Table 6: FCC Student Enrollment Trends by Gender

Gender	2012FA	2013FA	2014FA	2015FA	2016FA
Total Headcount	22,067	21,839	22,984	23,680	24,339
Female	52%	53%	51%	51%	50%
Male	47%	46%	48%	47%	48%
Unknown	1%	1%	1%	2%	2%
Total	100%	100%	100%	100%	100%

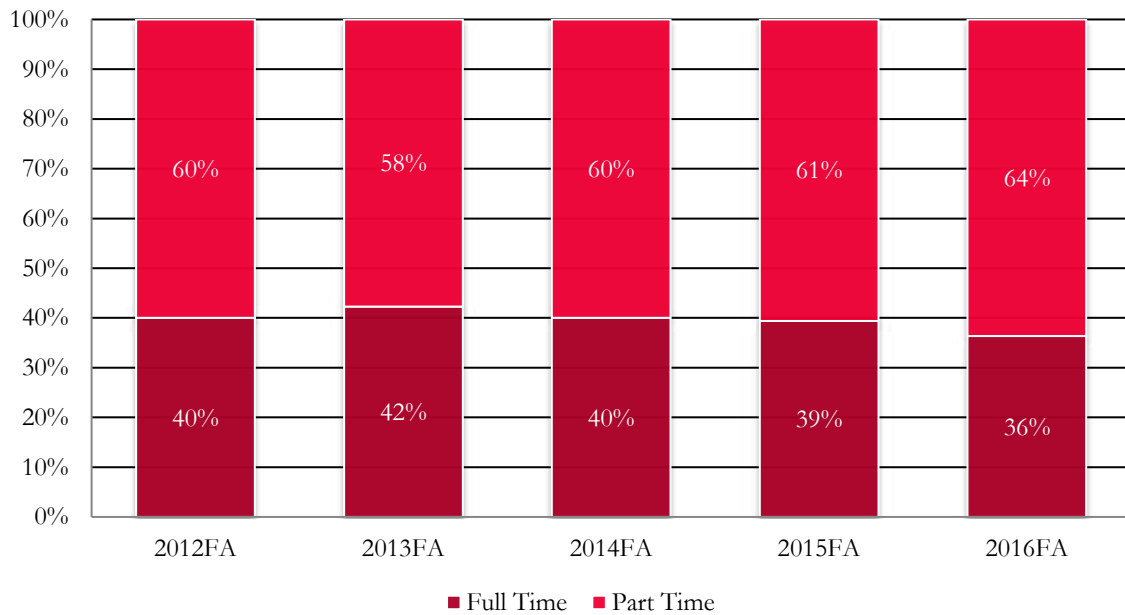
Hispanic student enrollment has been growing in the past five years. African American, American Indian/Alaskan Native, Asian/Pacific Islander, and White student enrollment has decreased (Table 7).

Table 7: FCC Student Enrollment Trends by Ethnicity

Ethnicity	2012FA	2013FA	2014FA	2015FA	2016FA
Total Headcount	22,067	21,839	22,984	23,680	23,876
African-American/non-Hispanic	8%	8%	7%	7%	5%
American Indian/Alaskan Native	1%	1%	1%	1%	0%
Asian/Pacific Islander	17%	16%	15%	15%	10%
Hispanic	47%	50%	51%	53%	54%
White/non-Hispanic	24%	23%	23%	22%	23%
Multi-ethnicity	0%	0%	0%	0%	6%
Unknown	3%	2%	2%	2%	1%
Total	100%	100%	100%	100%	100%

Figure 8 shows that part time students have typically comprised over 60 percent of the FCC student population, with a low of 58 percent in fall 2013. Full time student enrollment has been decreasing with a high of 42 percent in fall 2013.

Figure 8: FCC Student Enrollment Trends by Load, 2012 Fall to 2016 Fall



Full time students: enrolled in 12 or more units; Part time students: enrolled in less than 12 units

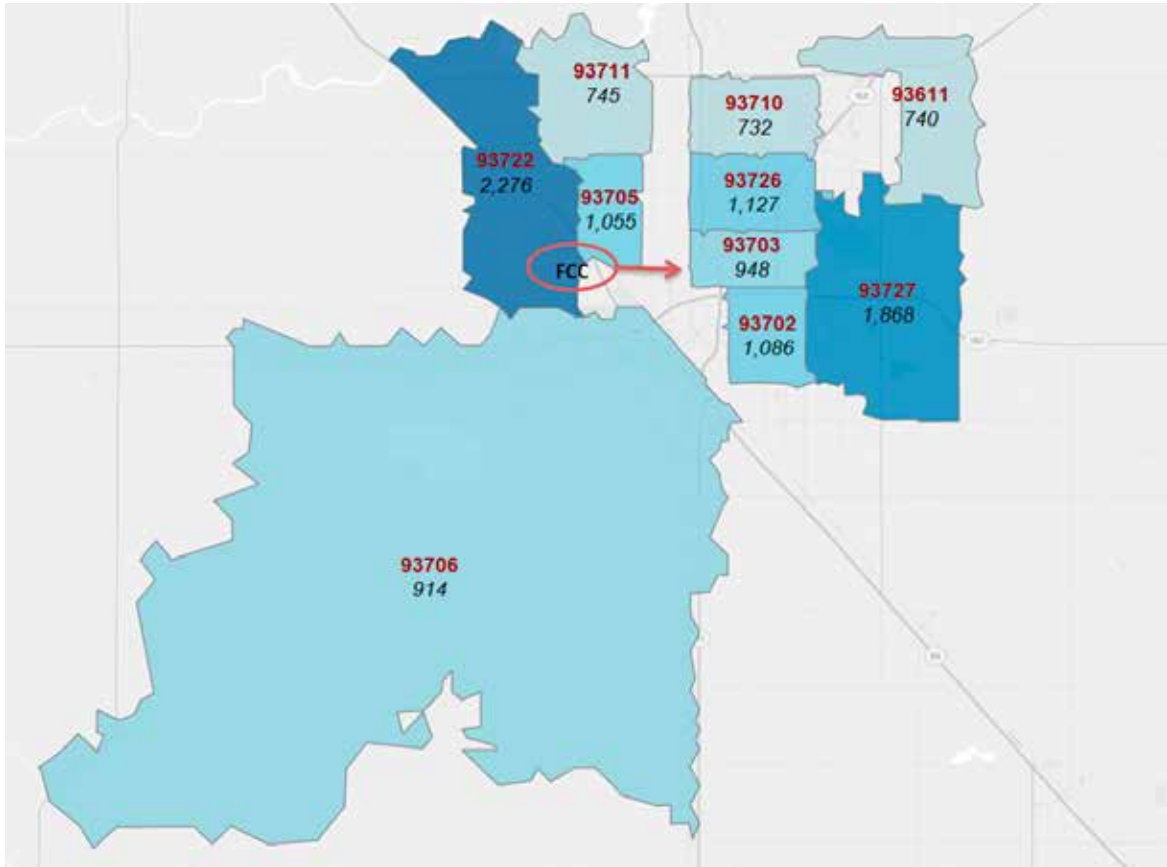
Data in Table 8 presents enrollment trends for the top 10 zip codes.

Table 8: FCC Student Enrollment Trends by Top 10 Zip Codes

Top 10 Zip Codes	2012FA	2013FA	2014FA	2015FA	2016FA
Total Headcount	22,067	21,839	22,984	23,680	24,339
93722 (NW/New Fig)	11%	11%	11%	11%	9%
93727 (Sunnyside)	9%	9%	9%	9%	8%
93726 (NE/S of Shaw)	6%	6%	6%	6%	5%
93702 (SE)	5%	5%	5%	5%	4%
93705 (NW/S of Shaw)	5%	5%	5%	5%	4%
93703 (SE/McKinley)	4%	4%	4%	5%	4%
93706 (SW/Edison)	5%	5%	4%	4%	4%
93710 (NW/Hoover)	4%	4%	4%	4%	3%
93711 (NW/Van Ness Ext/Bluffs)	4%	4%	4%	4%	3%
93611 (Clovis)	4%	4%	4%	4%	3%
Total Top 10 Zip Codes	58%	57%	55%	55%	47%
Other Zip Codes	42%	43%	45%	45%	53%
Total	100%	100%	100%	100%	100%

About 10 percent of FCC students are from the Fresno northwest zip code 93722 (NW/New Fig) and another 8-9 percent of the students came from the Sunnyside area zip code 93727 (Figure 9).

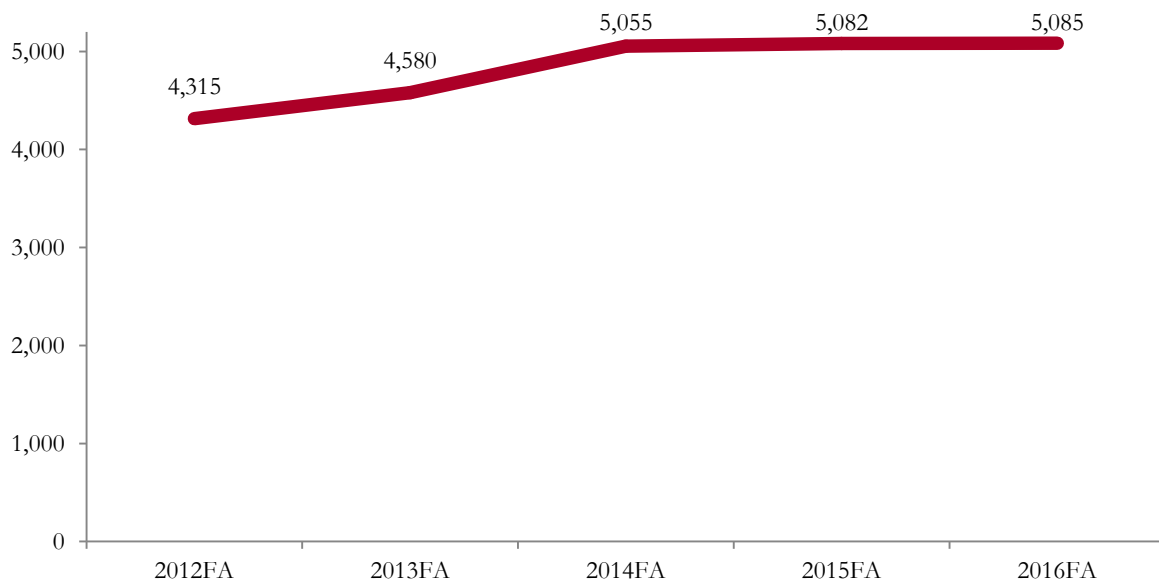
Figure 9: Fall 2016 Unduplicated Enrollment by Zip Code



Every fall, FCC enrolls about 4,000 to 5,000 first-time students. The number of new students has increased since fall 2012 possibly due to increase in course offerings in recent years.

In fall 2012, there were only 4,315 new students (Figure 10). With the economy stabilizing, the College has been able to increase course offerings, and it is expected FCC enrollment will continue an upward trend. FCC will need to focus on adult populations because, as demonstrated previously in Figure 6, high school graduates are expected to remain relatively flat.

Figure 10: FCC New Student Enrollment Trends Fall 2012 to Fall 2016



Over 40 percent of FCC’s new students came primarily from top 10 feeder high schools. Eight of the feeder high schools are from Fresno Unified School District. Two of the high schools are from Clovis Unified School District (Table 9).

Table 9: FCC Student Enrollment Trends by Top 10 Feeder High Schools

Feeder High Schools	2012FA	2013FA	2014FA	2015FA	2016FA
Total New Students	4,315	4,580	5,055	5,082	5,085
Central High East/West	287	310	319	313	328
Sunnyside High	216	216	283	261	329
Bullard High	221	217	212	273	228
Edison High	215	278	287	187	154
Fresno High	190	216	195	217	199
Roosevelt High	161	191	207	185	175
McLane High	189	210	191	165	155
Hoover High	147	141	145	143	169
Clovis High	135	133	116	116	125
Sanger High	100	127	108	157	128
Total Top 10 Feeder High	1,861	2,039	2,063	2,017	1,990
Total Top 10 Feeder High%	43%	45%	41%	40%	39%

Enrollment/FTES Trend

Each fall and spring, FCC's duplicated course enrollment was over 120,000, peaking in the 2013-2014 academic year with over 133,000 course enrollments generating over 150,000 FTES (full time equivalent students). Fifteen hours of LHE (lecture hour equivalency) represent a FTEF (full time equivalent faculty) at FCC. Each year, FCC employed roughly 1,000 FTEF.

The class sections were increased in the past five years; however, FTEF did not increase at the same pace. Hence, the efficiency (WSCH/FTEF) declined (Table 10).

Table 10: FCC Enrollment/FTES/WSCH

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Course Enrollment	130,521	133,321	127,077	132,400	129,644
FTES	15,522.1	15,147.9	15,024.2	15,263.4	15,015.6
FTEF	990.1	990.6	1,043.7	1,038.9	1,040.8
WSCH/FTEF	470.3	458.8	431.9	440.7	432.8
Course Sections	4,098	4,097	4,289	4,424	4,433

Note: Each academic year includes fall and spring terms. FTES: full time equivalent students; FTEF: full time equivalent faculty; WSCH: weekly student contact hours.

FCC offers a variety of vocational classes (Table 11). There was an increase in the percent of vocational courses from 2012-13 through 2016-17. In 2016-17, about 36 percent of FCC class sections were vocational.

Table 11: FCC Vocational Course Offerings

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Vocational	1,585	1,517	1,499	1,615	1,608
Non-Vocational	2,513	2,580	2,790	2,809	2,825
Total	4,098	4,097	4,289	4,424	4,433
% of Vocational Course Sections	39%	37%	35%	37%	36%

Note: Vocational courses include SAM codes A, B, C, and D. Each academic year includes fall and spring terms.

Typically, over 80 percent of FCC course sections are transferable to UC or CSU. Less than 20 percent are non-transfer level classes (Table 12).

Table 12: FCC Transfer Course Offerings

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Both UC & CSU	1,998	2,036	2,235	2,283	2,286
CSU only	1,328	1,288	1,277	1,309	1,329
Non-Transferable	772	773	777	832	818
Total	4,098	4,097	4,289	4,424	4,433
% of Transferable Course Sections	81%	81%	82%	81%	82%

Each academic year, FCC offers averages 250 sections of basic skills English, English for Multi Lingual Speakers (EMLS), and math (Table 13). These are 200 level classes and cannot be applied to associate degrees. Classes that can be applied to associate degrees are defined as non-basic skills at FCC.

Table 13: FCC Basic Skills Course Offerings

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Basic Skills	261	255	265	236	227
Non-Basic Skills	3,837	3,842	4,024	4,188	4,206
Total	4,098	4,097	4,289	4,424	4,433
% of Basic Skills Sections	6%	6%	6%	5%	5%

Note: Basic Skills classes include only 200 level English, EMLS, and math.

FCC offers a variety of classes in the CSU GE areas (Table 14). Arts is the biggest cluster, followed by Humanities, Life Science labs, Oral Communication, and Mathematics/Quantitative Reasoning. Psychology courses are part of area D.9 and E. It should be noted that after 2008-09, all Psychology courses were coded in the system as area E.

Table 14: FCC CSU GE Course Section Offerings

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
A.1 - Oral Communication	131	137	162	157	155
A.2 - Written Communication	100	123	127	140	167
A.3 - Critical Thinking	75	74	83	82	86
B.1 - Physical Science	24	26	28	20	20
B:1 - Physical Science lab	89	87	87	98	107
B.2 - Life Science	5	7	12	15	14
B:2 - Life Science lab	146	151	177	189	191
B.3 - Laboratory Activity	6	7	7	4	5
B.4 - Mathematics/ Quantitative Reasoning	109	114	121	130	141
C.1 - Arts	193	162	192	192	205
C.2 - Humanities	180	194	206	211	220
D.0 - Sociology and Criminology	49	46	50	51	54
D.1 - Anthropology and Archaeology	20	19	18	20	16
D.2 - Economics	30	27	25	27	29
D.3 - Ethnic Studies	40	45	43	39	38
D.4 - Gender Studies	14	15	15	14	15
D.5 - Geography	24	21	20	16	21
D.6 - History	51	58	68	65	61
D.7 - Interdisciplinary Social or Behavioral Science	17	17	18	16	15
D.8 - Political Science, Government & Legal Institutions	43	44	39	40	44
D.9 - Psychology	0	0	0	0	0
E - Lifelong Learning and Self-Development	112	126	136	140	133
Total GE Sections	1,458	1,500	1,634	1,666	1,737

Figure 11 through Figure 12 depict how courses at FCC are scheduled, and course enrollments around the scheduled times. Data shows that courses are scheduled at peak times in the morning and early afternoon. Excluding online classes, over half of the FCC class sections are taught between 8 a.m. and 2 p.m. Over 20 percent of FCC classes are scheduled from 8 a.m. to 10 a.m.

Approximately 18 percent of the class sections are scheduled in the evening to accommodate working adults and other students for whom morning attendance is not possible. Student enrollment data shows a similar trend.

Figure 11: 2016 Fall Distribution of Class Starting Time

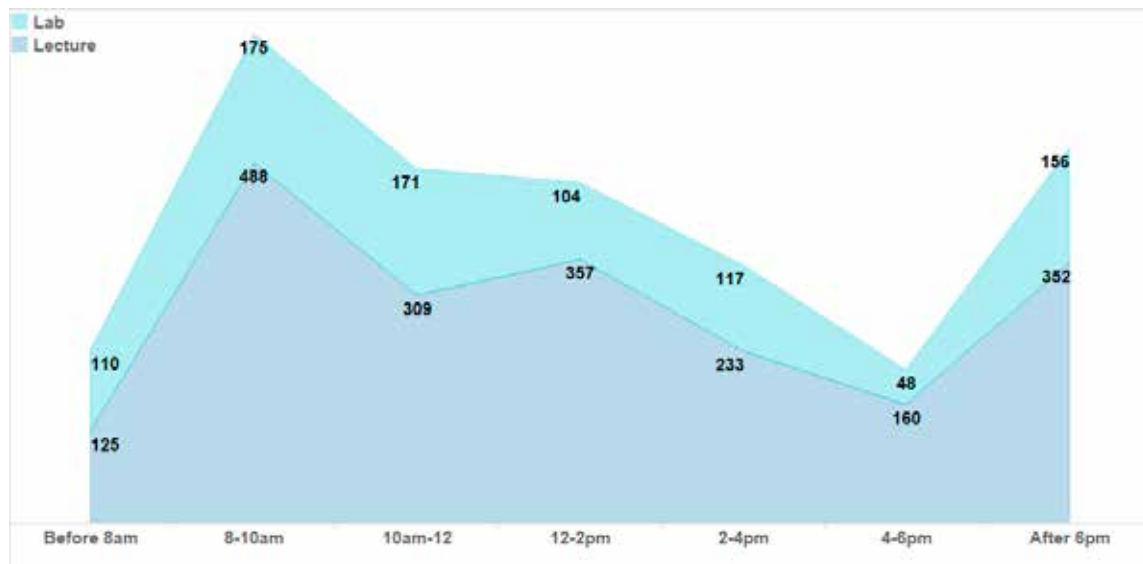
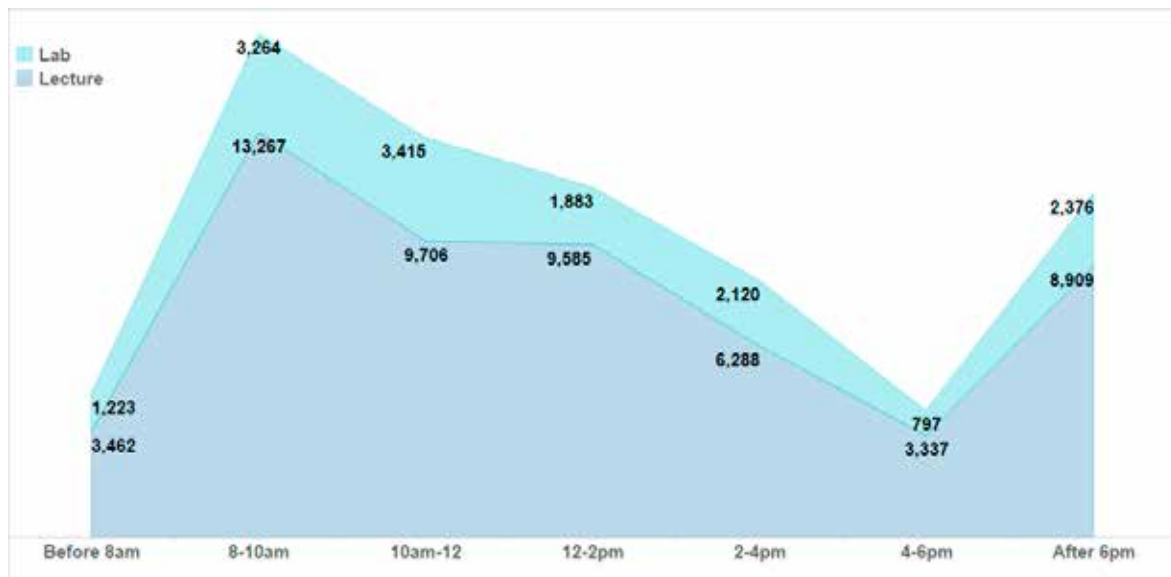


Figure 12: 2016 Fall Course Enrollment



Financial Aid

Every year since 2011-12, FCC has awarded over \$50 million in financial aid to students through fee waiver, grants, loans, scholarships, and work-study programs (Table 15). Among these, the amount of grant awards constitutes the largest portion of dollar amounts followed by Board of Governors (BOG) fee waivers. The amount of BOG fee waivers has been increasing in the past five years, from \$10 million to over \$15 million.

Grant awards have also increased by \$5 million. The amount of loans has been declining in the past five years. The number of students who receive financial aid has increased in the past five years, especially in BOG waiver and grants awards (Tables 15 and 16).

Table 15: FCC Financial Aid Award Amount by Type

FCC Financial Aid Awards	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Fresno City College Total	\$50,645,634	\$54,269,687	\$56,451,378	\$58,114,221	\$58,924,797
Board of Governors (BOG) Fee Waiver	\$10,781,067	\$14,782,684	\$15,386,836	\$15,813,622	\$15,522,108
Grants	\$35,769,073	\$35,689,621	\$38,111,289	\$39,653,043	\$40,676,910
Loans	\$2,928,684	\$2,663,259	\$1,981,423	\$1,671,505	\$1,301,744
Scholarship	\$550,589	\$573,446	\$490,275	\$448,260	\$760,596
Work-Study	\$616,221	\$560,677	\$481,555	\$527,791	\$663,439

Source: California Community College Chancellor's Office DataMart.

Table 16: FCC Financial Aid Recipient Count

FCC Financial Aid Awards	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Fresno City College Total	20,469	21,789	22,931	23,704	24,854
Board of Governors (BOG) Fee Waiver	19,969	21,293	22,240	22,825	22,872
Grants	10,171	10,441	10,753	10,993	10,548
Loans	1,027	890	653	547	447
Scholarship	447	420	461	491	1,952
Work-Study	250	229	208	252	251

Source: California Community College Chancellor's Office DataMart

It is important to note that substantial changes in regulations for the BOG fee waiver may have a significant impact for FCC students who struggle in successfully completing courses. Beginning fall 2016, students lose eligibility for the Board of Governors Fee Waiver if they are on probation for not maintaining a 2.0 GPA for two consecutive primary terms, or not successfully completing half the units attempted in that period.

This may have a significant impact on enrollment, and the institution will need to closely monitor the academic standing status to ensure students are not consistently on academic probation. FCC will need to implement proactive strategies to provide effective support and assist students in averting academic probation status.

Budget Resources

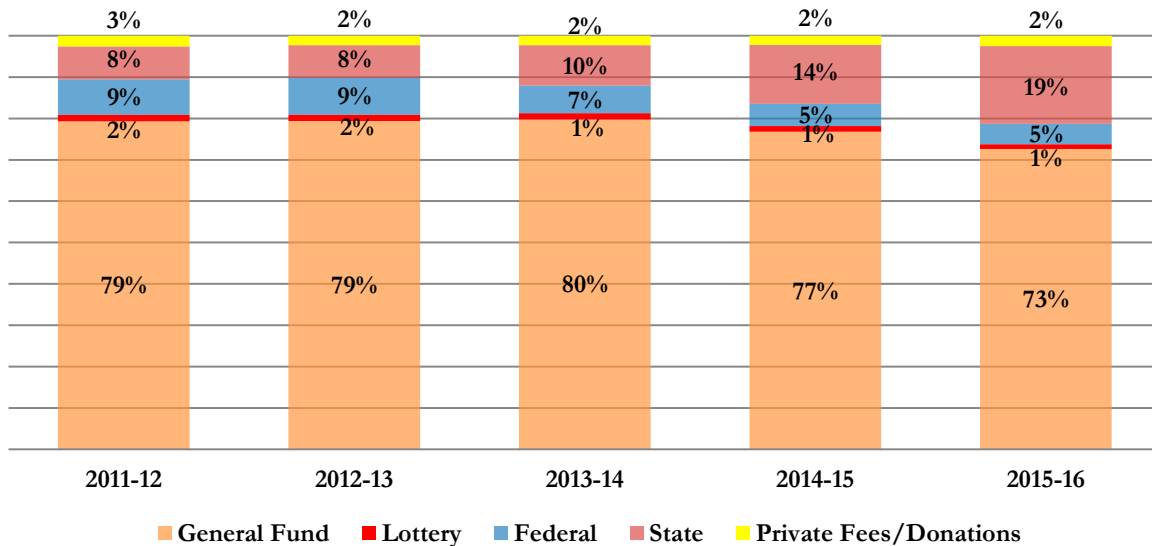
Data in Table 17 and Figure 13 show FCC funding resources. The majority (over 70 percent) of FCC funds are general funds from the state. General fund has increased by 17 percent in the past five years. Federal and state grants constitute over 20 percent of FCC funding resources in 2015-16. State grants have been doubled in the past five years (from eight percent in 2011-12 to 19 percent in 2015-16).

There has been fluctuation with the amount of federal grant funding. About 1 percent of funds are lottery money and 2 percent are private donations.

Table 17: FCC Funding Resources

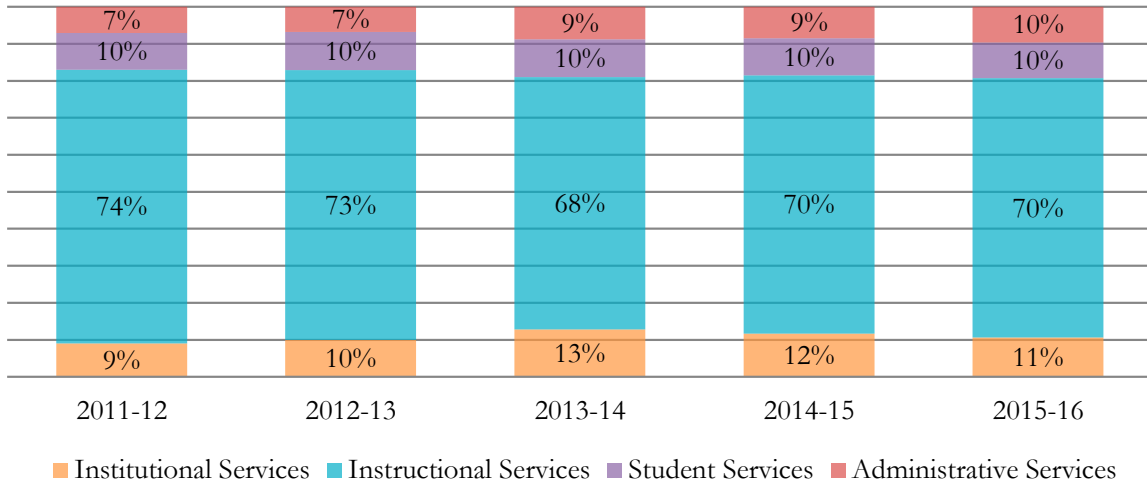
Category	2011-12	2012-13	2013-14	2014-15	2015-16	Change
General Fund	69,348,837	69,967,475	76,010,224	77,932,188	81,193,697	17.1%
Lottery	1,395,137	1,332,315	1,410,903	1,389,280	1,230,065	-11.8%
Federal	7,481,608	7,870,869	6,326,607	5,468,829	5,483,377	-26.7%
State	7,001,562	6,927,534	9,334,746	14,465,496	21,054,699	200.7%
Private Fees/ Donations	2,243,695	2,032,369	2,193,942	2,259,670	2,789,165	24.3%
Total	87,470,839	88,130,562	\$ 95,276,422	\$ 101,515,463	\$ 111,751,003	27.8%

Figure 13: FCC Funding Resources



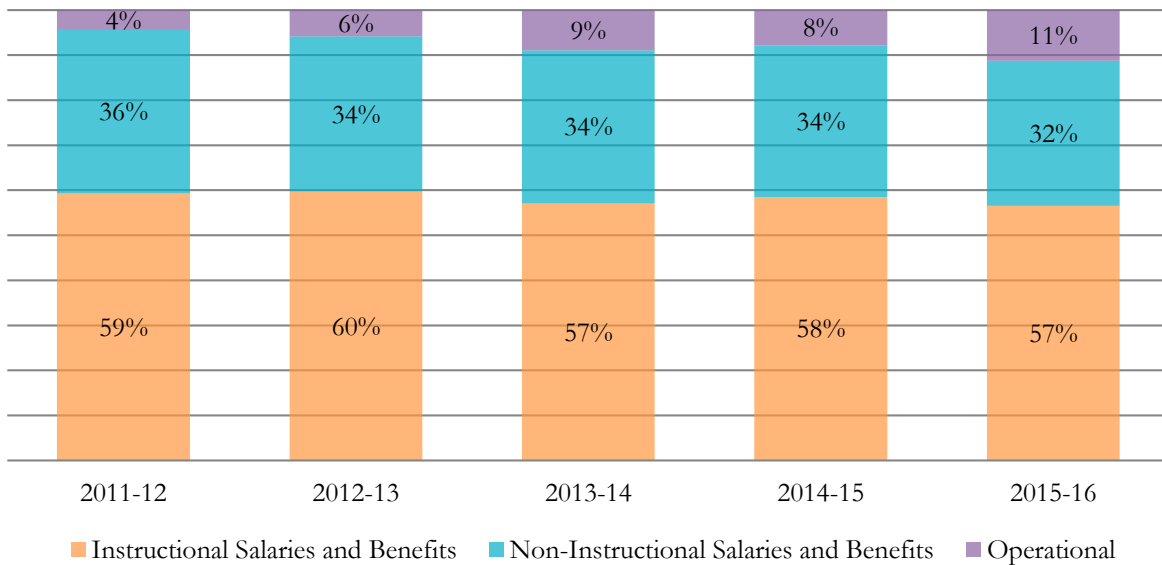
About 70 percent of FCC funds are allocated to instructional services, followed by institutional services, student services and administrative services (Figure 14).

Figure 14: FCC Funding Allocations – General Fund



Nearly 60 percent of the general fund is allocated to instructional salaries and benefits (Figure 15). About 30 percent is spent on non-instructional salaries and benefits. Operational constitutes about 10 percent of the general fund in recent years.

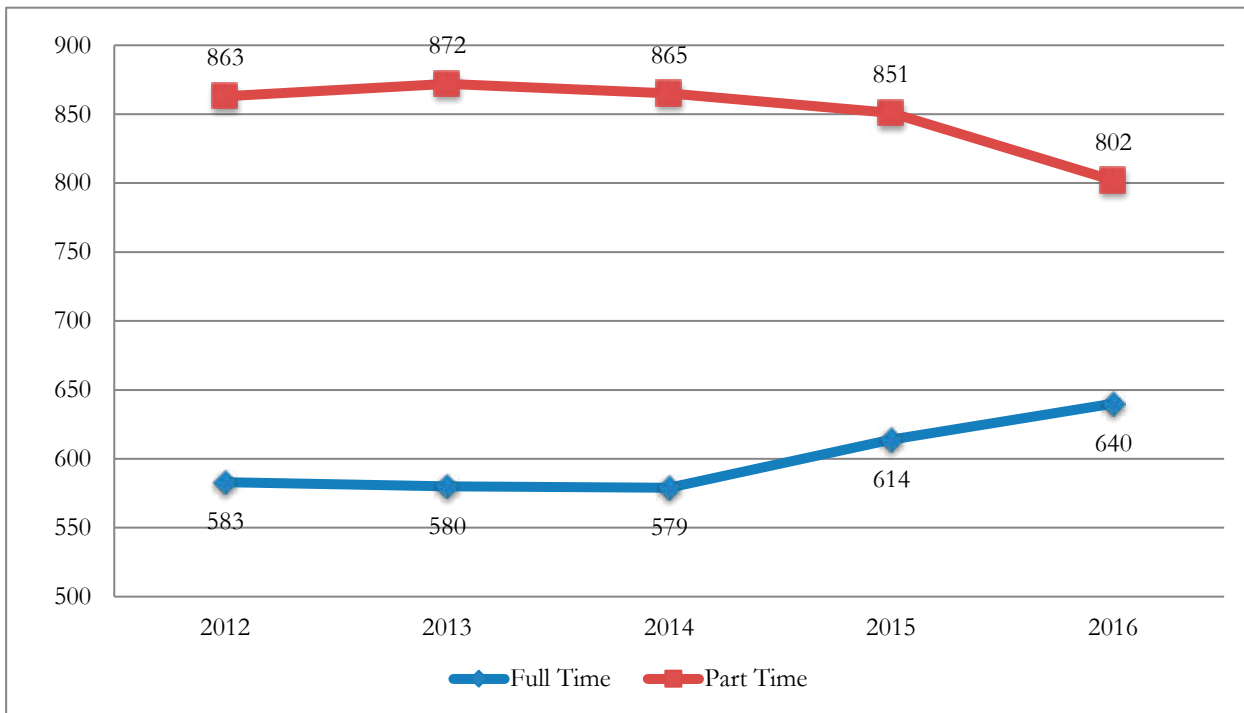
Figure 15: Allocations - General Fund (Instructional/Non-Instructional)



Human Resources

The number of FCC full time employees increased between 2012 and 2016 (Figure 16). Part time employees had a drop in 2015 and 2016. In 2015 and 2016, FCC saw an increase of 35 and 26 full time employee respectively.

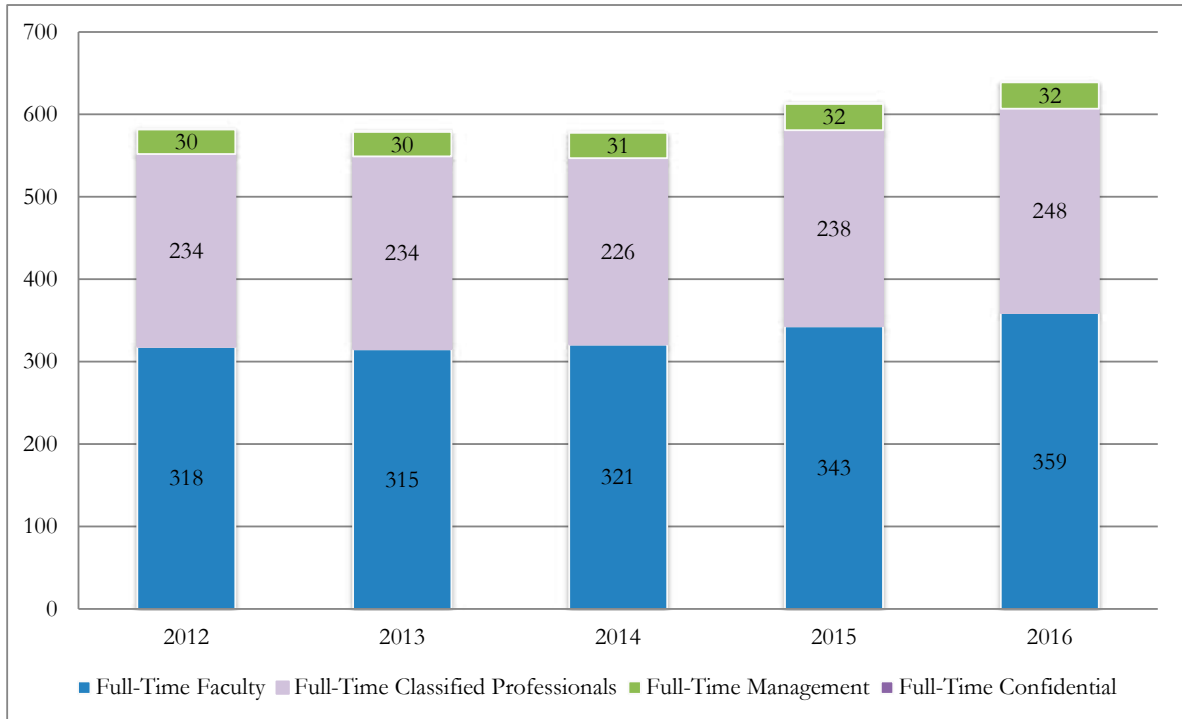
Figure 16: FCC Employees by Full Time and Part Time Status



Source: SCCC District Human Resources, as of 05/17/2017. Categorically funded positions are not included.

Figure 17 shows job classifications of FCC full time employees for the past six years. FCC employs over 350 full time faculty members. Full time faculty increased from 318 in 2012 to 359 in 2016 and classified professionals increased from 234 in 2012 to 248 in 2016.

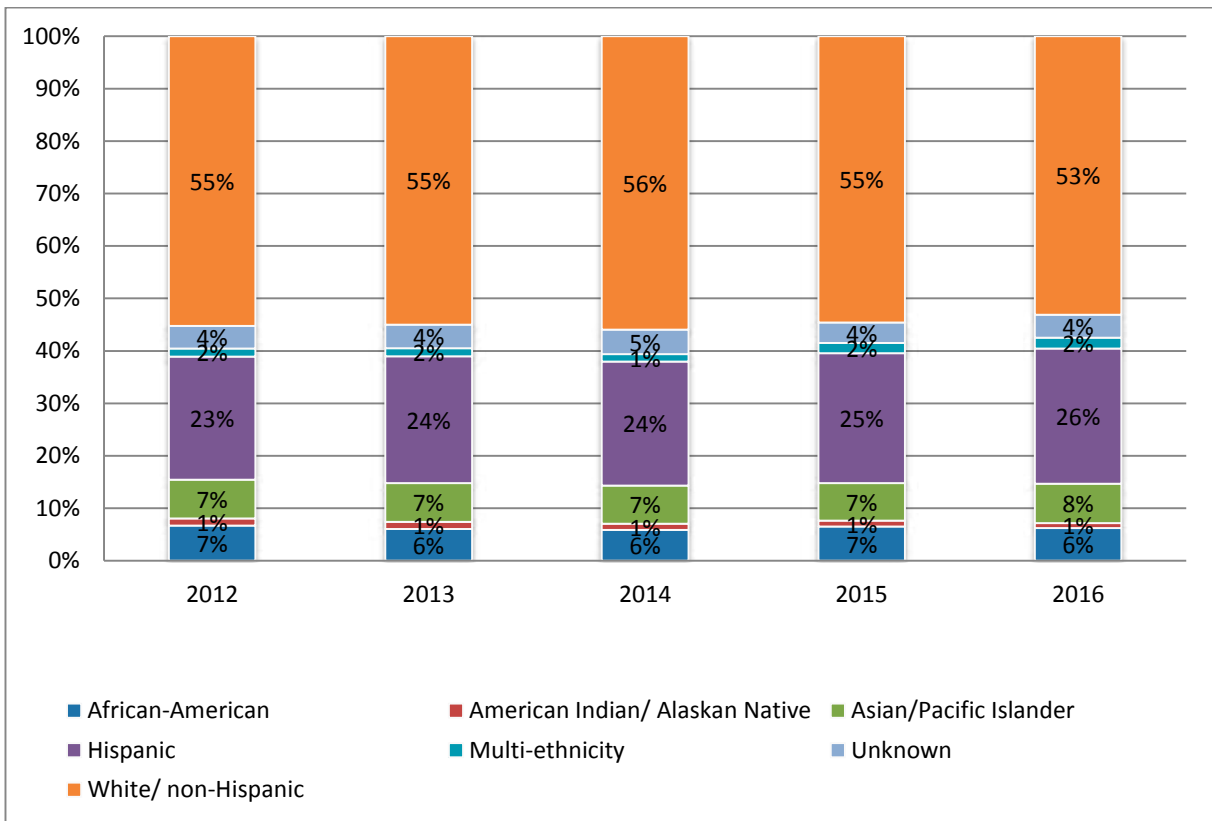
Figure 17: FCC Full Time Employees by Job Classification



Source: SCCCD District Human Resources, as of 5/17/2017.

Figure 18 provides data disaggregated by ethnicity for FCC full time employees. The data reflects a fairly consistent pattern across the years in the percentages for all ethnic groups. Note that the ethnic makeup of employees is not reflective of the Hispanic, White/non-Hispanic and Asian/Pacific Islander student population. In response to this data, the College led district wide efforts to address this disparity by contracting with Center for Urban Education (CUE) to review and modify hiring practices. In fall 2017, understanding the importance of hiring decisions on student success and college culture, the college president took a team of 12 key faculty, academic and classified senate presidents, and administrators, as well as representatives from SCCCD Human Resources and the Personnel Commission to participate in the first ever Institute for Equity in Faculty Hiring at Community Colleges, hosted by CUE, in an effort to examine SCCCD/FCC hiring practices. The FCC team is committed to continuing professional development activities and championing needed modifications to the HR process to integrate a more intentional, equity-minded approach to attracting, hiring, and retraining faculty, staff, and administrators to reflect the demographics of Fresno City College.

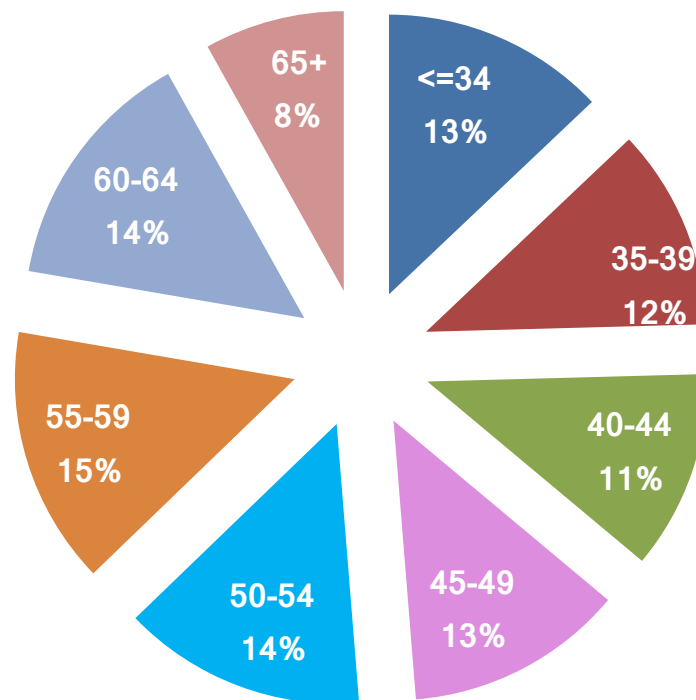
Figure 18: FCC Full Time Employees by Ethnicity



Source: SCCCD District Human Resources, as of 5/17/2017.

In terms of age distribution, data in Figure 19 show that of FCC full time employees, the largest age groups are 50-54 (14 percent), 55-59 (15 percent), and 60-64 (14 percent). These three groups constitute 43 percent of FCC full time employees.

Figure 19: FCC Full Time Employees by Age



Human resource planning plays an important role in the vitality and effectiveness of the institution. A diverse and well-qualified community of professionals increases the ability to provide quality educational opportunities for students. The data indicates the need to prepare for pending potential retirements and to focus attention on increasing diversity.

The data suggests that the College may consider examining standard operating policies to ensure it is not reliant upon “institutional memory.” The College recognizes that professional development plays an important role in its ability to fulfill the mission of quality innovative educational programs and support services. In this effort, the college president championed the addition of a professional development coordinator. Currently, the College employs a provisional professional development coordinator with the expectation that this position will become a permanent position. This will advance a permanent recognition of the importance of becoming a learning institution that values intentional, professional development of faculty, classified professionals, and administrators. The College president’s philosophy is that well-coordinated professional development as an effective strategy that allows for the development of collaborative solutions to ensure all students achieve success.

Student Achievement Data

Disaggregate Student Achievement Data

Student GPA has been increasing at the College over the past several years (Table 18). Similarly, all groups' success rates have risen (Table 19). However, there continues to be large success gaps among the various ethnic groups. White students' success rates (over 75 percent) and their GPA (about 2.7) are much greater than other groups' rates. The institution needs to pay particular attention to efforts that support the success of African American students (about 60 percent, 2.0 GPA).

Table 18: GPA by Ethnicity

Ethnicity	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
African-American/non-Hispanic	1.99	2.00	2.08	2.01	2.04	2.03	1.94	2.07	2.06	2.14
American Indian/Alaskan Native	2.33	2.36	2.31	2.26	2.57	2.25	2.47	2.39	2.33	2.46
Asian/Pacific Islander	2.45	2.48	2.48	2.55	2.57	2.45	2.50	2.57	2.54	2.67
Hispanic	2.22	2.24	2.21	2.19	2.26	2.27	2.27	2.25	2.27	2.32
Multi-ethnicity	N/A	N/A	N/A	N/A	2.43	N/A	N/A	N/A	2.51	2.51
White/non-Hispanic	2.72	2.70	2.64	2.66	2.72	2.68	2.69	2.69	2.71	2.78
Unknown	2.55	2.48	2.38	2.65	2.59	2.66	2.61	2.60	2.38	2.52
Total	2.36	2.37	2.34	2.33	2.38	2.39	2.39	2.39	2.39	2.45

Table 19: Success Rate by Ethnicity

Ethnicity	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
African-American/non-Hispanic	57%	57%	60%	59%	58%	58%	54%	60%	60%	61%
American Indian/Alaskan Native	64%	65%	65%	67%	74%	62%	67%	67%	68%	74%
Asian/Pacific Islander	72%	72%	72%	74%	74%	72%	72%	74%	74%	78%
Hispanic	65%	65%	65%	65%	66%	66%	66%	67%	67%	69%
Multi-ethnicity	N/A	N/A	N/A	N/A	69%	N/A	N/A	N/A	71%	73%
White/non-Hispanic	75%	75%	76%	76%	79%	76%	75%	79%	78%	80%
Unknown	72%	75%	88%	89%	89%	76%	76%	93%	88%	88%
Total	68%	68%	69%	68%	70%	69%	68%	71%	70%	72%

Retention, on the other hand, is fairly even across ethnicities and has increased over the past several years. The data suggests the College should further examine factors that may influence African American students' retention rates (Table 20).

Table 20: Retention Rate by Ethnicity

Ethnicity	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
African-American/non-Hispanic	87%	87%	87%	87%	87%	87%	85%	86%	88%	88%
American Indian/Alaskan Native	88%	88%	88%	90%	91%	87%	89%	88%	88%	92%
Asian/Pacific Islander	91%	92%	92%	92%	92%	92%	92%	92%	92%	93%
Hispanic	90%	91%	90%	90%	91%	90%	91%	90%	91%	91%
Multi-ethnicity	N/A	N/A	N/A	N/A	92%	N/A	N/A	N/A	92%	92%
White/non-Hispanic	91%	91%	92%	92%	93%	92%	91%	92%	92%	93%
Unknown	90%	93%	97%	96%	97%	92%	91%	97%	96%	98%
Total	90%	91%	91%	91%	91%	91%	91%	91%	91%	92%

Student success by age and gender suggests improvement is needed in efforts to assist younger students and male students in successfully completing courses (Table 21-Table 24). Specifically, FCC needs to focus on assisting students just out of high school and those in their early 20s with activities and interventions that promote successful completion of course work and improved GPA.

Table 21: GPA by Age

Age	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
19 or Less	2.13	2.13	2.10	2.04	2.11	2.09	2.12	2.09	2.15	2.19
20-24	2.28	2.30	2.26	2.27	2.32	2.32	2.32	2.25	2.28	2.35
25-29	2.67	2.64	2.63	2.62	2.64	2.66	2.61	2.62	2.63	2.70
30-34	2.82	2.82	2.82	2.78	2.82	2.79	2.80	2.80	2.75	2.81
35-39	2.73	2.77	2.79	2.79	2.90	2.72	2.75	2.83	2.78	2.85
40-49	2.77	2.76	2.72	2.84	2.89	2.78	2.71	2.73	2.89	2.91
50+	2.86	2.80	2.91	2.99	2.84	2.79	2.77	2.87	2.96	2.83
Unknown	4.00	2.82	3.00	N/A	N/A	2.64	0.00	0.25	3.00	N/A
Total	2.36	2.37	2.34	2.33	2.38	2.39	2.39	2.39	2.39	2.45

Table 22: Success Rate by Age

Age	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
19 or Less	63%	63%	61%	60%	61%	62%	63%	61%	62%	64%
20-24	66%	66%	66%	66%	67%	68%	66%	65%	66%	70%
25-29	75%	74%	74%	75%	76%	75%	74%	75%	75%	78%
30-34	77%	78%	79%	79%	80%	77%	77%	81%	79%	80%
35-39	77%	78%	83%	80%	83%	77%	77%	84%	81%	83%
40-49	76%	77%	84%	83%	85%	78%	74%	85%	85%	85%
50+	73%	75%	82%	82%	83%	75%	73%	85%	84%	80%
Unknown	100%	100%	100%	100%	100%	82%	0%	83%	100%	100%
Total	68%	68%	69%	68%	70%	69%	68%	71%	70%	72%

Table 23 GPA by Gender

Gender	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
Female	2.43	2.43	2.40	2.39	2.43	2.47	2.43	2.45	2.44	2.50
Male	2.29	2.29	2.27	2.27	2.32	2.30	2.33	2.31	2.34	2.39
Unknown	2.32	2.39	2.48	2.30	2.32	2.33	2.37	2.39	2.30	2.34
Total	2.36	2.37	2.34	2.33	2.38	2.39	2.39	2.39	2.39	2.45

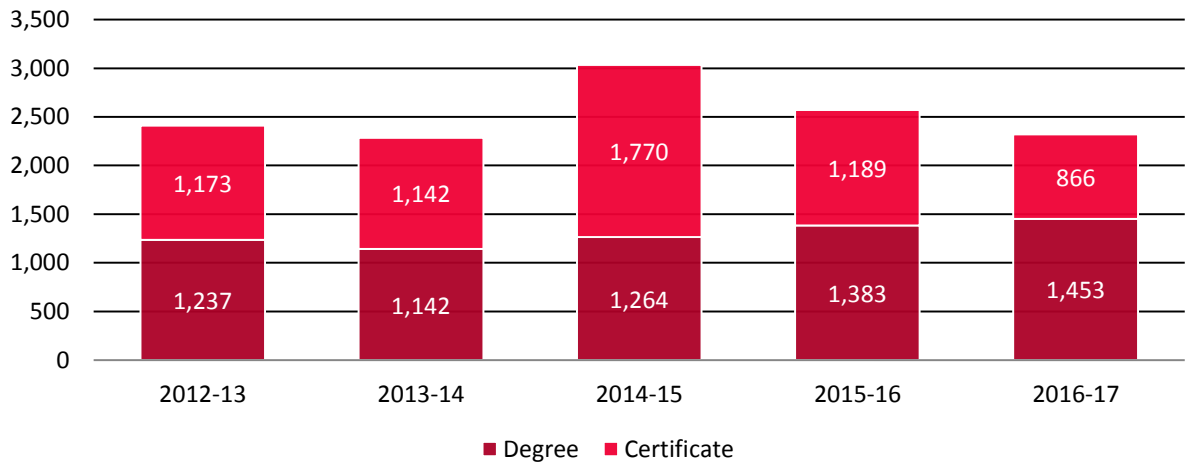
Table 24: Success Rate by Gender

Gender	Fall					Spring				
	12FA	13FA	14FA	15FA	16FA	13SP	14SP	15SP	16SP	17SP
Female	70%	70%	69%	69%	70%	71%	70%	70%	70%	72%
Male	66%	66%	69%	67%	70%	66%	66%	71%	70%	72%
Unknown	67%	68%	73%	73%	67%	69%	67%	72%	72%	69%
Total	68%	68%	69%	68%	70%	69%	68%	71%	70%	72%

Individual division and department data vary widely in student success measures. Any initiative to close the success gaps needs to look closely at the division and department data, as well as macro-level data, to inform decisions and create effective strategies. Faculty involvement in discussion of variations in student success rates will be important to determine the anomalies and factors that contribute to higher or lower achievement. Grade distribution patterns may be used to explore patterns and identify strategies to close gaps for disproportionately impacted student populations.

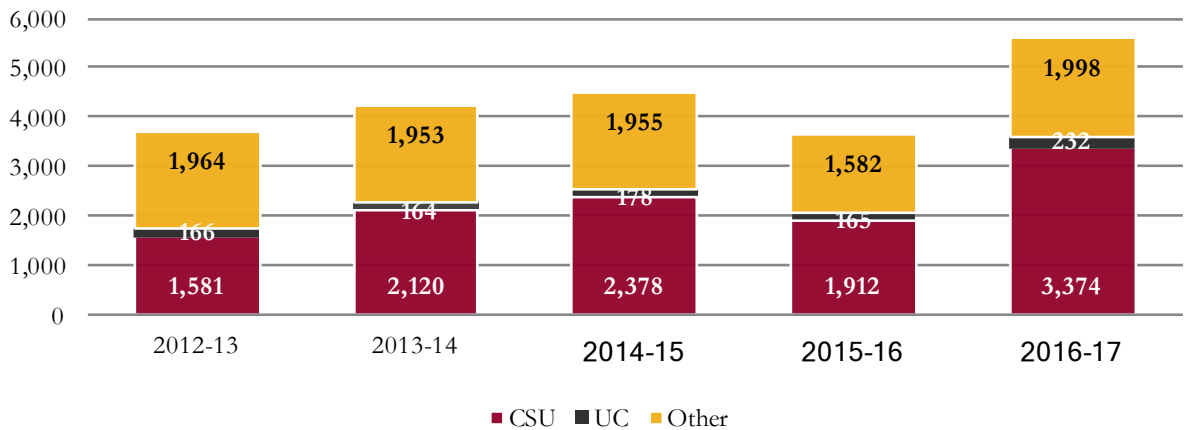
Each year, FCC awards over 2,000 associate degrees and certificates (Figure 20). Degrees awarded increased by nearly 400 in 2016-17. It should be noted that the District automatically issued a significant number of certificates during 2011-12 for students who earned enough units and who qualified for certificates but did not apply for them. The attempt was to promote degree/certificate completion. However, based on information from the Financial Aid Department, this effort may impact some students' financial aid status; therefore, this practice is on hold pending further discussion.

Figure 20: FCC Degrees and Certificates



In general, 3,000 to 4,000 FCC students transfer to four-year institutions each year. The number of transfers has been increasing in the last five years except 2015-16 (Figure 21). Among all transfers, nearly 2,000 students transferred to the CSU system in 2012-13 and 2013-14, 2014-16, and 2016-17. However, in 2015-16, only 1,912 students transferred to the CSU. The reason for this decline is unknown. In 2016-17, over 3,000 students transferred to the CSU. Less than 200 students transferred to the UC system each year, except for 2016-17. In 2016-17, 232 students transferred to the UC system.

Figure 21: FCC UC and CSU Transfers



Source: National Student Clearinghouse, as of August 2017

Table 25 represents the top 10 transfer destinations for FCC students. CSU Fresno is the number-one transfer destination for FCC students. Some local private institutions also attracted FCC students, such as University of Phoenix, Fresno Pacific University, and National University.

Table 25: FCC Top 10 Transfer Destinations: FCC Top 10 Transfer Destinations

Institutions	2012-13	2013-14	2014-15	2015-16	2016-17
California State University - Fresno	1,304	1,737	1,948	1,579	2,879
University of Phoenix	425	364	315	182	241
National University	257	204	154	147	231
Fresno Pacific University	257	296	344	224	379
DeVry University	74	75	41	52	33
Western Governors University	19	42	59	49	74
University of California-Davis	47	41	36	47	71
ITT Technical Institute	59	61	61	46	0
California State University - Sacramento	29	51	59	23	63
Grand Canyon University	14	32	27	49	77
Top 10 Subtotal	2,485	2,903	3,044	2,398	4,048
Others	1,226	1,334	1,467	1,261	1,556
Total	3,711	4,237	4,511	3,659	5,604

Source: National Student Clearinghouse, as of August 2017.

Basic Skills Education

Basic skills classes include 200-level English, EMLS, and math. Each fall, FCC offers over 100 basic skills English, EMLS and math class sections. About 4,000 students (duplicated) enroll in those classes (Table 26).

Table 26: FCC Basic Skills Class Enrollment

		2012FA	2013FA	2014FA	2015FA	2016FA
Course Sections	English	48	39	50	42	40
	EMLS	23	19	14	18	19
	Math	63	70	72	64	60
	Total	134	128	136	124	119
Enrollment	English	1,266	1,087	1,401	1,101	987
	EMLS	564	380	331	350	370
	Math	2,292	2,384	2,444	2,391	2,395
	Total	4,122	3,851	4,176	3,842	3,752

Note: Basic skills classes include only 200-level English, EMLS, and math.

Table 27 provides data regarding student success in basic skills classes. While FCC overall course retention rates and success rates have been improving in the past five years, this is not the case with all basic skills classes. Retention rates in basic skills English decreased by one percentage point and math increased by one percentage point. Retention rates in basic skills EMLS classes remained high in the past few years.

Course success rates in basic skills English have fluctuated from a high of 69 percent in fall 2012 to a low of 57 percent in fall 2016. A fluctuating trend was also observed in basic skills EMLS from a high of 79 percent in fall 2012 to a low of 70 percent in fall 2016. In comparison with FCC’s overall course success rate, EMLS had higher or comparable success rates.

Table 27: Success of Basic Skills Classes

		2012FA	2013FA	2014FA	2015FA	2016FA
Retention Rate	English	92%	94%	93%	90%	91%
	EMLS	95%	93%	94%	91%	93%
	Math	89%	90%	90%	88%	90%
	Total	91%	91%	91%	89%	90%
	FCC Overall	90%	91%	91%	91%	91%
Success Rate	English	69%	65%	63%	54%	57%
	EMLS	79%	72%	73%	71%	70%
	Math	57%	61%	53%	55%	57%
	Total	64%	63%	58%	56%	58%
	FCC Overall	68%	68%	69%	68%	70%

Note: Basic skills classes include only 200-level English, EMLS, and math.

The following tables (Tables 28-31) provide Fresno City College scorecard data regarding persistence through the basic skills sequence of courses. Remedial education rates are the percentage of credit students who first enrolled in a course below college level in English, mathematics and/or EMLS, and then completed a college-level course within six years in the same discipline.

The data demonstrates the very low number of students that persist through the basic skills sequence of courses, which impacts student ability to successfully complete courses needed for degree completion or transfer.

In addition, when disaggregated by ethnicity, the data demonstrates even lower persistence for some groups. The data suggests the need to consider additional or increase in current strategies such as multiple measures of assessment, co-requisite models of instruction and proactive support services integrated with instruction. In addition, the data suggests the need to examine enrollment management strategies that support students' progress through the course sequence.

Table 28: FCC Scorecard Data – Basic Skills Persistence

Basic Skills Course	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
English	30.8%	32.0%	35.7%	33.7%	35.1%
Math	27.5%	27.5%	29.8%	33.4%	33.6%
EMLS	30.3%	32.1%	32.3%	28.4%	33.1%

Table 29: FCC Scorecard Data – Basic Skills English

	Basic Skills English				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American/Black	21.6%	21.9%	24.3%	22.9%	25.3%
American Indian/Alaskan Native	30.0%	27.0%	26.9%	18.4%	42.0%
Asian	43.6%	46.6%	49.4%	39.8%	49.8%
Filipino	48.8%	50.0%	48.1%	46.4%	36.7%
Hispanic	29.1%	31.1%	33.8%	34.2%	32.6%
Pacific Islander	25.0%	25.0%	44.4%	21.1%	58.3%
White	33.3%	36.3%	40.5%	35.3%	38.2%
All other races	33.6%	30.8%	36.6%	39.6%	40.4%

Table 30: FCC Scorecard Data – Basic Skills Math

	Basic Skills English				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American/Black	19.3%	22.7%	20.4%	18.0%	22.5%
American Indian/Alaskan Native	30.0%	22.9%	20.8%	20.0%	29.3%
Asian	43.3%	34.4%	32.3%	37.4%	42.8%
Filipino	22.2%	33.3%	47.1%	40.7%	40.7%
Hispanic	25.1%	23.9%	27.7%	33.8%	30.4%
Pacific Islander	38.5%	21.1%	45.5%	40.0%	9.1%
White	29.0%	34.2%	37.9%	37.0%	41.3%
All other races	33.2%	30.7%	29.2%	36.5%	39.9%

Table 31: FCC Scorecard Data – Basic Skills EMLS

	Basic Skills EMLS				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American/Black	27.3%	41.0%	31.1%	26.3%	52.5%
American Indian/Alaskan Native					
Asian	40.2%	36.3%	46.8%	33.6%	31.3%
Filipino	20.0%	55.6%	57.1%	55.6%	33.3%
Hispanic	25.5%	25.0%	25.8%	26.0%	32.3%
Pacific Islander	50.0%	66.7%	100.0%	0.0%	100.0%
White	46.3%	44.1%	50.0%	23.1%	23.3%
All other races	60.0%	70.0%	33.3%	100.0%	40.0%

Distance Education

Distance education (DE) was relatively small at FCC with less than 100 sections prior to 2015. Course sections and student enrollments have more than doubled in the recent two years. In comparison with face-to-face classes, DE had relatively lower retention and success rates (Table 32). However, retention rates increased from fall 2012 by three percentage points. Success rates for DE classes fluctuated in fall 2013 and fall 2014, but the trend was reversed in the last two years. GPA in fully online classes is comparable to face-to-face.

Table 32: FCC Distance Education

Distance Education	2012FA	2013FA	2014FA	2015FA	2016FA
Enrollment	2,358	2,580	2,670	4,614	6,424
Course Sections	89	92	96	153	214
GPA	2.44	2.29	2.27	2.35	2.37
Retention Rate	85%	86%	84%	86%	88%
Success Rate	64%	61%	60%	64%	66%

Face to Face	2012FA	2013FA	2014FA	2015FA	2016FA
GPA	2.36	2.37	2.34	2.33	2.38
Retention Rate	90%	91%	91%	91%	91%
Success Rate	68%	69%	69%	69%	70%

Institutional Set Standards (ISS)

Fresno City College is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. This commitment is reflected through an assortment of activities and processes emanating from the College’s mission, vision, core values, educational master plan, and strategic plan.

As the College strives to become more performance-based in the allocation of resources and create a mission-centric model to document its effectiveness, FCC has revised its institutional effectiveness measures and established institutional set standards (ISS) to guide planning processes. These measures support everyday operations and assist the college in continuous improvement towards mission fulfillment. This effort will also help faculty, staff, administrators, departments, divisions, and offices to make more data-informed decisions around how to best serve our students.

A total of 29 measures of institutional effectiveness are summarized in the following 7 themes. Each ISS has a 6-year average, baseline, and target for 6 years.

Student Success – 5 measures (see below)

	Average	6 Year Low Baseline	6- Year Target
1. Student Success			
1.1 Retention Rates	89.8%	88.6%	91%
1.2 Successful Course Completion Rate	67.2%	65.3%	71%
1.3 Basic Skills Successful Course Completion Rates			
Basic Skills English (Reading & Writing)	68.0%	62.0%	72%
Basic Skills English-Reading	72.2%	67.0%	73%
Basic Skills English-Writing	65.2%	58.6%	65%
Basic Skills EMLS	73.0%	65.5%	71%
Basic Skills Math	60.1%	53.2%	66%
1.4 Distance Education Course Retention Rate	84.3%	83.2%	86%
1.5 Distance Education Successful Course Completion Rate	61.7%	59.3%	66%

Student Success Scorecard – 6 measures (see below)

2. Student Success Score Card	Average	Baseline	6-Year Target
2.1 Completion-Student Progress and Attainment Rate			
Prepared	64.3%	61.8%	70%
Unprepared	35.7%	33.8%	39%
Overall	41.7%	40.2%	47%
2.2 Persistence Rates (first 3 terms)			
Prepared	78.7%	75.3%	81%
Unprepared	73.6%	70.9%	75%
Overall	74.7%	71.8%	76%
2.3 At Least 30 Units Rate			
Prepared	71.7%	70.3%	73%
Unprepared	61.3%	59.4%	65%
Overall	63.5%	61.7%	66%
2.4 Basic Skills Education Progress			
Math	29.8%	27.0%	34%
English	33.3%	30.8%	35%
EMLS	30.9%	28.4%	31%
2.5 Transfer Level Achievement			
English 1-Year	18.7%	16.7%	38%
English 2-Year	34.1%	32.3%	56%
Math 1-Year	10.0%	9.3%	17%
Math 2-Year	18.1%	16.5%	29%
2.6 Career Technical Education (CTE) Rate	52.1%	50.4%	53%

Academic Excellence – 6 measures (see below)

		6 Year Low	6- Year Target
3. Academic Excellence	Average	Baseline	
3.1 Transfer Rate (Six-Year)	40%	38%	44%
3.2 Total Number of Transfers (Six-Year)	691	609	
3.3 Graduation Rate (IPEDS data)	16%	14%	20%
3.4 Total Number of Degrees or Certificates Awarded	1,646	1,463	2,100
3.5 Number of Degrees Awarded	1204	984	1225
3.6 Number of Certificates Awarded	442	270	875

Student Engagement – 1 measures (see below)

		6 Year Low	6- Year Target
4. Student Satisfaction and Student Engagement	Average	Baseline	
4.1 Student Engagement (CCSSE)			
Active and Collaborative Learning (CCSSE)		47.6	50.0
Student Effort (CCSSE)		47.3	50.0
Academic Challenge (CCSSE)		49.7	50.0
Student Faculty Interaction (CCSSE)		44.8	50.0
Support for Learners (CCSSE)		47.3	50.0

**Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources
– 6 measures (see below)**

		6 Year Low	6- Year Target
5. Promote Fiscal Stability and Efficient Use of Resources	Average	Baseline	
5.1 District Salary and Benefits (%)	90.0%	82.0%	85.0%
5.2 Annual Operating Excess/(Deficiency)	-0.8%	-4.9%	0.0%
5.3 District Fund Balance	25.7%	19.0%	17.0%
5.4 District Cash Findings	None	None	None
5.5 District Audit Findings	None	None	None
5.6 Productivity/Efficiency: WSCH/FTEF (fall & spring)	471	432	525

Promote Institutional Dialogue – 2 measures (see below)

		6 Year Low	6- Year Target
6. Promote Institutional Dialogue	Average	Baseline	
6.1 Employee Satisfaction and Perception: Overall Rating (1 to 5)	3.83	3.83	3.90
6.2 Employee Satisfaction and Perception: Campus Climate (1 to 5)			
Campus Culture and Policies	2.94	2.94	4.48
Work Environment	3.31	3.31	4.44
Involvement in Planning and Decision-Making			
Faculty	2.69	2.69	2.70
Staff	2.45	2.45	2.50
Administration	3.50	3.50	3.00
Students	2.34	2.34	2.40
Trustees	3.51	3.51	3.60
Alumni	2.35	2.35	2.53

Licensure Exam Passing Rate and Job Placement Rate – 2 measures (see below)

		6 Year Low	6- Year Target
7. Licensure Exam Passing Rate and Job Placement Rate	Average	Baseline	
7.1 Licensure/Certification Exam Passing Rate			
Dental Hygiene	94%	88%	85%
Respiratory Care	82%	52%	80%
Registered Nursing	76%	75%	85%
Radiologic Technology	95%	92%	80%
Health Information Technology	91%	57%	85%
7.2 Job Placement Rate			
Dental Hygiene	95%	88%	85%
Respiratory Care	77%	48%	70%
Registered Nursing	89%	86%	75%
Radiologic Technology	91%	80%	75%
Health Information Technology	64%	38%	80%

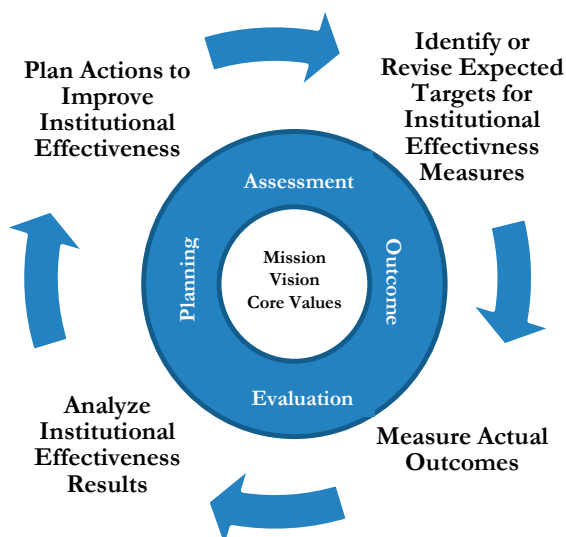
Assessment of Institutional Set Standards

Assessment of FCC institutional effectiveness is systematic and comprehensive. It includes examining internal student success data, student success score card data, performance gaps between different ethnic groups, outcome assessment and program review data, fiscal data, and regularly scheduled internal and national student and employee surveys.

FCC Institutional Research and Effectiveness (IRE) Committee began the development of institutional effectiveness measures in fall 2013. The original measures were adapted from College of San Mateo's College Index. The committee examined six years of data and set the six year low as the baseline measure. Then the committee reviewed all the measures individually to determine what would be the reasonable target for the next six years. Targets are the specific values on the institutional effectiveness measures that FCC is expecting to reach. To sustain quality improvement targets will be re-examined every six years.

The process of institutional effectiveness assessment is cyclical and ongoing. The initial cycle begins with the identification of the areas of institutional effectiveness and data collection points. After a review of the data from previous years, expected targets are identified, actual outcomes are measured, results are analyzed, and actions are planned and implemented to improve institutional effectiveness, and the cycle repeats. In subsequent cycles, measures of institutional effectiveness and data collection points are reviewed for relevancy to the College's overall planning process. Elements of the institutional effectiveness assessment cycle are detailed below:

FCC Institutional Effectiveness Assessment Cycle



After the academic year, institutional effectiveness data are collected, analyzed, and discussed. The purpose of analyzing results is to identify issues and determine if actions are needed to improve institutional effectiveness.

In March 2014, the draft of FCC Institutional Effectiveness Index (IEI) was completed by the IRE Committee and presented to FCC Strategic Planning Council (SPC). The document was then forwarded to Academic Senate, Classified Senate/CSEA, Management Council, and Associated Student Government for input. The targets were revised in 2015-16 to reflect statewide Institutional Effectiveness Partnerships Initiative requirements, which ask for six-year targets for each measure.

To have a broad discussion about ISS, the IEI was presented and discussed college wide on different occasions. ISS were fully integrated into FCC's planning and resource allocation processes. In 2016, the program review template was revised to incorporate the IEI into program review. Programs are required to compare and discuss their data with College institutional effectiveness targets. Annual unit plans and action plan resource requests are also required to use the IEI. Additionally, IEI measures were mapped to measure the College's new mission and strategic plan goals/objectives.

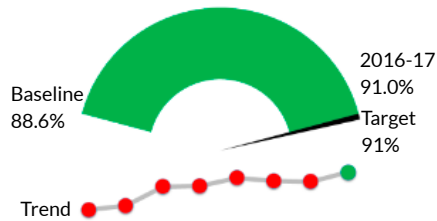
Each fall, the College examines the most recent data and compares against six-year targets to assess progress. A color coding system is utilized to create a visual that easily demonstrates assessment results. Measures still below the six-year target are color-coded in red. Green color-coded indicates measures that meet the target. In fall 2017, the IRE Committee carefully examined and discussed IEI data and identified nine core measures that will be the primary focus for the College for the next four years. These core indicators align with the BSI, SSSP, Student Equity Integrated Plan success measures. Following are the "Core 9" measures:

MISSION DRIVEN • STUDENT CENTERED

THE "CORE 9" INSTITUTIONAL SET STANDARDS

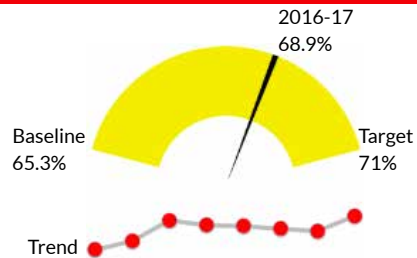
FCC has identified 28 effectiveness measures that indicate the college's standards for student achievement, or "Institutional Set Standards". Following are the "Core 9" measures that will determine the focus of college efforts for 2017-2021. The bar charts include historical data, baseline, and 6-year target.

Core Measure #1: Course Retention Rate



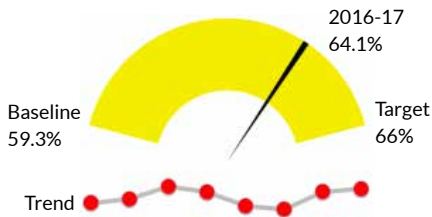
Note: The percentage of students retained out of the total enrolled (percent of A, B, C, D, F, P, NP, or I. Only excludes W's). Fall term.

Core Measure #2: Course Success Rate



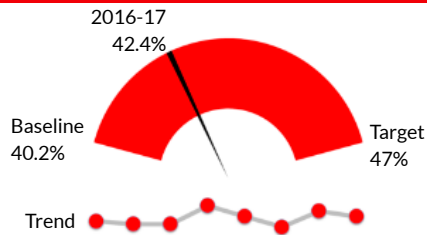
Note: The percentage of students successful (with a grade of A, B, C, P) in courses out of the total enrolled. Fall term.

Core Measure #3: DE Course Success Rate



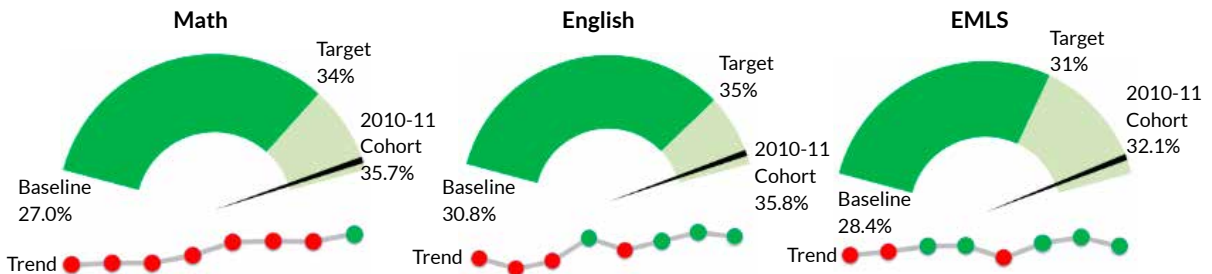
Note: The percentage of students successful (with a grade of A, B, C, P) in online and hybrid courses out of the total enrolled. Fall term.

Core Measure #4: Six Year Completion Rate (Scorecard)



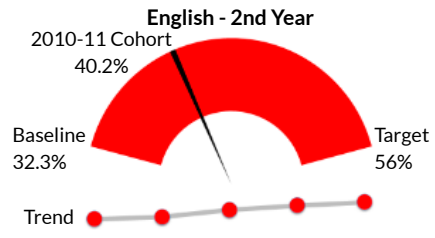
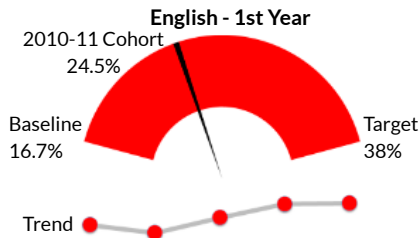
Note: Percentage of degree, certificate and/or transfer-seeking students starting first time and tracked for six years who completed a degree, certificate or transfer-related outcomes.

Core Measure #5: Basic Skills Ed Progress (Scorecard)



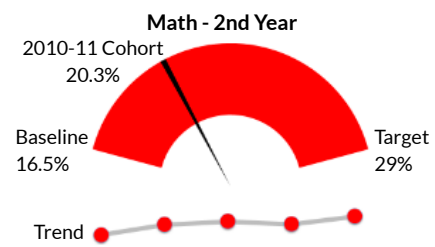
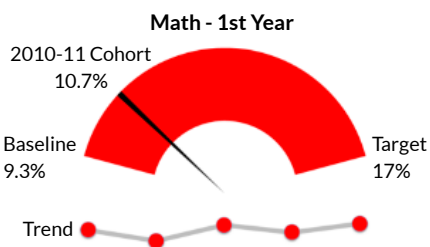
Note: Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or EMLS and completed a college-level course in the same discipline.

Core Measure #6-1: Transfer Level English (Scorecard)



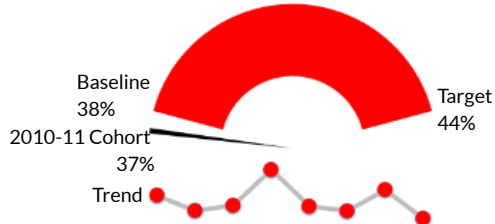
Note: The percentage of first-time students in a year who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in English in their first or second year.

Core Measure #6-1: Transfer Level Math (Scorecard)



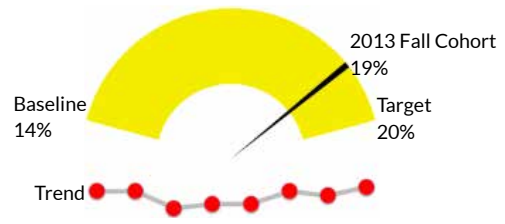
Note: The percentage of first-time students in a year who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in English in their first or second year.

Core Measure #7: Six Year Transfer Rate



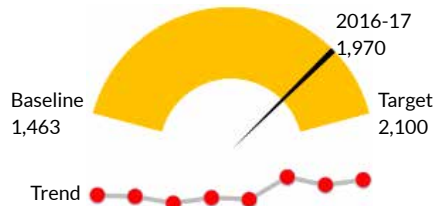
Note: First-time college students with a minimum of 12 units earned who attempted a transfer level math or English course and transferred to a four-year institution within 6 years subsequent to initial enrollment.

Core Measure #8: Three Year Graduation Rate (IPEDS)



Note: The percentage of students entering FCC as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year completing their program within 150 percent of normal time to completion (3 years for AA/AS and 1.5 years for certificate).

Core Measure #9: Number of Degrees/Certificates Awarded



Note: Only include degrees or certificates approved by state Chancellor's Office.

Organizational Information

Organization of the Self-Evaluation

Fresno City College followed a timeline and inclusive campus wide process for development of the institutional self-evaluation report (ISER). The Accreditation Steering Committee (ASC) is chaired by the accreditation liaison officer (ALO), the academic senate president, a classified professional appointed by the Classified Senate, and a student. The standard writing teams are comprised of the tri-chairs including a faculty member, a classified professional and an administrator. In spring 2016, Acting President, Dr. Cynthia Azari, appointed faculty member and accreditation coordinator, Cyndie Luna as the ALO.

There were significant professional development efforts to educate the College community about accreditation and the Standards. In fall 2015, a College team attended ISER training in Modesto, California. The College has also sent teams to the statewide Academic Senate Accreditation Institutes for the past two years, as well as the inaugural ACCJC Conference. To share accreditation on campus, the president includes accreditation updates in her College reports and accreditation is a regular agenda item for convocation. The president encouraged personnel to complete the ACCJC online training and turn in the certificate to be entered into a prize drawing. In addition, the College encourages employees to serve on visiting teams, and the president nominated several employees to ACCJC.

The ASC met regularly throughout the accreditation cycle. Prior to writing the 2018 ISER the committee would discuss current trends with ACCJC, review new legislation, and review reports submitted to ACCJC including follow-up reports, midterm reports, and annual reports. In 2015, the ASC reviewed the Standards and developed a gap analysis to determine areas that needed further attention.

In spring 2016 the ASC developed writing teams for each of the Standards. The committee intentionally chose small writing teams and collaborated with campus committees that have expertise for each of the Standards. Advisory committees were asked to include assistance with the accreditation process as one of their key functions. As a committee function, committee members assisted with writing, as well as reviewing drafts.

Writing teams were provided with writing templates and a crosswalk that identified key differences in the new Standards, as well as corresponding Eligibility Requirements and Federal Regulations. During the 2016-2017 academic year writing teams worked with the ALO and institutional research to develop drafts and identify supporting evidence. In April 2017, first drafts were made available campus wide and in May 2017 the president hosted an open forum for feedback.

In summer 2017, the ALO, an institutional researcher, and an English faculty member edited drafts and received feedback from the president and vice president of instruction. In fall 2017 drafts were made available to constituent groups via an internal website for review and feedback. The president provided monthly updates to the Board of Trustees who reviewed the draft on November 7, 2017 and approved the final report on December 5, 2017.

Calendar for the Development of the 2018 Fresno City College Accreditation Self Evaluation

2014 - 2015	
September 26	Accreditation Steering Committee (ASC) reviews timeline for development of the 2018 ISER
October 15	Submit Midterm Report to ACCJC
November 21	ASC reviews 2011 Self Study, Commission Action Letter, Recommendations, and reports to the Commission
January	ALO, college president, IR, and faculty editor develop Standard templates.
January – April	ASC discusses Standards, Eligibility Requirements, Achievement Data, DOE requirements
2015 - 2016	
August - October	ASC subcommittees review Standard templates to identify gaps and present to ASC/ appropriate committee chairs
September	SLO, program review, distance ed and planning coordinators present summaries
October - May	ASC subcommittees work to develop first draft
January (Opening Day)	Opening day presentation to inform campus community of spring 2018 site visit
January	Develop writing teams
May	First drafts due
May - July	ALO and college president provide feedback and recommendations
2016 - 2017	
August (Opening Day)	Opening day presentation to inform campus community of progress
August - December	Subcommittees work with ALO to refine drafts and gather evidence
December	Second drafts due
December - January	ALO and college president provide feedback and recommendations
January (Opening Day)	Opening day presentation to inform campus community of progress
February - May	ASC subcommittees develop semi-final draft/ Establish goals for Quality Focus Essay
April	Draft distributed electronically to campus community and open forum
May	Semi-final drafts due and open forum
May - July	ALO, IR, faculty editor, and college president provide feedback and recommendations
2017 - 2018	
August (Opening Day)	Opening day presentation to inform campus community of final stages
August - October	Semi-final drafts electronically distributed campus wide and to critical readers for comments, suggestions, corrections/Develop Quality Focus Essay
September	ALO, IR, faculty editor, prepare final draft incorporating comments/suggestions from electronic distribution
October	Final drafts electronically distributed campus wide for review including Quality Focus Essay
October	Final draft complete
November	Open forum
November	Final draft distributed for constituent review and approval
November	Final draft to Board of Trustees for first read
December	Final draft to Board of Trustees for second read and approval
January	Opening day presentation to inform campus community of upcoming site visit
January	Self-Evaluation submitted to ACCJC
March	Site visit

October 6, 2017

Accreditation Steering Committee Membership 2017–2018

Co-Chairs:

Bruce Hill, Faculty

Josephine Llanos, Classified Professional

Cyndie Luna, Faculty (Accreditation Liaison Officer)

Members:

Lydia Anderson, Faculty

Barbara Blanchard, Administrator

Tammy Camacho, Faculty

Laurel Doud, Faculty

Cindy Dunn, Classified Professional

Ron Dustin, Faculty

Lili Gao, Classified Professional

Mike Gilbert, Faculty

Carole Goldsmith, Administrator

Bruce Hill, Faculty

Enrique Jauregui, Faculty

Jennifer Johnson, Administrator

Kirk Kawagoe, Faculty

Jeannine Koshear, Faculty

Don Lopez, Administrator

Peg Mericle, Administrator

Susi Nitzel, Classified Professional

Kelli O'Rourke, Classified Professional

Teresa Patterson, Faculty

Laurel Prysiazny, Administrator

Carol Rains-Heisdorf, Classified Professional

Lorraine Smith, Administrator

Cheryl Sullivan, Administrator

Teng Vang, Classified Professional

Tabitha Villalba, Faculty

Harry Zahlis, Administrator

Support:

Jerome Countee, District Liaison

Kherstin Khan, Student Learning Outcomes

Kelli O'Rourke, Curriculum

Jodie Steeley, Distance Education

Tabitha Villalba, Program Review

Lijuan Zhai, Institutional Research

Primary ISER Team

Ben Lozano, Classified Professional – Graphics
Susi Nitzel, Classified Professional – Formatting
Debbie Ockey, Faculty – Editor
Laurel Prysiazny, Administrator – Editor
Carol Rains-Heisdorf, Classified Professional – Evidence
Rick Santos, Faculty – Editor

Standard I Committee Membership

Co-Chairs:

Lydia Anderson, Faculty
Tammy Camacho, Faculty (Co-Chair while Lydia Anderson served as an interim administrator)
Peg Mericle, Administrator
Kelli O'Rourke, Classified Professional

Members:

Mary Ann Valentino, Faculty
Lijuan Zhai, Administrator

Additional Review and Input:

Kherstin Khan, Faculty (Outcomes and Assessment Coordinator)
Outcomes and Assessment Committee
Program Review Committee
Ray Ramirez, Faculty (Student Equity Coordinator)
Lorraine Smith, Administrator
Jodie Steeley, Administrator
Wendell Stephenson, Faculty
Strategic Planning Council

Standard II.A Committee Membership

Co-Chairs:

Christopher Boltz, Faculty (Co-Chair until leaving the institution in 2016)
Mike Gilbert, Faculty
Jennifer Johnson, Administrator
Carol Rains-Heisdorf, Classified Professional
Lorraine Smith, Administrator

Members:

Tabitha Villalba, Faculty (Program Review Coordinator)

Additional Review and Input:

Curriculum Committee
Diane de Freitas, Faculty
Kherstin Khan, Faculty (Outcomes and Assessment Coordinator)
Office of Instruction Staff
Outcomes and Assessment Committee
Julie Preston-Smith, Faculty
Professional Development Committee
Program Review Committee
Jodie Steeley, Administrator

Standard II.B Committee Membership

Co-Chairs:

Carl Bengston, Administrator (2016-2017)
Renee Craig Marius, Administrator (until fall 2016)
Laurel Prysiazny, Administrator (beginning fall 2017)
Tabitha Villalba, Faculty

Members:

Donna Cooper, Faculty
Jennifer Dorian, Faculty
Laurel Doud, Faculty
Linda Jackson, Classified Professional
Linda Kobashigawa, Faculty
Soheil Partoviamin, Faculty
Nicolas Quintana, Faculty
Ray Ramirez, Faculty (Student Equity Coordinator)
Eric Sanders, Faculty
Ruby Sangha, Faculty
Shushanek Silvas, Faculty
Heather Walker, Faculty

Additional Review and Input:

Jamien Armstrong, Classified Professional
Basic Skills Committee
Donna Chandler, Faculty
Paula Demanett, Faculty
Enrollment Management Committee
Jodie Steeley, Administrator
Student Equity Committee
Mai Yang, Faculty

Standard II.C Committee Membership

Co-Chairs:

Barbara Blanchard, Administrator (beginning fall 2017)
Cindy Dunn, Classified Professional
Enrique Jauregui, Faculty
Joseph Madrigal, Administrator (interim until 2016-2017)
Chris Villa, Administrator (through fall 2016)

Members:

Virginia Beamer, Classified Professional
Ryan J. Blodgett, Faculty
Lisa Chaney, Faculty
Monica Cuevas, Administrator
Natalie Culver-Dockins, Administrator
Thom Gaxiola, Administrator
Stephanie Harris, Faculty
Sean Henderson, Administrator
Mainou Her, Faculty
Mikki Johnson, Administrator
Julie Lynes, Faculty
Keelin McCabe, Classified Professional
Julie Preston-Smith, Faculty
Kathy Rice, Administrator
Michele Ruby, Classified Professional
Carol Shimer, Classified Professional
Emilee Slater, Administrator
Jodie Steeley, Administrator
Eric Swain, Faculty
Kira Tippins, Administrator
Robin Torres, Administrator
Guadalupe Vasquez, Faculty

Additional Review and Input:

Enrollment Management Committee
Student Equity Committee

Standard III.A Committee Membership

Co-Chairs:

Laurel Doud, Faculty
Don Lopez, Administrator
Susi Nitzel, Classified Professional

Members:

Karin Collins, Classified Professional/Faculty
Thomas Halls, Faculty
Nancy Holland, Faculty
Pauline Holman, Administrator
Jerry Thurston, Faculty

Additional Review and Input:

Clovis Community College and Reedley College IIIA Co-Chairs
Daniel Himes, Faculty
District Office Human Resources Department Staff
District Office Personnel Commission Staff
Human Resources Committee
Professional Development Committee
Shirley McManus, Administrator
Office of Instruction Staff
Jodie Steeley, Administrator

Standard III.B Committee Membership

Co-Chairs:

Jeannine Koshear, Faculty
Sal Lucatero, Classified Professional
Cheryl Sullivan, Administrator

Members:

Christine Miktarian, District Administrator
Seth Yates, Faculty

Additional Review and Input:

Leroy Bibb, District Administrator
Facilities Committee
Glen Foth, District Administrator
Shannon Robertson, District Administrator

Standard III.C Committee Membership

Co-Chairs:

Lili Gao, Classified Professional
Kirk Kawagoe, Faculty
Harry Zahlis, Administrator

Members:

Gennean Bolen, Faculty
Chris Martin, Classified Professional
Leslie Silva, Faculty

Additional Review and Input:

Michael Bourbonnais, Classified Professional
Will Bowlin, Classified Professional
Nathan Clark, Classified Professional
Julian Delgado, Classified Professional
Jacque Gaston, Classified Professional
Joe Lescoulie, Classified Professional
Chris Martin, Classified Professional
Mark Nichols, Classified Professional
Andrew Rocha, Classified Professional
Ryan Rooks, Classified Professional
Doug Schreiner, Classified Professional
Technology Advisory Committee

Standard III.D Committee Membership

Co-Chairs:

Ron Dustin, Faculty
Cheryl Sullivan, Administrator
Teng Vang, Classified Professional

Members:

Mikki Johnson, Administrator
Tammy Maddox, Administrator

Additional Review and Input:

Budget Advisory Committee
Ed Eng, District Administrator
Wil Schofield, District Administrator

Standard IV Committee Membership

Co-Chairs:

Alex Adams, Classified Professional
Carole Goldsmith, Administrator
Bruce Hill, Faculty
Teresa Patterson, Faculty

Members:

Associated Student Government

Barbara Hioco, District Administrator

Cyndie Luna, Faculty

Susi Nitzel, Classified Professional

Dan Scott, Faculty

Jennifer Simonson, Clovis Community College Faculty

Lijuan Zhai, Administrator

Additional Review and Input:

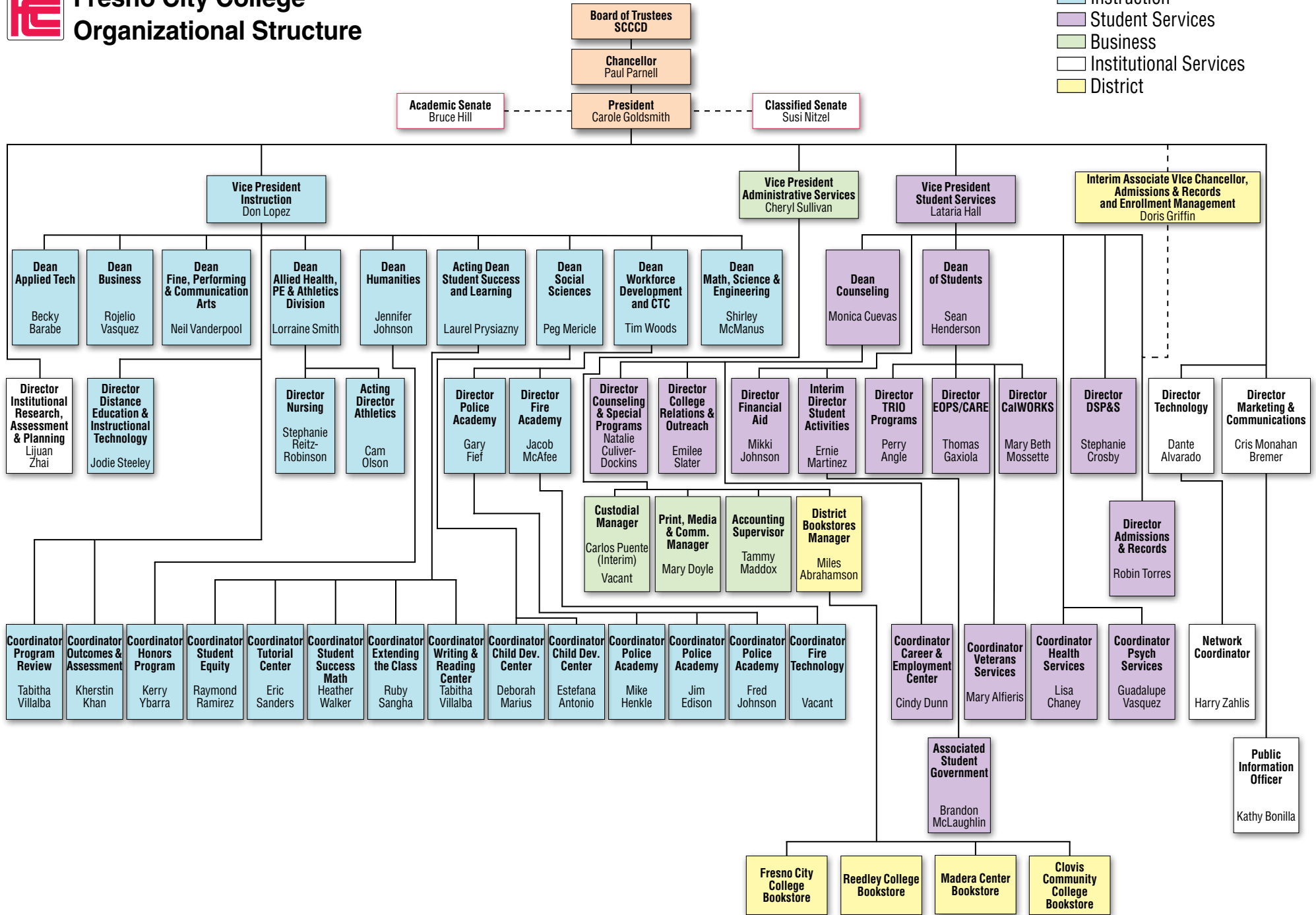
Wendell Stephenson, Faculty

Mary Ann Valentino, Faculty



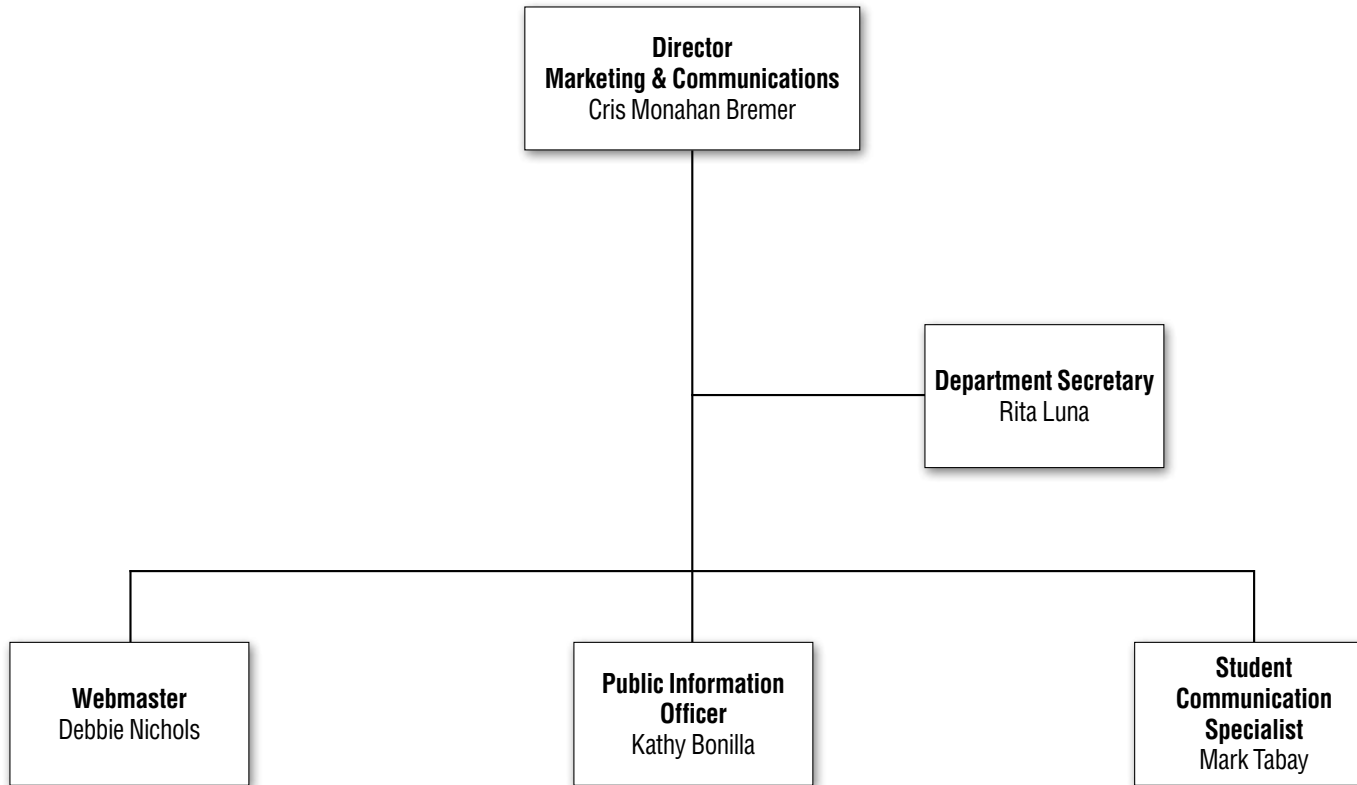
Fresno City College Organizational Structure

- Instruction
- Student Services
- Business
- Institutional Services
- District



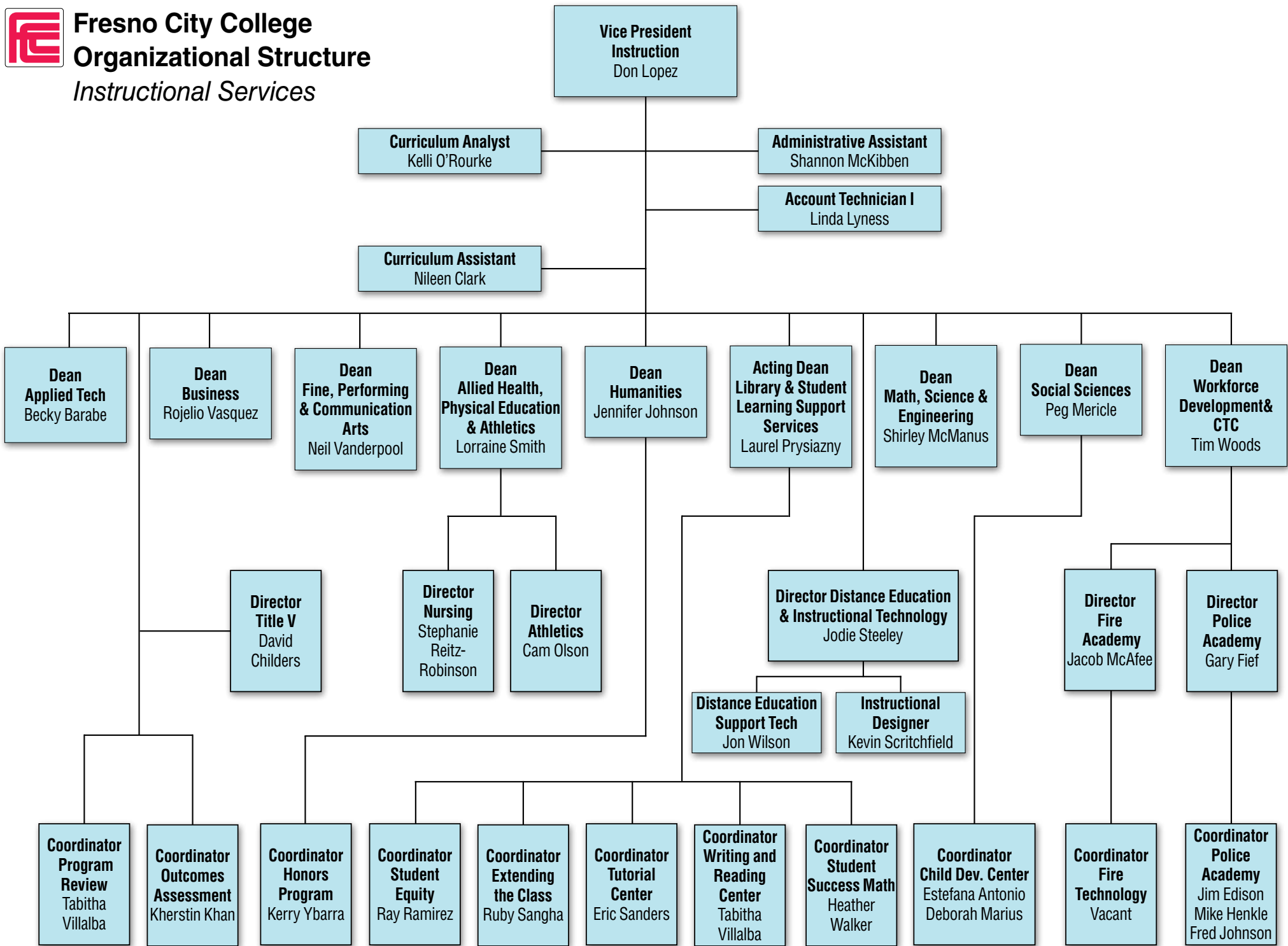


Fresno City College
Organizational Structure
Public Information Office



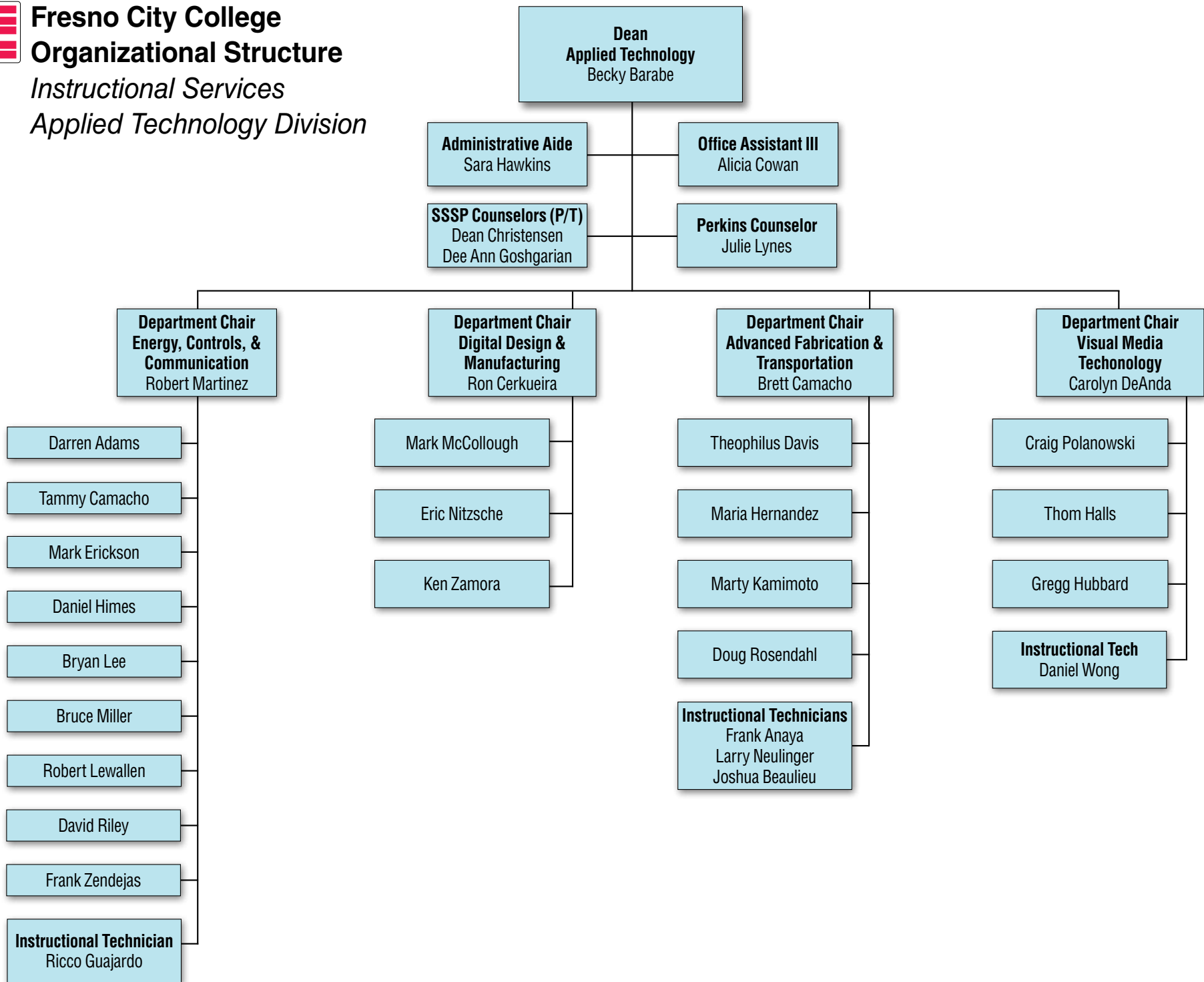


Fresno City College
Organizational Structure
Instructional Services



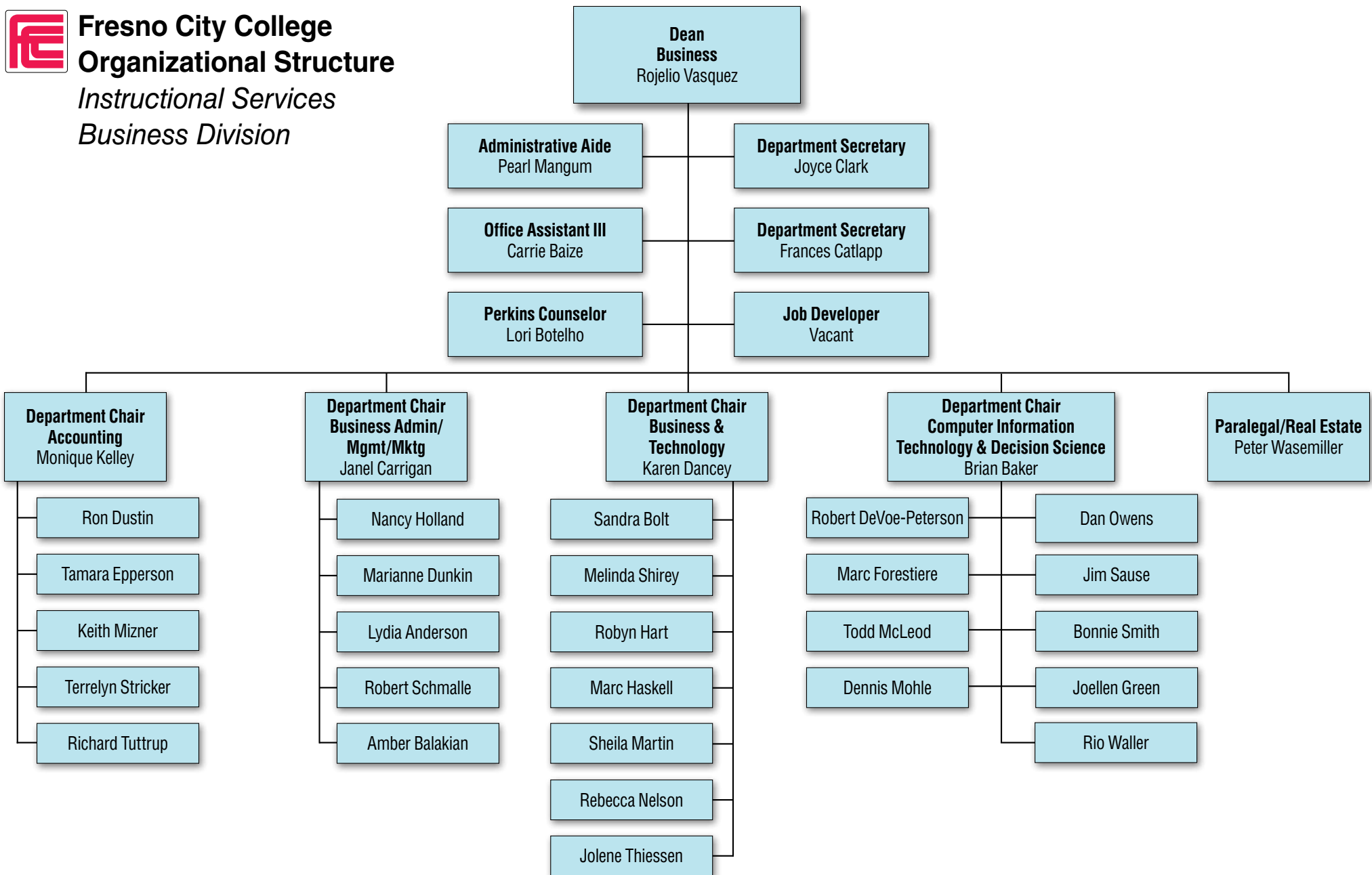


Fresno City College
Organizational Structure
Instructional Services
Applied Technology Division



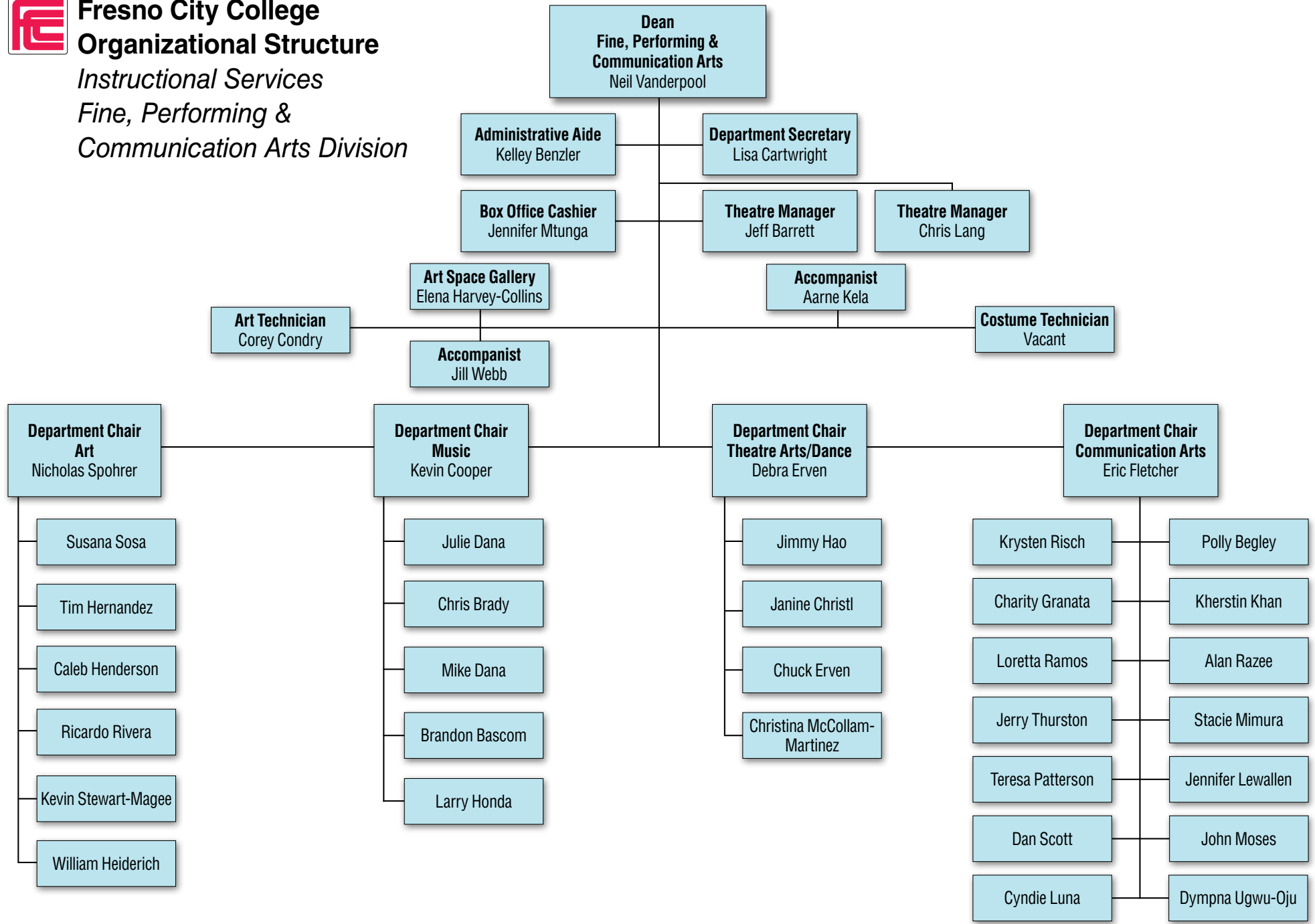


Fresno City College
Organizational Structure
Instructional Services
Business Division



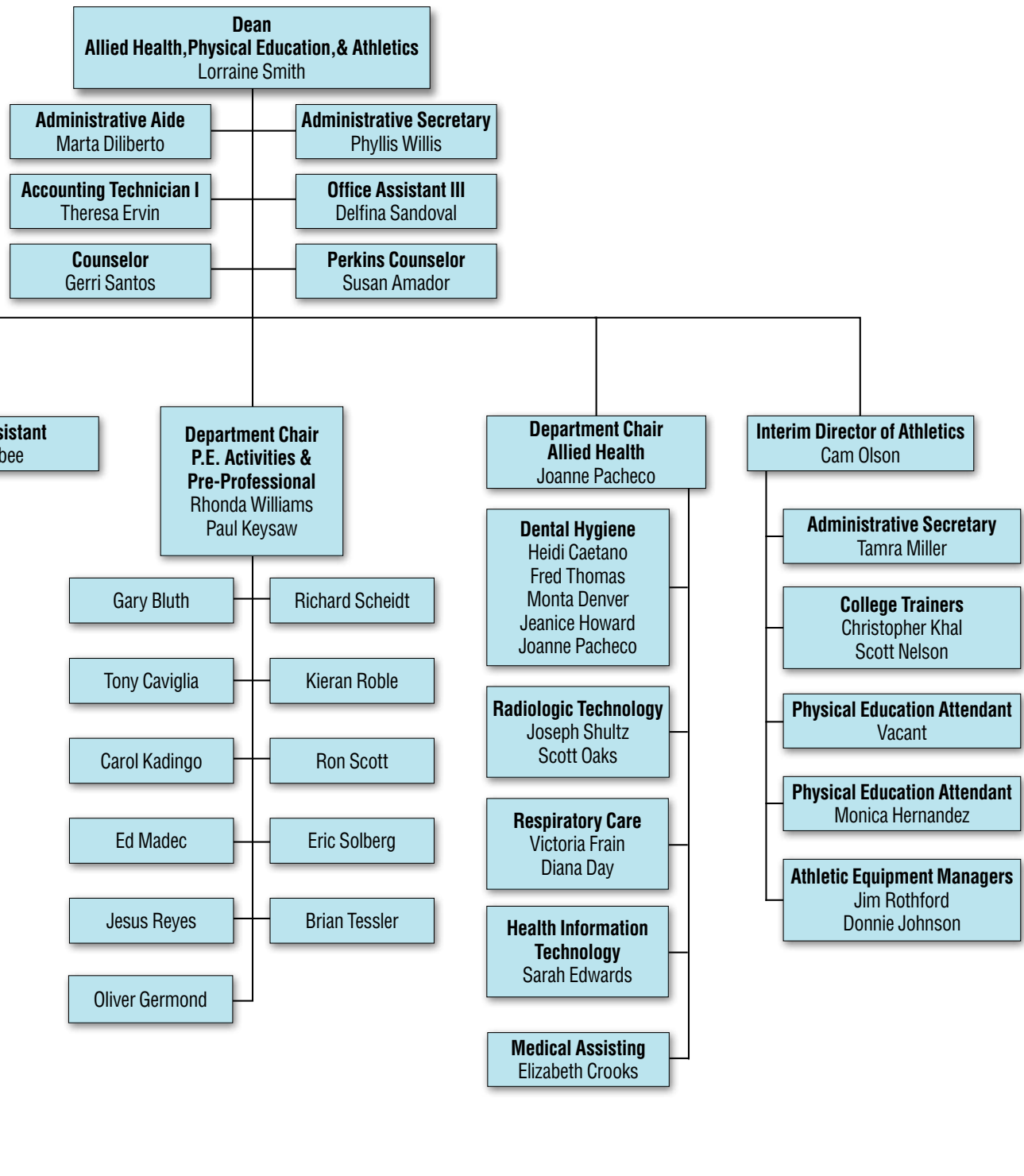


Fresno City College
Organizational Structure
Instructional Services
Fine, Performing &
Communication Arts Division



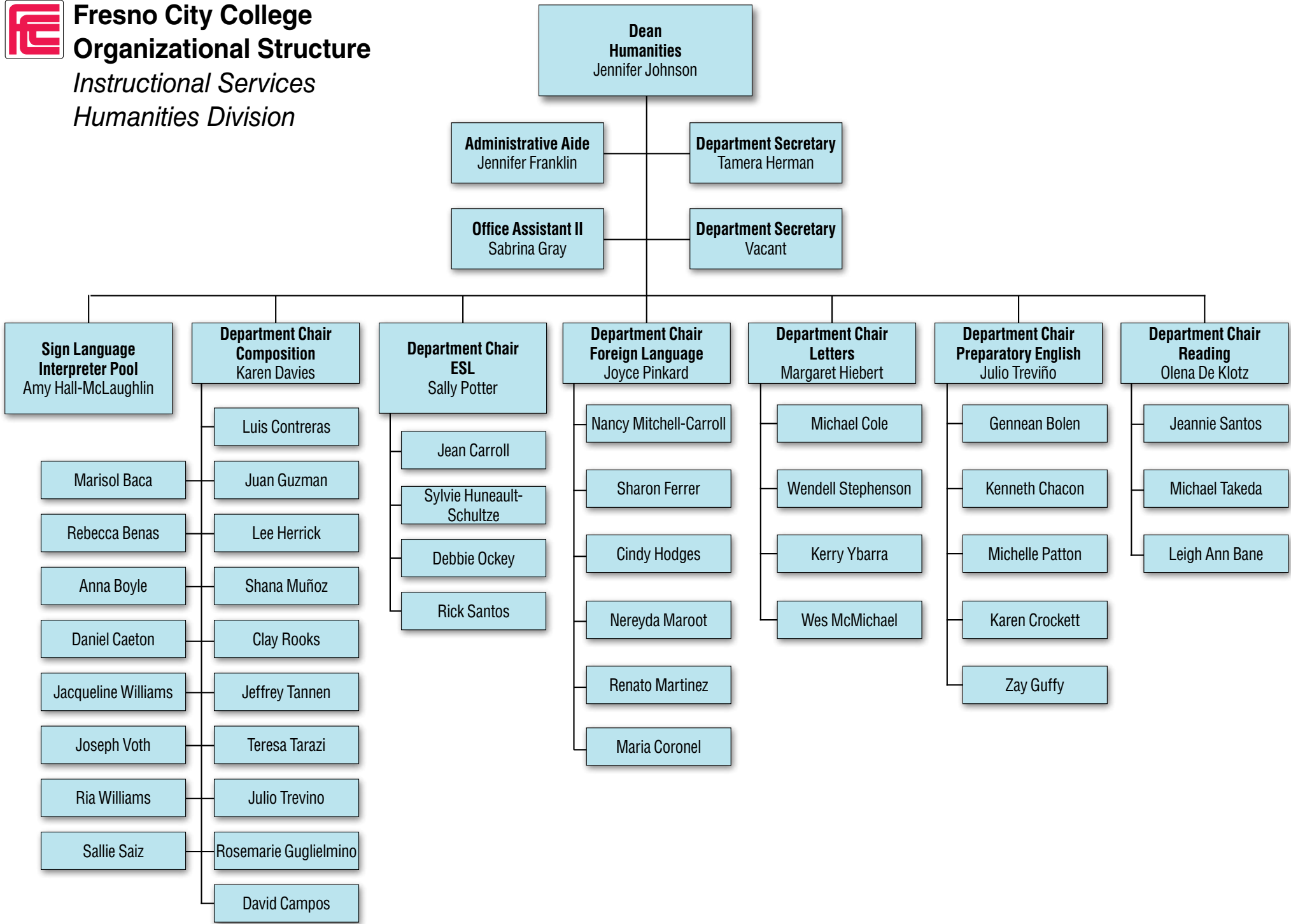


Fresno City College
Organizational Structure
Instructional Services
Allied Health, Physical Ed
& Athletics Division



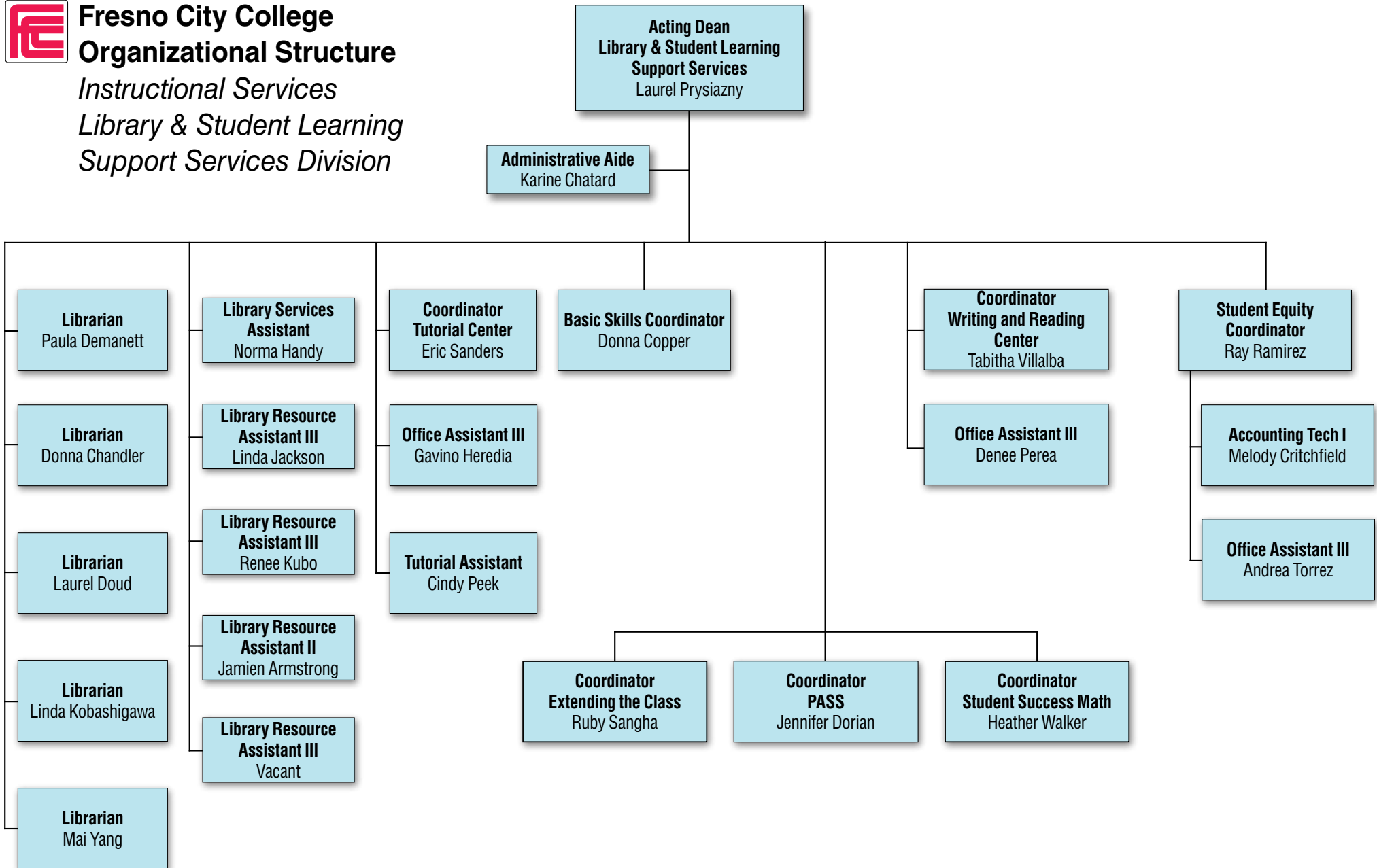


Fresno City College
Organizational Structure
Instructional Services
Humanities Division



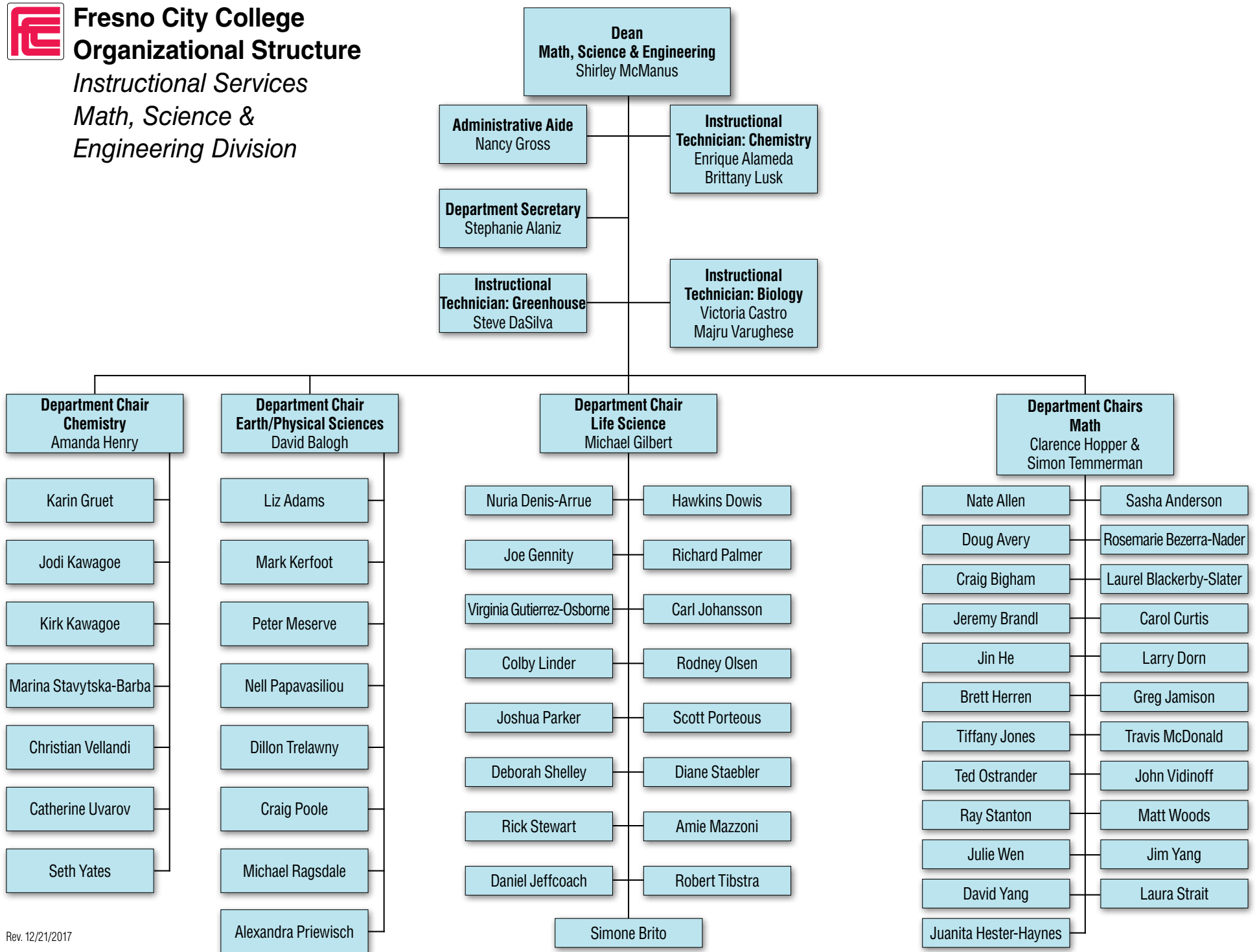


Fresno City College
Organizational Structure
Instructional Services
Library & Student Learning
Support Services Division





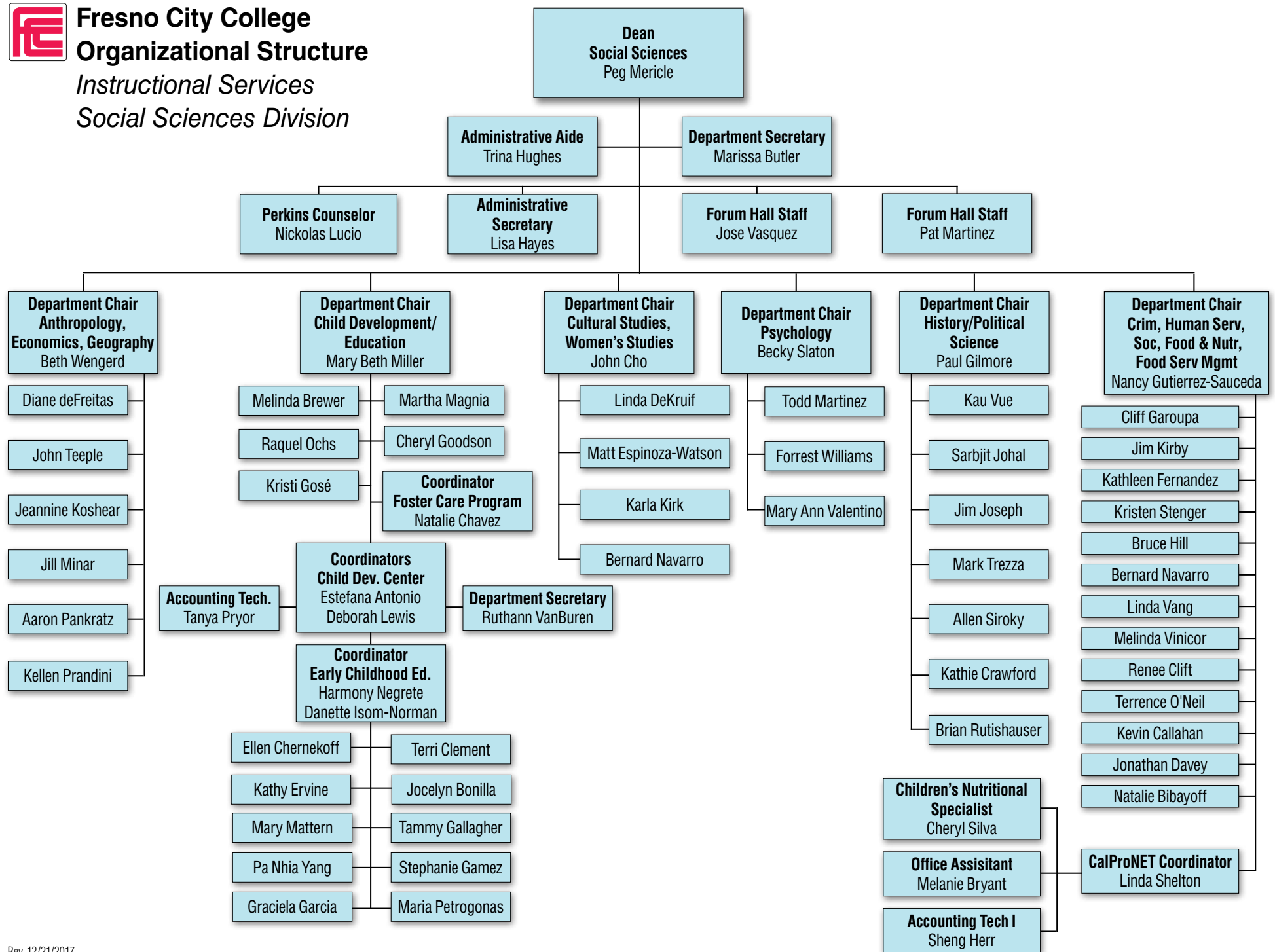
Fresno City College
Organizational Structure
Instructional Services
Math, Science & Engineering Division



Rev. 12/21/2017



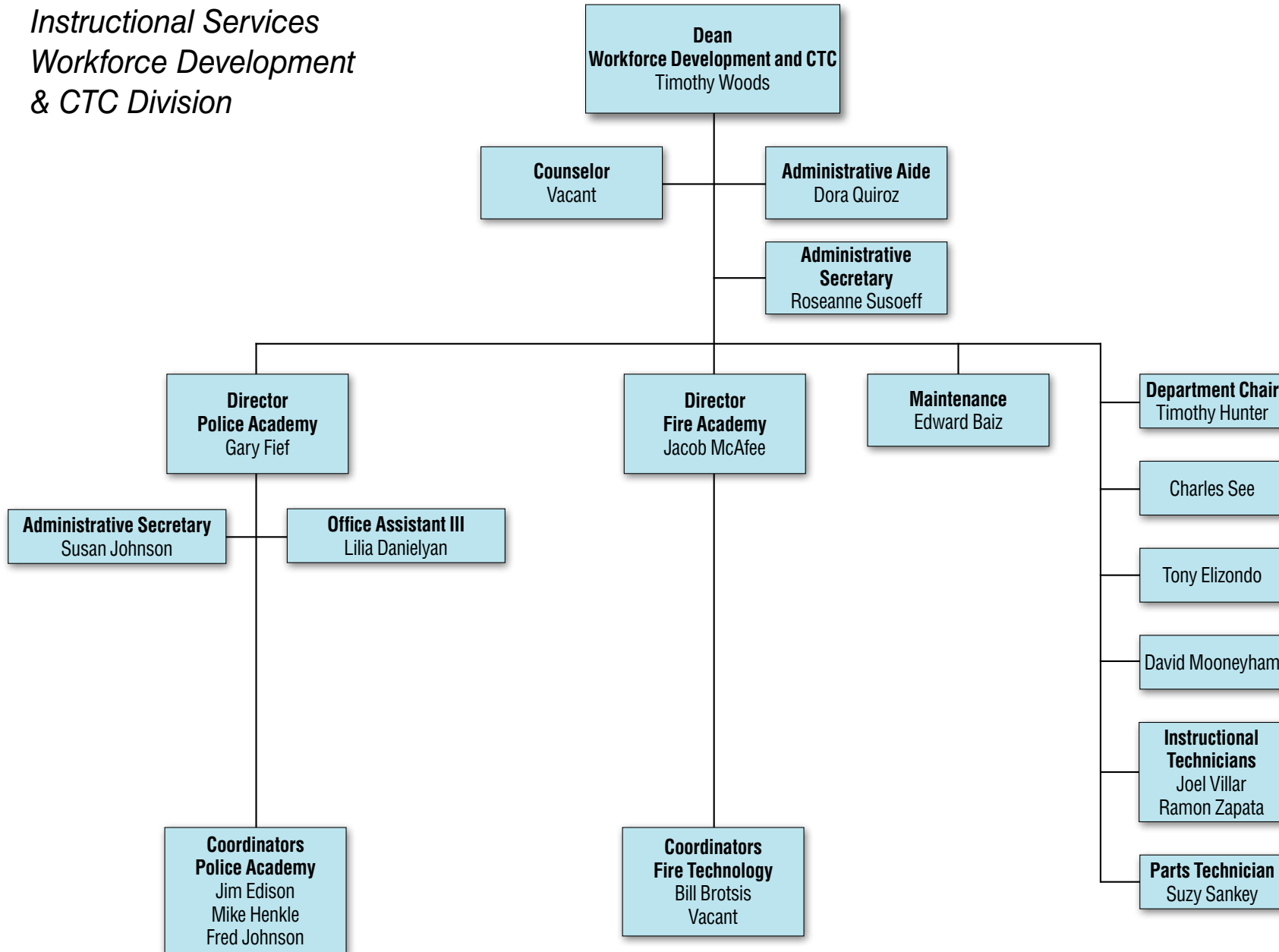
Fresno City College
Organizational Structure
Instructional Services
Social Sciences Division





Fresno City College Organizational Structure

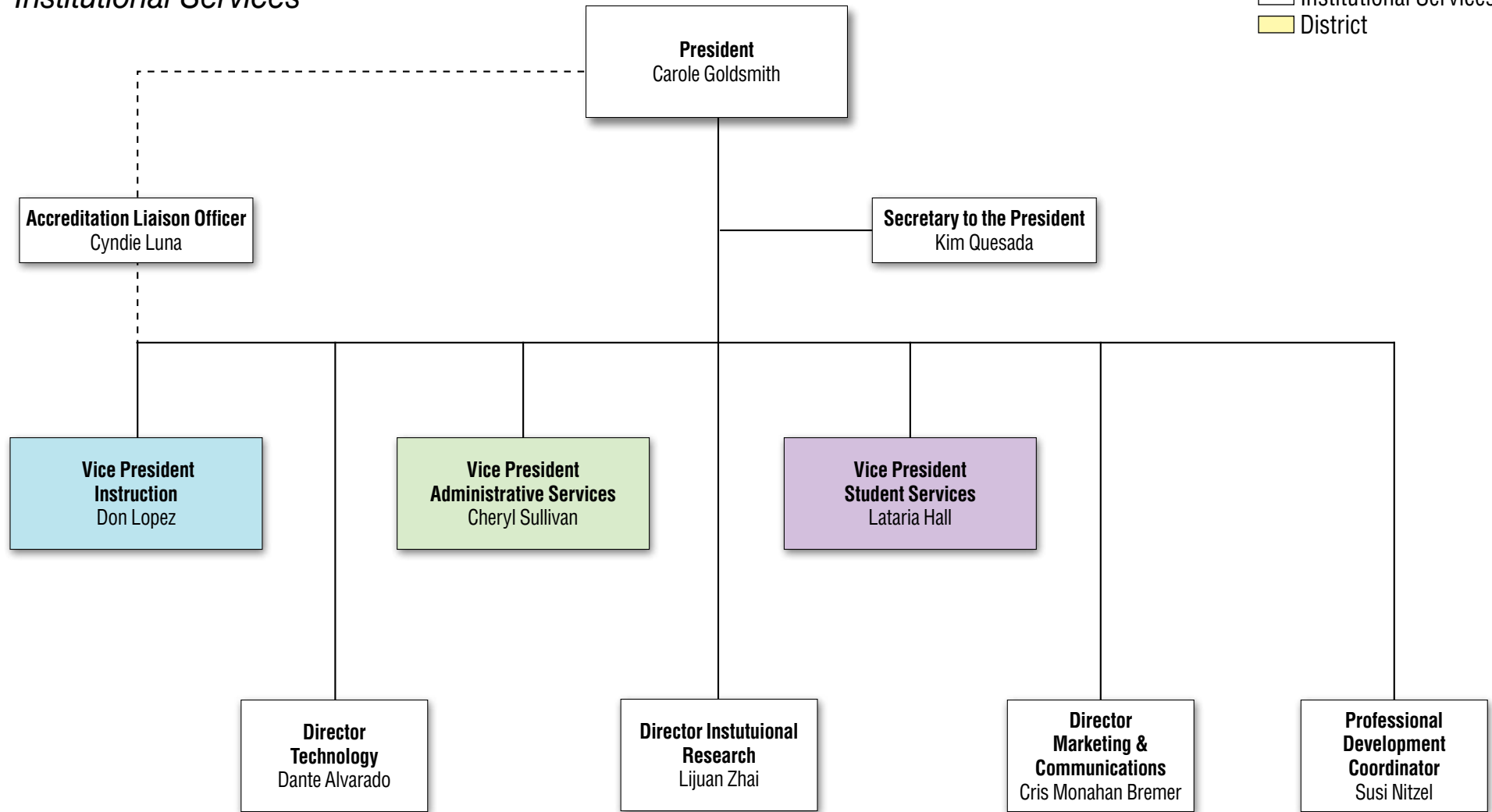
*Instructional Services
Workforce Development
& CTC Division*





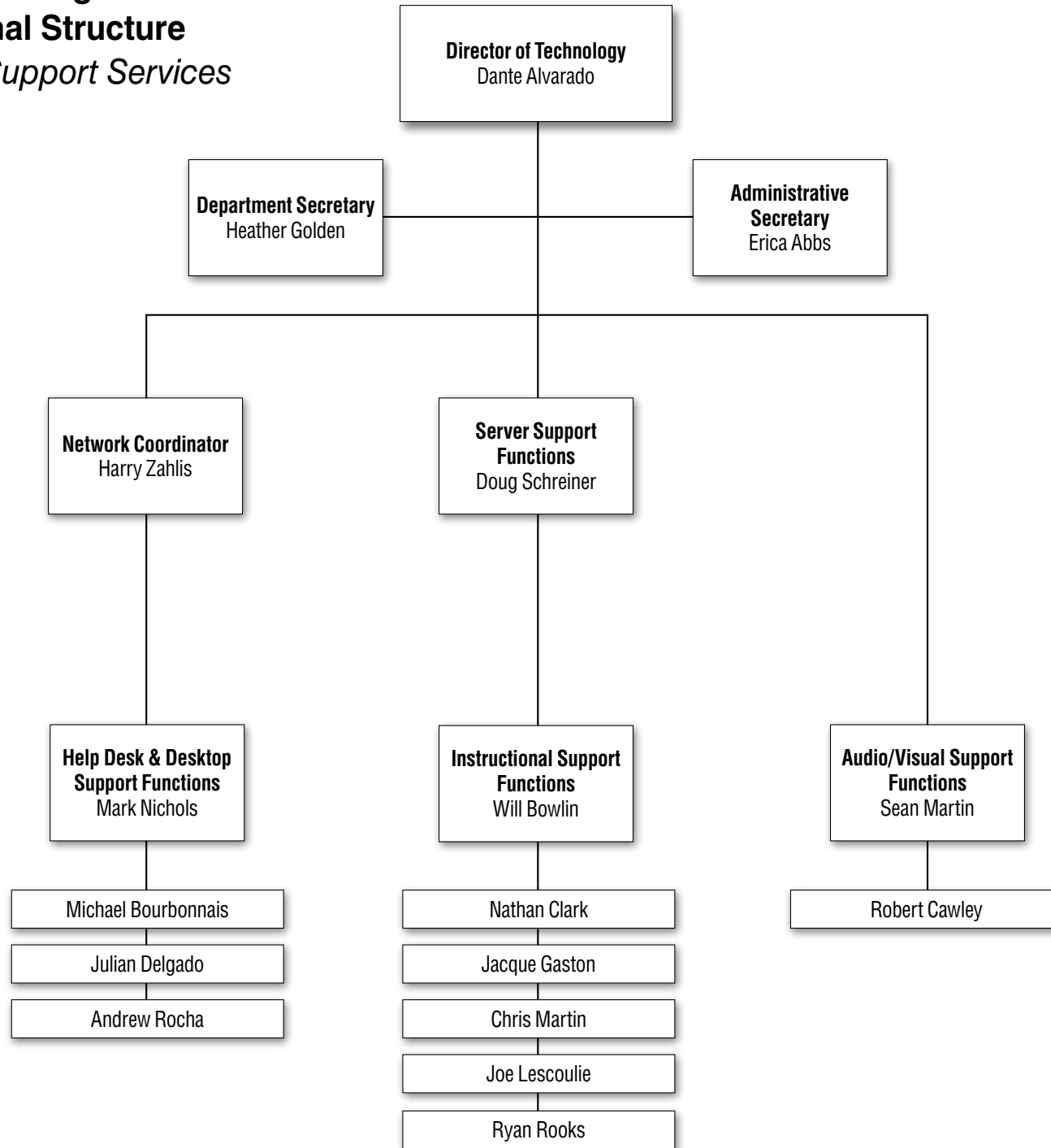
Fresno City College Organizational Structure *Institutional Services*

- Instruction
- Student Services
- Business
- Institutional Services
- District



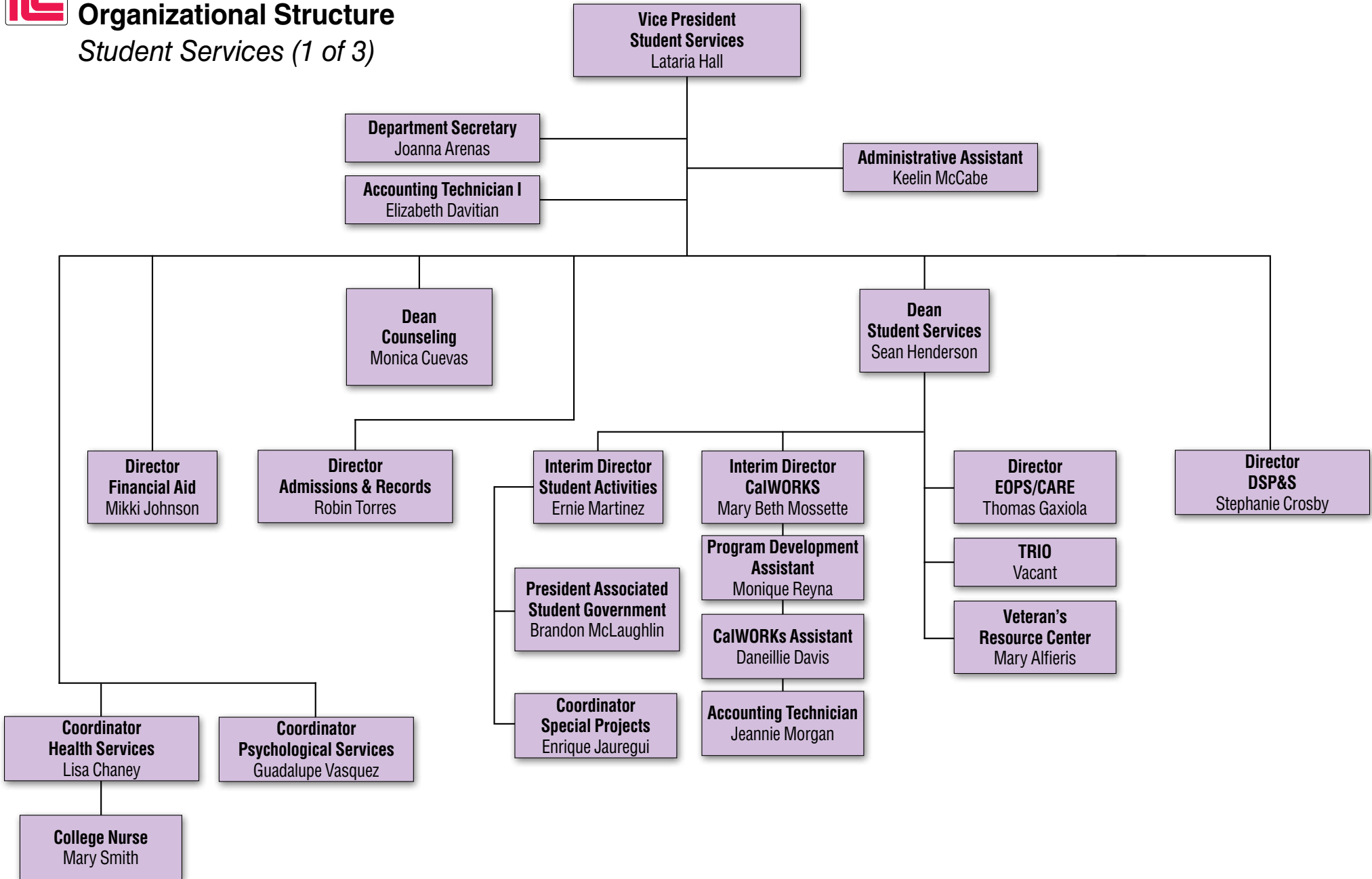


Fresno City College
Organizational Structure
Technology Support Services



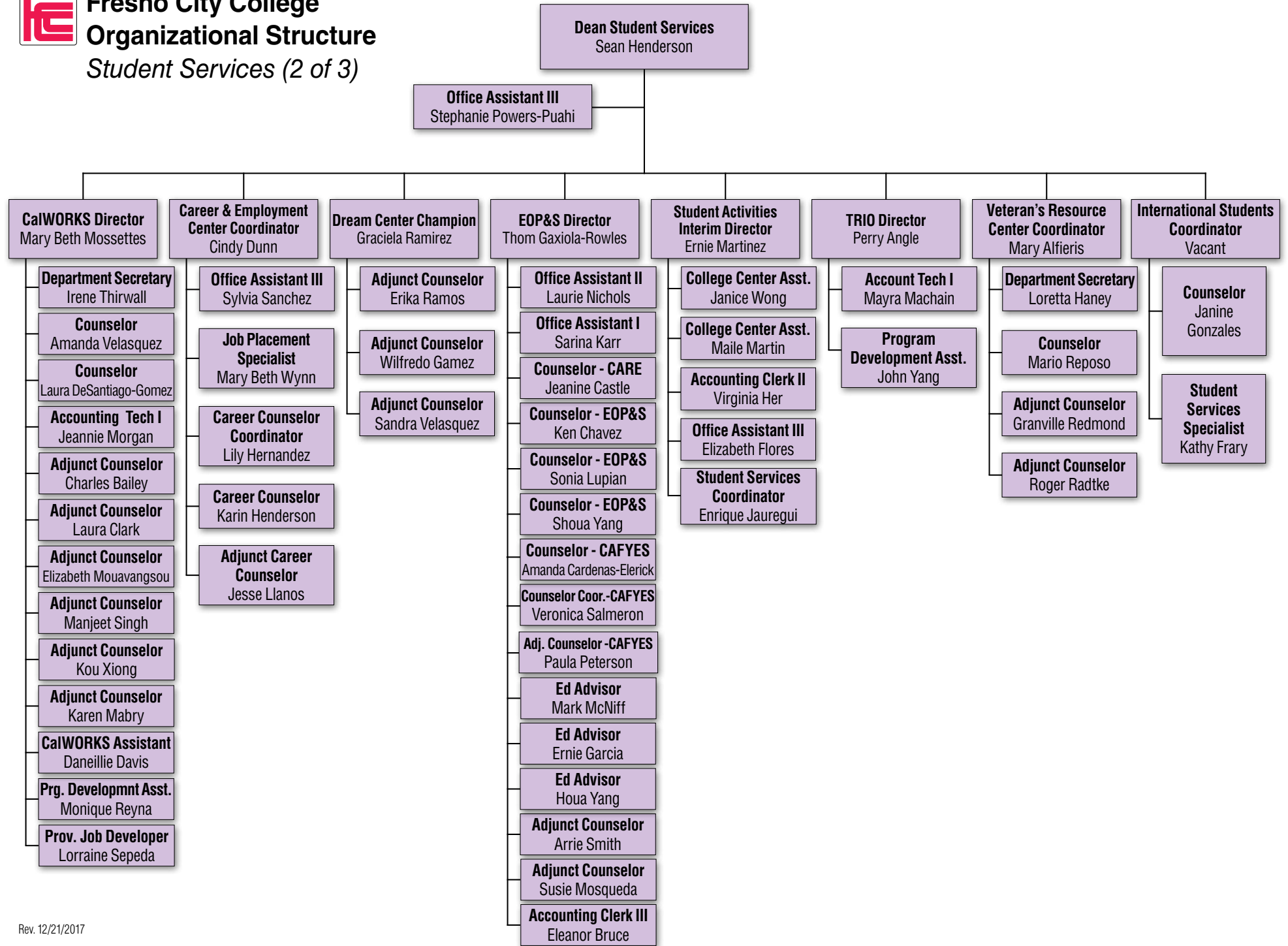


Fresno City College
Organizational Structure
Student Services (1 of 3)



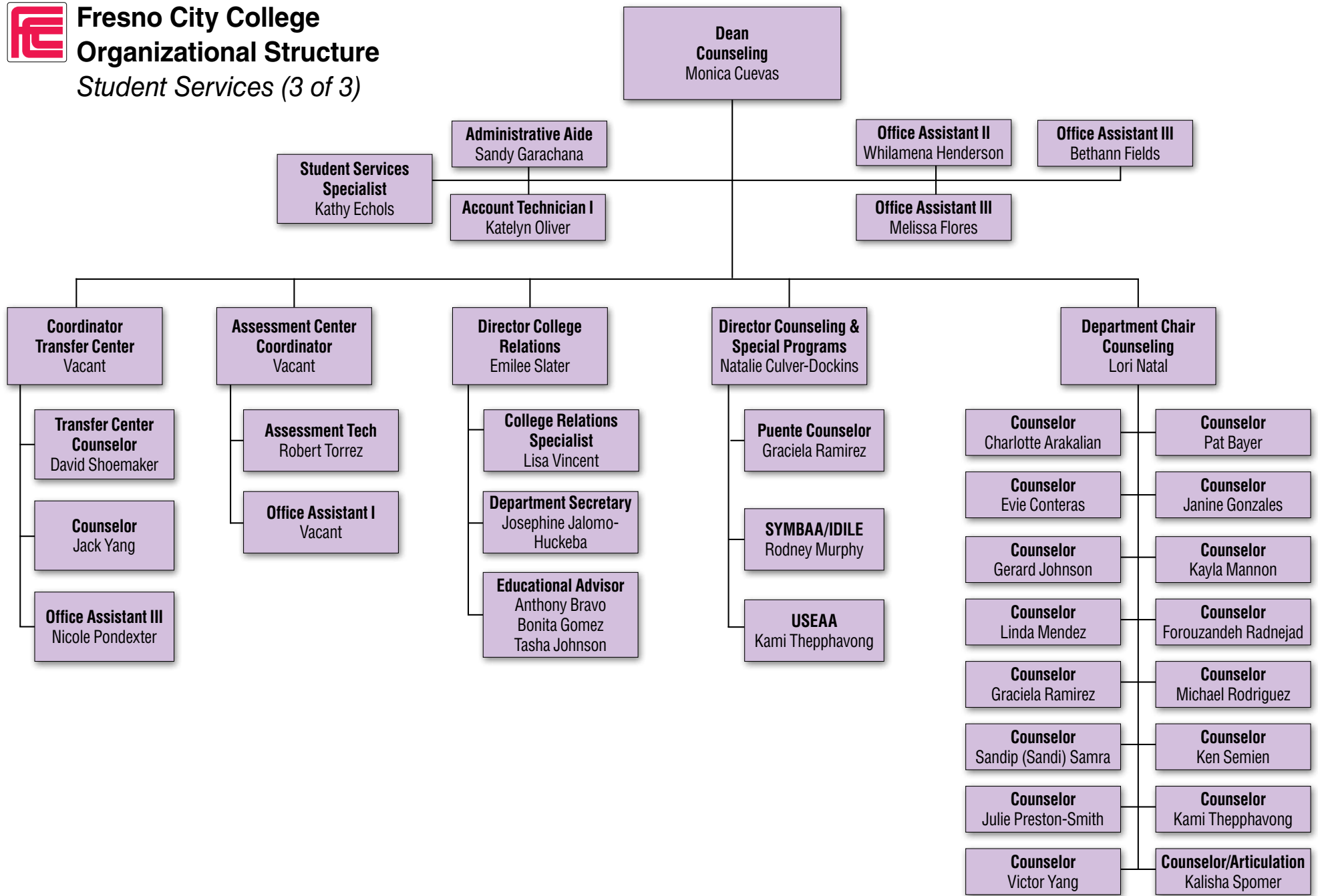


Fresno City College
Organizational Structure
Student Services (2 of 3)





Fresno City College
Organizational Structure
Student Services (3 of 3)

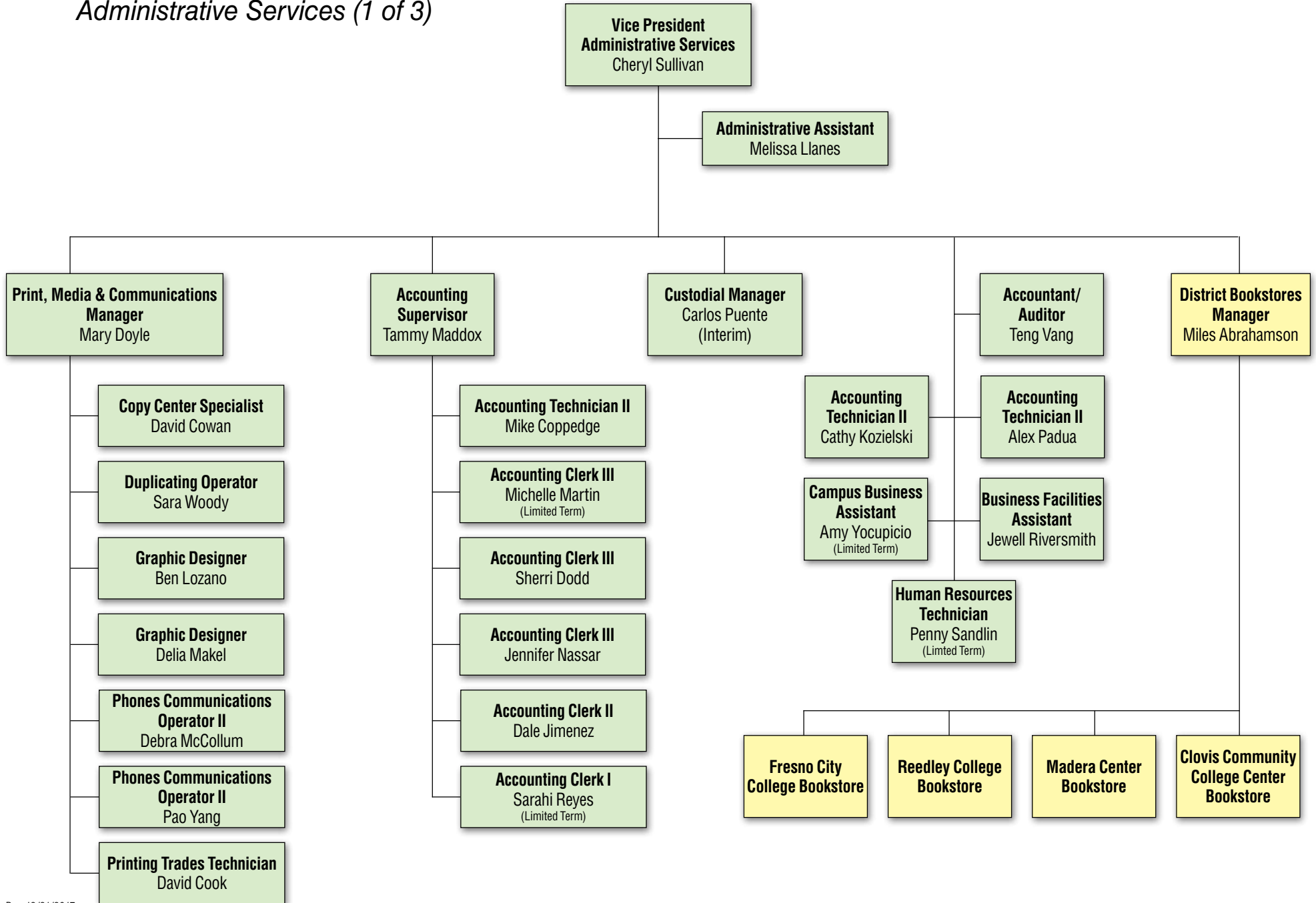




Fresno City College Organizational Structure

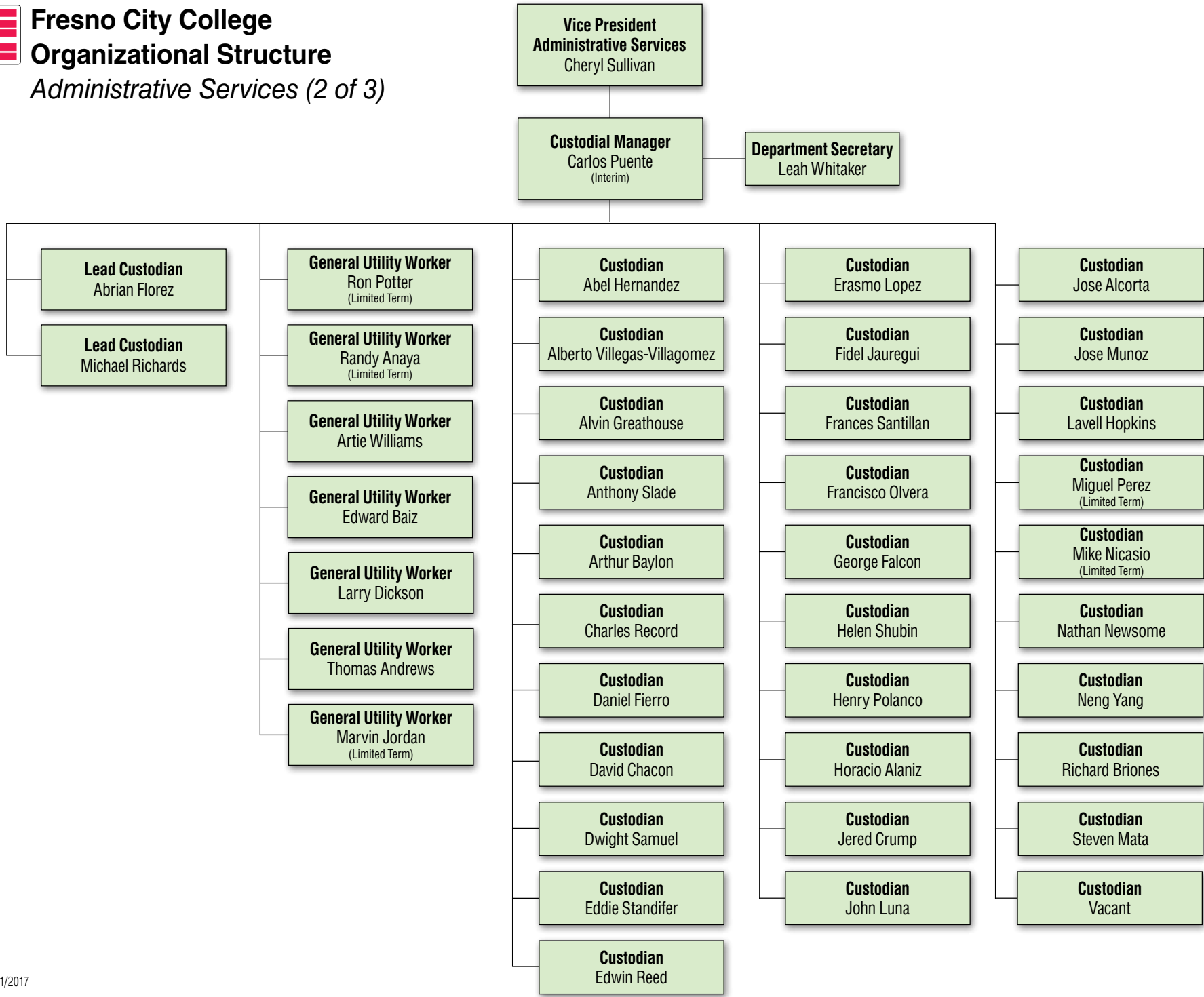
Administrative Services (1 of 3)

Administrative Services
 District





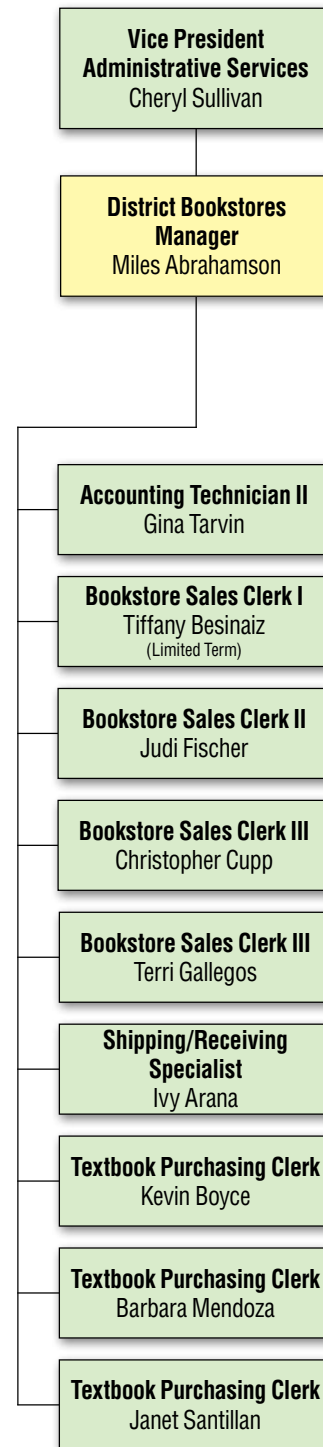
Fresno City College
Organizational Structure
Administrative Services (2 of 3)





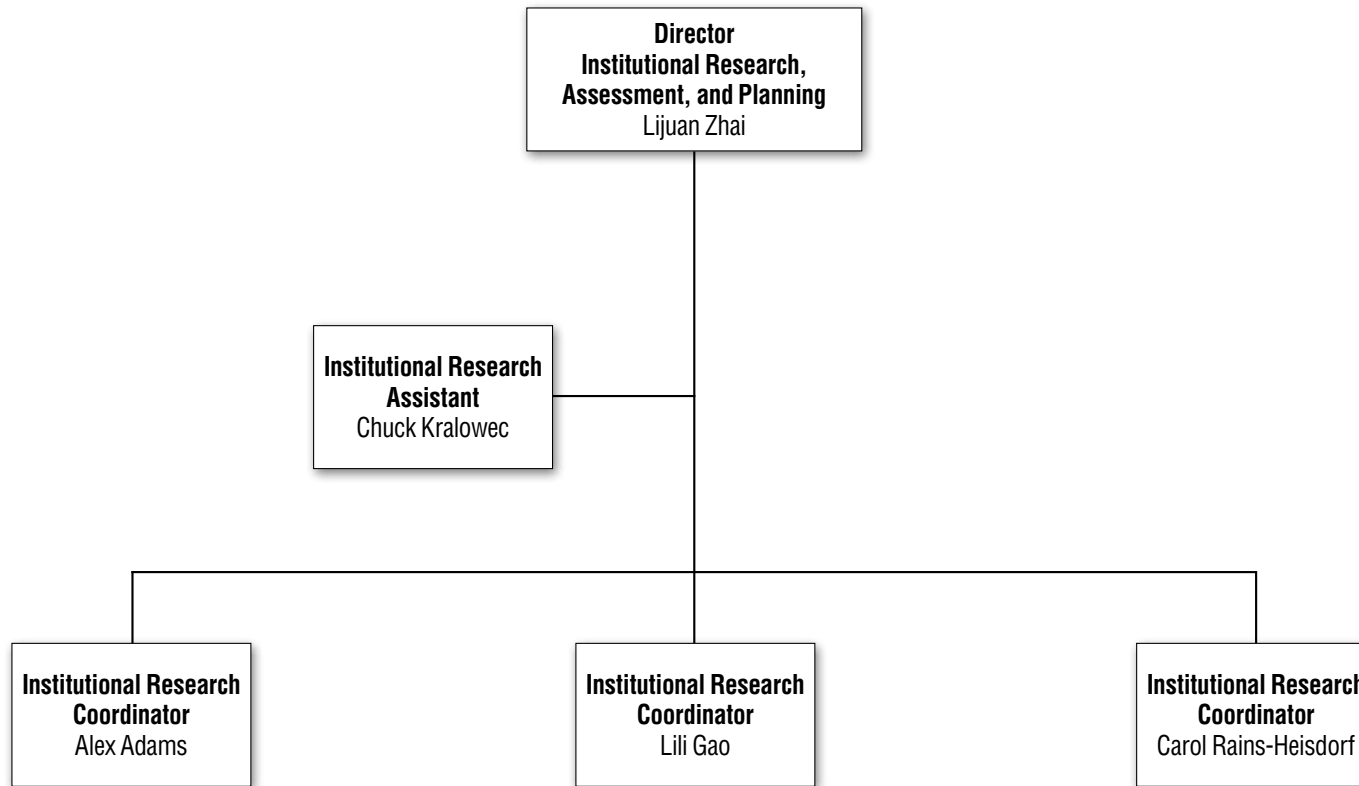
Fresno City College
Organizational Structure
Administrative Services (3 of 3)

Administrative Services
District





Fresno City College
Organizational Structure
Institutional Services



District-College Functional Map

The District-College Functional Map outlines the following responsibilities of the District and the colleges as they relate to Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards:

- primary responsibility leadership and oversight of a given function
- secondary responsibility support of a given function as well as the mutual responsibility for leadership
- oversight of both the District and the colleges

Key:

P = Primary Responsibility Leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement

S = Secondary Responsibility Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility

B = Both The District and the **College** are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – District and College Mission Statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A.	Mission	College	District
1.	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S

3.	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
B.	Assuring Academic Quality and Institutional Effectiveness	College	District
Academic Quality			
1.	The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	N/A
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	N/A
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
Institutional Effectiveness			
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S

8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	B	B
C.	Institutional Integrity	College	District
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	S
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S

7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	B	B
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	N/A
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	B	B
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	B	B

14.	The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B
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Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A.	Instructional Programs	College	District
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	N/A
3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	N/A

4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	N/A
5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	N/A
7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	N/A
9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program-level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	N/A

12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	N/A
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	N/A
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	N/A
15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	N/A
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	N/A
B.	Library and Learning Support Services	College	District
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	N/A

2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	N/A
4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	N/A
C.	Student Support Services	College	District
1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	N/A
2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S

4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	N/A
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	N/A
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	B	B
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	B	B
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A.	Human Resources	College	District
1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	B	B

6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	B	B
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S
10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	B	B
12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	B	B
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	P	S
14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	B	B

B.	Physical Resources	College	District
1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C.	Technology Resources	College	District
1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	P	S
2.	The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	B	B
3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	B	B
4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

D.	Financial Resources	College	District
Planning			
1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
Fiscal Responsibility and Stability			
4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	B	B
6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	B	B
8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	B	B

9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	B	B
Liabilities			
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund- raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
Contractual Agreements			
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.	Decision-Making Roles and Processes	College	District
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B
2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	B	B
3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S

5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B
6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B
B.	Chief Executive Officer	College	District
1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.	P	S
2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S

4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
C.	Governing Board	College	District
1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N/A	P
4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N/A	P

8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N/A	P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N/A	P
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P

D.	Multi-College Districts or Systems	College	District
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority, and responsibility between the colleges and the district/system.	S	P
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	N/A	P
3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4.	The CEO of the district or system delegate's full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N/A	P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	B	B
6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Catalog Requirements	College	District
<p>The following list of required information must be included in the college catalog.</p> <ul style="list-style-type: none"> • General Information • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors if any • Course, Program, and Degree Offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length, • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	P	S
<p>Requirements</p> <ul style="list-style-type: none"> • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation and Transfer 	P	S
<p>Major Policies and Procedures Affecting Students</p> <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits² • Transcripts • Grievance and Complaint Procedures • Sexual Harassment 	P	S

Governance Structure

Councils

Management Council
President's Advisory Council
President's Executive Council
Strategic Planning Council

Chair(s)

Dr. Carole Goldsmith
Dr. Carole Goldsmith
Dr. Goldsmith
Donna Cooper, Susan Johnson

Advisory Committees

Budget
Distance Education
Enrollment Management
Facilities
Human Resources
Institutional Research & Effectiveness
Outcomes and Assessment
Program Review
Student Equity
Technology

Chair(s)

Cheryl Sullivan
Sally Potter
Barbara Blanchard
Cheryl Sullivan
Trina Hughes
Paula Demanett, Rick Santos
Kherstin Khan
Tammy Camacho
Ray Ramirez
Harry Zahlis

Standing Committees

Accreditation Steering Committee
Commencement Committee
Financial Aid Appeals Committee
Professional Development Committee
Scholarship Committee
Speakers Forum

Chair(s)

Cyndie Luna
Sean Henderson
Mikki Johnson
Susi Nitzel
Josephine Llanos
Paul Gilmore

Senates

Academic Senate
Classified Senate
Associated Student Government

President

Bruce Hill
Susi Nitzel
Brandon McLaughlin

Programmatic Accreditation

Fresno City College has career technical programs in the Career and Technology Center and Allied Health Division that undergo external evaluation and are accredited by industry-specific agencies. Each program is noted below, along with the associated accrediting body's name and contact information.

Associate Degree Nursing (ADN) Program

The ADN program is approved by the State of California Board of Registered Nursing (BRN), a division of the California Department of Consumer Affairs and the Commission for Education in Nursing, Inc.

Commission for Education in Nursing

Board of Registered Nursing (BRN)

P.O. Box 944210 Sacramento,

CA 94244-2100 (916) 322-3350

<http://www.rn.ca.gov>

<http://www.rn.ca.gov/education/rnprograms.shtml#adn>

Dental Hygiene Program

The Dental Hygiene program is accredited by the American Dental Association, Commission on Dental Accreditation and by the Board of Dental Examiners, a division of the California Department of Consumer Affairs.

American Dental Association

Commission on Dental Accreditation

211 Chicago Avenue

Chicago, IL 60611-2678

(800) 621-8099

<http://www.ada.org/en/coda/accreditation>

Police Academy

The Police Academy and Peace Officer Training Courses are certified under the California Commission on Peace Officer Standards and Training (POST). All Corrections and Probation Courses are certified by the Standards and Training for Corrections (STC).

Commission on Peace Officer Standards and Training

860 Stillwater Road, Suite 100

West Sacramento, CA 95605

(916) 227-3909

<https://www.post.ca.gov/about-us.aspx>

Radiologic Technology Program

The Radiologic Technology program is approved by the California Department of Public Health, Radiologic Health Branch, and accredited by the Joint Review Committee on Education in Radiologic Technology.

California Department of Public Health (CDPH)

Radiologic Health Branch (RHB)

P.O.Box 997414, MS 7610

Sacramento, CA 95899

(916) 558-1784

<https://www.cdph.ca.gov/Programs/CEH/DRSEM/Pages/RHB.aspx>

Joint Review Commission on Education in Radiologic Technology (JRCRT)

20 N.Wacker Drive, Suite 2850

Chicago, IL 60606-3182

(312) 704-5300

<http://www.jrcert.org/>

<https://portal.jrcertaccreditation.org/accredited-educational-programs/search>

Respiratory Care Practitioner Program

The Respiratory Care Practitioner program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Commission on Accreditation for Respiratory Care (CoARC)

1248 Harwood Road, Bedford, TX 76021-4244

Phone: 1-817-283-2835, Fax: 1-817-354-8519

<http://www.coarc.com>

Certification of Continued Institutional Compliance with Eligibility Requirements

ER 1: Authority - The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

As the first community college in California, Fresno City College operates under the authority of the State of California, the Board of Governors of the California Community College, and the Board of Trustees of the State Center Community College District as stipulated in Board Policy 1100. Fresno City College is continuously accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institution accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

Evidence: [ER.01](#), [ER.02](#), [ER.03](#)

Conclusion: Fresno City College meets Eligibility Requirement 1.

ER 2: Operational Status - The institution is operational, with students actively pursuing its degree programs.

Fresno City College enrolls approximately 25,000 students per semester. Students are enrolled in a variety of courses that lead to transfer, associate of arts degrees, associate degree of transfer, associate of science degree, certificates of completion, and certificates of achievement. Fresno City College publishes and posts on its web site the Schedule of Classes that includes all courses offered on the College campuses.

Evidence: [ER.04](#), [ER.05](#), [ER.06](#), [ER.07](#)

Conclusion: Fresno City College meets Eligibility Requirement 2.

ER 3: Degrees - A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Degree opportunities and transfer courses are clearly identified in the college catalog. Fresno City College offers over 2,000 course sections every semester, of which 89 percent are either degree or transfer-level. Approximately 86 percent of students enroll in these courses. Each year, FCC awards over 2,000 associate degrees and certificates.

Evidence: [ER.08](#), [ER.09](#), [ER.10](#), [ER.11](#)

Conclusion: Fresno City College meets Eligibility Requirement 3.

ER 4: Chief Executive Officer - The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Board of Trustees approves the recommendation from the chancellor for the selection of college presidents. The president has the ultimate responsibility for ensuring that the College complies with all board policies, and state and federal laws and regulations. The president's chief responsibility is to provide direct oversight to Fresno City College, although she is expected to contribute to district wide and community endeavors. In April 2015, after the unexpected passing of the college president, a search was conducted and an interim president was selected to serve through May 20, 2016. The current president was approved by the Board of Trustees and began serving in August 2016.

Evidence: [ER.12](#), [ER.13](#), [ER.14](#), [ER.15](#)

Conclusion: Fresno City College meets Eligibility Requirement 4.

ER 5: Financial Accountability - The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent auditor audits the College as part of the District's overall annual audit. An independent firm audits the District annually and evaluates internal controls. As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of District compliance with various provisions of laws, regulations, contracts, and grants. The audit report discloses results of these tests with immediate feedback, and from this feedback, the District implements recommendations within the next audit cycle.

The default rate for Fresno City College falls within an acceptable range. The College's most current three-year official cohort (2013) default rate is 23.4 percent, which is below the 30% established threshold. Our 2014 three-year draft cohort default rate is 20 percent, which is also within the acceptable range. The Financial Aid Department files a yearly Fiscal Operations Report and Application to Participate (FISAP) report and prepares yearly close out of Common Origination and Disbursement (COD).

Evidence: [ER.16](#), [ER.17](#), [ER.18](#)

Conclusion: Fresno City College meets Eligibility Requirement 5.

Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third-Party Comment [Regulation Citation: 602.23(b)]			
Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.</p>	<ul style="list-style-type: none"> FCC provided individuals the opportunity to make third-party comments about the evaluation visit through three key delivery methods: online, in writing, and verbally. Interested Parties have been encouraged to file written and signed comments (including affiliation) with a return address and telephone number. 	<p>IC.12 IC.13</p>	<p>21</p>
<p>The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.</p>	<ul style="list-style-type: none"> The College has not received any notification of third-party comments and is prepared to work with the visiting team and the Commission if any third-party comments of concern are received. 	<p>IC.12 IC.13</p>	<p>21</p>
<p>The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.</p>	<ul style="list-style-type: none"> FCC has provided the College community and the public access to the correct link so that third-party comment can meet the Commission requirements. The College ensures the FCC Accreditation web page provides accurate information to meet the expectation to inform the public in ample time for adequate comment before the team visit (five weeks before the scheduled Commission consideration). 	<p>IC.12 IC.13</p>	<p>21</p>
Conclusion			
<p>The College complies with the Commission Policy on Public Notification of an Evaluation Team Visit and Third-Party Comment. The College has reviewed the checklist items and meets the Commission's requirements.</p>			

Standards and Performance with Respect to Student Achievement
 [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</p>	<ul style="list-style-type: none"> • The College has defined elements of student achievement by establishing the FCC Institutional Effectiveness Index (IEI). • The IEI identifies the expected measure of performance for each element, including course completion. • The measures are appropriate and align with the College mission. 	<p>IA.2 IB.2 IB.3 IIA.1</p>	<p>11</p>

Standards and Performance with Respect to Student Achievement
 [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</p>	<ul style="list-style-type: none"> • Instructional programs use the established elements of the FCC IEI and the expected measure of performance when evaluating program achievement outcomes. • FCC IEI includes job placement rates for program completers and licensure examination for program completers. 	<p>IA.2 IB.2 IB.3 IIA.1</p>	<p>11</p>

Standards and Performance with Respect to Student Achievement
 [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.</p>	<ul style="list-style-type: none"> • The College integrated planning processes utilize the institution set standards for self-evaluation and institutional improvement. • The College regularly reports the results through annual analysis of the achievement of Strategic Goals. • The IEI elements are used for analysis in the program review process resulting in unit goals and resource requests when appropriate. 	<p>IA.2 IB.2 IB.3 IIA.1</p>	<p>11</p>
<p>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</p>	<ul style="list-style-type: none"> • The College program review process requires units to analyze student achievement as it relates to the IEI. • Programs identify measures for continuous improvement and develop goals that align with the Colleges strategic plan. 	<p>IA.2 IB.2 IB.3 IIA.1</p>	<p>11</p>
Conclusion			
<p>The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement. The College has reviewed the checklist items and meets the Commission’s requirements.</p>			

Credits, Program Length, and Tuition [Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]			
Item	Compliance Summary	Standards	Eligibility Requirement
Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).	<ul style="list-style-type: none"> Board policy codifies the minimum program length of 60 units with at least a 2.0 average in all courses applicable to the associate degree and is within the range of good practice in higher education. Procedures for determining a credit hour are established by the California Community Colleges Chancellor's Office and are published in its program and course approval handbook. Courses and programs are approved under the California Education Code. The curriculum approval process adheres to federal regulations and Title 5 expectations. The Curriculum Committee, a subcommittee of the Academic Senate, oversees the curriculum review process that all programs follow on a regular 5-year cycle 	IIA.1 IIA.5 IIA.9 IIA.10 IIA.11 IIA.12	9 10 12
The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).	<ul style="list-style-type: none"> Board policy codifies the minimum program length of 60 units with at least a 2.0 average in all courses applicable to the associate degree Courses and programs are approved under the California Education Code. The curriculum approval process adheres to federal regulations and Title 5 expectations. The Curriculum Committee reviews all course and degree proposals or revisions to verify minimum requirements are met. 	IIA.1 IIA.5 IIA.9 IIA.10 IIA.11 IIA.12	9 10 12
Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).	<ul style="list-style-type: none"> The College provides information on tuition in the college catalog and is consistent across degree programs. 	IC.2 IC.6	20

Credits, Program Length, and Tuition [Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]			
Item	Compliance Summary	Standards	Eligibility Requirement
Any clock-hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.	<ul style="list-style-type: none"> The College adheres to clock-hour conversion. The FCC Financial Aid Office uses Formula 4 in accordance with 34 CFR 690.63(a) and (e) to calculate award amounts for Automotive Collision Repair, Automotive Mechanics, and Maintenance Mechanics programs. 	IIA.9	10
The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.	<ul style="list-style-type: none"> Board policy codifies the minimum program length of 60 units with at least a 2.0 average in all courses applicable to the associate degree and is within the range of good practice in higher education. Procedures for determining a credit hour are established by the California Community Colleges Chancellor's Office and are published in its program and course approval handbook. Courses and programs are approved under the California Education Code. The curriculum approval process adheres to federal regulations and Title 5 expectations. The Curriculum Committee, a subcommittee of the Academic Senate, oversees the curriculum review process that all programs follow on a regular 5-year cycle 	IIA.1 IIA.5 IIA.9 IIA.10 IIA.11 IIA.12	9 10 12
Conclusion			
The College complies with the Commission Policy on Credits, Program Length, and Tuition. The College has reviewed the checklist items and meets the Commission's requirements.			

Transfer Policies [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]			
Item	Compliance Summary	Standards	Eligibility Requirement
Transfer policies are appropriately disclosed to students and to the public.	<ul style="list-style-type: none"> Board policy and administrative regulation codifies transfer components and ensures “students receive accurate and current academic and transfer information through coordinated internal and external transfer efforts.” Student and the public have access to transfer policies through the college catalog and web site. 	IIA.10	20
Policies contain information about the criteria the institution uses to accept credits for transfer.	<ul style="list-style-type: none"> The College’s reciprocity policy provides clearly stated transfer of credit information for students. The policy takes into consideration legislative regulations as well as District policy. All proposed courses are reviewed by the articulation officer for possible articulation with four-year colleges and universities. 	IIA.10	20
The institution demonstrates compliance with the Commission Policy on Transfer of Credit.	<ul style="list-style-type: none"> College faculty, counselors, students, and staff utilize the common articulation system (ASSIST) when determining course articulation for general education and major requirements. The College uses the California State Chancellor’s Office Course Identification Numbering System (C-ID) to articulate the College courses with the CSU system. 	IIA.10	20
Conclusion			
The College complies with the Commission Policy on Transfer Policies. The College has reviewed the checklist items and meets the Commission’s requirements.			

Distance Education and Correspondence Education
[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</p>	<ul style="list-style-type: none"> • The College employs a director of distance education who provides oversight and support for online instruction and support services. The director also provides oversight for the Online Teacher Training and professional development activities. • The College is participating in the Online Education Initiative and began offering four exchange courses in spring 2017. • The College hired an instructional designer, increased support services through the OEI, and made revision to the Online Teacher Training program to align with the OEI course standards matrix. • All College courses follow the same course outline of record (COR), regardless of delivery mode. • The College uses Canvas, the course management system chosen by the California Community College system for delivering high-quality online courses that utilize an authentication process that requires a unique user name and password. 	<p>IIA.1</p> <p>IIB.1</p> <p>IIC.1</p>	<p>9</p> <p>15</p> <p>17</p>

Distance Education and Correspondence Education
[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paper-work related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).</p>	<ul style="list-style-type: none"> • All College courses follow the same course outline of record (COR), regardless of delivery mode. • The program review process requires faculty to analyze data, which is available for disaggregation by modality. • The Distance Education Committee provides the opportunity for discussion and planning. The committee has developed a distance education plan and annual reflects upon achievement of the plan goals. 	<p>IIA.1 IIB.1 IIC.1</p>	<p>9 15 17</p>
<p>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</p>	<ul style="list-style-type: none"> • The College uses Canvas, the course management system chosen by the California Community College system for delivering high-quality online course. • Online authentication processes requires a unique user name and password. Single sign-on is used for external applications. 	<p>IIA.1 IIB.1 IIC.1</p>	<p>9 15 17</p>

Distance Education and Correspondence Education
[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</p>	<ul style="list-style-type: none"> The College web presences provides fully interactive capabilities and students have access to comparative academic supports that are available on campus. The campus technology plan considers the needs of distance education and any concerns are regularly communicated with the assistance of the Vice President of Instruction. 	<p>IIA.1 IIB.1 IIC.1</p>	<p>9 15 17</p>
<p>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</p>	<ul style="list-style-type: none"> The College employs a director of distance education who provides oversight and support for online instruction and support services. The director also provides oversight for the Online Teacher Training and professional development activities. The College is participating in the Online Education Initiative and began offering four exchange courses in spring 2017 The College hired an instructional designer, increased support services through the OEI, and made revision to the Online Teacher Training program to align with the OEI course standards matrix. All college courses follow the same course outline of record (COR), regardless of delivery mode. The College uses Canvas, the course management system chosen by the California Community College system for delivering high-quality online courses that utilize an authentication process that requires a unique user name and password. 	<p>IIA.1 IIB.1 IIC.1</p>	<p>9 15 17</p>
Conclusion			
<p>The College complies with the Commission Policy on Distance Education and Correspondence Educations. The College has reviewed the checklist items and meets the Commission’s requirements.</p>			

Student Complaints
[Regulation Citations: 602.1(a)(1)(ix); 668.43]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p>	<ul style="list-style-type: none"> • The Board Policy 5500, Administrative Regulation 5520, and Administrative Regulation 5530 define student conduct that is subject to discipline and procedure for student rights and grievances. • The college catalog is accessible online, provides a description of the purpose of student grievances, and directs students to the Vice President of Student Services Office to obtain and file a student grievance form. The student code of conduct and student grievances web pages provides links and additional information for students regarding specific board policies and procedures. The student handbook also provides information on student policies, rights, responsibilities, and standards. 		21
<p>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</p>	<ul style="list-style-type: none"> • The student complaint files for the previous six years (since the last comprehensive evaluation) are available in the Office of the Dean of Student Services. 		21
<p>The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.</p>	<ul style="list-style-type: none"> • The College is prepared to address any concerns that the team members may have about the complaint files, procedures, or policies. 		21

Student Complaints
[Regulation Citations: 602.1(a)(1)(ix); 668.43]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p>	<ul style="list-style-type: none"> • The College posts all of the required information from ACCJC on the FCC accreditation web page. • The College posts the names of the accrediting agencies for the following programs: Nursing, Dental Hygiene, Police Academy, Radiologic Technology, and Respiratory Care 		<p align="center">21</p>

Student Complaints
[Regulation Citations: 602.1(a)(1)(ix); 668.43]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</p>	<ul style="list-style-type: none"> • Board policy and regulations are accessible on the District’s website. • Board Policy 5500, Administrative Regulation 5520, and Administrative Regulation 5530 define student conduct that is subject to discipline and procedure for student rights and grievances. • The College catalog is accessible online, provides a description of the purpose of student grievances, and directs students to the Vice President of Student Services Office to obtain and file a student grievance form. The student code of conduct and student grievances web pages provides links and additional information for students regarding specific board policies and procedures. The student handbook also provides information on student policies, rights, responsibilities, and standards. • The College posts all the required information from ACCJC on the FCC accreditation web page. • The College posts the names of the accrediting agencies for the following programs: Nursing, Dental Hygiene, Police Academy, Radiologic Technology, and Respiratory Care 		21
Conclusion			
<p>The College complies with the Commission Policy on Student Complaints. The College has reviewed the checklist items and meets the Commission’s requirements.</p>			

Institutional Disclosure and Advertising and Recruitment Materials
[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Item	Compliance Summary	Standards	Eligibility Requirement
<p>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</p>	<ul style="list-style-type: none"> • The College ensures information provided to students and the public is accurate, timely, and appropriately detailed through the collaborative work of the Office of Instruction’s curriculum analyst, Public Information Office, instructional deans and faculty, support services and programs, and others for content and to ensure the highest level of accuracy. • The college catalog and schedule of classes include information about programs, locations, and policies. • The college catalog is reviewed annually and the Schedule of Classes is published twice per year (fall/spring and summer). An addendum is published if additions or corrections are needed. • The College Relations department is primarily responsible for recruitment and the director of college relations provides oversight for recruitment activities. 	<p>IC.2 IIC.4</p>	<p>21</p>

Institutional Disclosure and Advertising and Recruitment Materials [Regulation citations: 602.16(a)(1)(vii); 668.6.]			
Item	Compliance Summary	Standards	Eligibility Requirement
The institution demonstrates compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.	<ul style="list-style-type: none"> The College ensures information provided to students and the public is accurate, timely, and appropriately detailed through the collaborative work of the Office of Instruction's curriculum analyst, Public Information Office, instructional deans and faculty, support services and programs, and others for content and to ensure the highest level of accuracy. The College use of the term "accredited" is only used in the context of conferred status. Statements follow the Policy on Representation of Accredited Status. Specialized and program accreditation granted by other accreditors is clearly specified as to the source of the accreditation with reference to the specific program. 	IC.1 IC.2 IC.5 IC.13	21
The institution provides required information concerning its accredited status as described above in the section on Student Complaints.	<ul style="list-style-type: none"> The College includes all of the required information concerning its accredited status on its main Accreditation web page. The College includes all of the program accreditors on its webpage. 	IC.12	11
Conclusion			
The College complies with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The College has reviewed the checklist items and meets the Commission's requirements.			

Title IV Compliance [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 et seq]			
Item	Compliance Summary	Standards	Eligibility Requirement
The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.	<ul style="list-style-type: none"> The College is diligent to ensure that it does not have a cohort default rate greater than 30 percent for three consecutive years resulting in loss of the Direct Loan Program and/or the Federal Pell Grant Program. The College contracted with i3 Group to provide data management and student borrower outreach activities, default aversion and delinquency prevention activities, student loan assistance hotline and counseling services, and other deliverables in support of lowering default rates. 	IIID.15	5
The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.	<ul style="list-style-type: none"> The College has addressed deficiencies identified in the recent federal audit and is now in compliance. Measures are in place to ensure future compliance is maintained and the director of financial aid provides oversight for comprehensive trainings of Financial Aid personnel covering current laws and regulation. 	IIID.15	5

Title IV Compliance [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 et seq]			
Item	Compliance Summary	Standards	Eligibility Requirement
The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.	<ul style="list-style-type: none"> The College's most current three-year official cohort (2013) default rate is 23.4 percent, which is below the 30 percent established threshold. Our 2014 three-year draft cohort default rate is 20 percent, which is also within the acceptable range. Remedial efforts in conjunction with the CCCCO default prevention initiative were undertaken to address 2011 default rates that were not in the acceptable range. The College contacted with i3 Group to provide data management and student borrower outreach activities, default aversion and delinquency prevention activities, student loan assistance hotline and counseling services, and other deliverables in support of lowering default rates. 	IIID.15	5
Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.	<ul style="list-style-type: none"> Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and are appropriate for an institution of higher education. The vice chancellor of finance and administration and district legal counsel review all contractual agreements developed by the District or the California Community Colleges Chancellor's Office. 	IIB.4 IIID.16	5

Title IV Compliance [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 et seq]			
Item	Compliance Summary	Standards	Eligibility Requirement
The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.	<ul style="list-style-type: none"> The College's Financial Aid department has developed numerous internal checks and balances as well as self-audits to verify compliance with Federal Title IV regulations and requirements. To ensure comprehensive understanding of current laws and regulations, office personnel participates in ongoing training. The vice chancellor of finance and administration and district legal counsel review all contractual agreements developed by the District or the California Community Colleges Chancellor's Office. External independent audits for the District and College have had no findings representing reportable conditions, weaknesses, or instances of noncompliance related to contractual agreements with external entities. 	IIID.15 IIID.16	5
Conclusion			
The College complies with the Commission Policy on Title IV Compliance. The College has reviewed the checklist items and meets the Commission's requirements.			

Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.



Standard I.A Mission

It was my first semester and we were working on our essays, and we all decided to go hang outside. We were having conversations about English, and the atmosphere of communication and engagement was really there for everyone in that group. In that moment, I really felt like a college student. I was thinking, everyone's talking, and we're all working together, this is pretty cool.

—Student Equity Focus Group



[A.1] The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Fresno City College’s broad educational purposes and its commitment to student learning and student achievement is articulated in the College’s mission, vision, and core values ([I.A.1](#)).

Mission Statement

As California’s first community college, Fresno City College provides quality, innovative education programs and support services directed toward the enhancement of student success, lifelong learning, and the economic, social, and cultural development of our students and region.

Vision Statement

As educational leaders in the community, Fresno City College faculty, staff, and students will engage in a partnership to transform lives through education.

Core Values

Growth

We are committed to sharing and exploring new ideas through collaboration, respect for diversity, promoting equity, and professional development.

Leadership

We are leaders in our community, dedicated to behaving ethically, committed to open communication, and good stewards of our resources.

Success

We champion excellence, quality, celebrating individual differences, and providing a positive and supportive environment for all.

As a degree-granting institution, the College’s mission is suitable and describes well its broad educational purposes. It identifies the intended student population and its commitment to student learning and student achievement. The vision statement serves as the North Star, and the core values serve as the moral compass for direction and action to advance the College’s mission.

The College’s educational programs and services are designed to enhance student success and lifelong learning. The College recognizes that success is different for all students, and defining success is based upon their academic, career, and personal goals ([I.A.2](#)). The College provides academic and career counseling to assist undecided students in identifying their educational goals ([I.A.3](#)). College programs are broad in scope while also meeting the specific needs of students, and include nearly 300 degree and certificate programs that meet occupational and transfer goals ([I.A.4](#)).

In addition to traditional face-to-face courses, the College also offers online and hybrid courses to increase student access and meet their scheduling needs (I.A.5). The College recognized the importance of planning for online education and designated an objective in the 2013-2017 Strategic Plan, which states, “By Fall 2014, the college will implement a distance learning plan that identifies online and hybrid best practices, student support services, student success benchmarks, and effective delivery methods.” FCC’s distance education plan now offers a framework for institutional dialogue about the continuous improvement of teaching and student learning in distance education. The distance education goals are an extension of the goals articulated in the 2013-2017 Strategic Plan (I.A.6).

Increase in demand for distance education courses and the importance of providing support was recognized in the FCC educational master plan, which states, “It is assumed FCC will expand its course offering online and the college will experience a significant increase in enrollment in online and hybrid courses. As online enrollments increase, so must expansion of resources dedicated to serving online students in areas such as assessment, admissions and records, financial aid and counseling services.” In response to this demand, faculty continue to develop and redesign curriculum and complete the certification process (I.A.7). In 2015-16, nearly eight percent of all courses were offered in a distance education format, and as part of continuous improvement efforts, the College’s data dashboards include the ability to disaggregate by modality (I.A.8).

The College provides a variety of programs and services designed to promote student persistence and success. Programs include recruitment of high school students, a full-service counseling center, tutorial, psychological services, disability support services, financial aid, career counseling, and health services, a wide variety of academic programs as well as student clubs and organization (I.A.9). Additionally, a dual enrollment coordinator has been hired to work with local high schools to increase dual enrollment and effectiveness as well as better coordinate high school enrichment courses that support educational pathways for success (I.A.10).

Because Fresno City College serves an extremely diverse community, college programs and services grow and adapt with the ever-changing needs of a diverse student population with varying levels of academic preparation, depth of understanding of college and career goals, and resources (I.A.11). For example, a large percentage of students enter the College unprepared for college-level courses (I.A.12). Through the Basic Skills Initiative, student learning programs and services are available to meet these students’ needs including an extensive developmental math, English, and English for multilingual speakers (EMLS) programs (I.A.13). Fresno City College offers the Honors Program, which provides courses with additional educational exploration for the honors student (I.A.14). The College provides financial aid assistance through federal and state financial aid as well as scholarships. Seventy percent of Fresno City College students receive Board of Governors’ fee waivers (I.A.15).

The College mission statement articulates the institution’s commitment to the “enhancement of... [the] cultural development of our students and region” through education and support services. The College offers support programs for historically underserved populations to improve student success and educational goal completion. These programs include IDILE, RAIN, the Dream Center, and Puente, which

serve African American, American Indian, undocumented, and Hispanic students respectively (I.A.16). All of these programs contribute to supporting student success by assisting students in identifying goals, offering broad programs, and providing supportive services.

Additionally, the College mission is to provide “quality, innovative educational programs and support services” needed to improve the economic, social, and cultural development of students and the region. To accomplish this, the College engages in activities and offers programs and services intended to transform the lives of our students and members of the community through education.

In spring 2016, in order to promote the well-being of students, the College opened the Ram Pantry to support students battling food-insecurity. The Ram Pantry distributes food to approximately 300 students each week. Since its inception, Ram Pantry has served more than 5,000 students (I.A.17). During the fall 2017, the Ram Pantry expanded services from a mobile, pop-up one-day a week service to a full-service, permanent five-day a week operation.

Social and cultural development is vital to lifelong learning, and in addition to the many instructional programs focused on understanding diversity, the College also celebrates diversity through several activities and celebrations. The College boasts over twenty athletics teams to promote the social development of students (I.A.18). There are also many events promoting diversity such as Cinco de Mayo, Asian Fest, African American Month, and Diversity Day for LGTBQ students (I.A.19). Student clubs embody cultural celebration with clubs such as Pan Afrikan Club, Grupo Folklorico, the Abilities Club, the Diversity Club, and the Veterans Club (I.A.20, I.A.21).

The College also works with the local community to enhance the economic and social development of the region. Programs include an on campus entrepreneurship and small business program designed to assist students and small business owners in launching and growing businesses and a robust Fine and Performing Arts program, which is an active participant in the Fresno-area cultural community (I.A.22, I.A.23).

The College contributes to the region’s social development with a wide variety of cultural and educational events open to the public. The College’s Speakers Forum has recently hosted Dr. Victor Rios on policing, punishment, and policy, Dr. Bart Ehrman on How Jesus Became God, and Sheryl Underwood on The Funny Side of Life. In addition, cross-campus colloquia on current events are presented by College faculty throughout the academic year (I.A.24).

Higher education institutions provide opportunities for students to grow and succeed as well as promote growth in the community (I.A.25). The purposes of Fresno City College’s mission are not only appropriate but also necessary to support the region.

Fresno City College’s mission is central to the College as evidenced by the planning process (I.A.26). The College’s strategic goals flow from the mission and vision, and program goals are aligned with the strategic objectives (I.A.27). As part of the program review process, programs address their connection to the College mission while resulting program goals are tied to resource allocation and hiring (I.A.28, I.A.29). During this process, programs also report on student achievement indicators and institu-

tional student learning outcome data (I.A.30). These data function as evidence for program resources requests, curriculum planning, program planning, and goal identification.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 6. The College is continuously engaged in fulfilling the institutional mission, which focuses on the success of students pursuing their educational goals. Grounded by the mission, a sustained focus on student learning and achievement is practiced by all stakeholders and demonstrably informs the development of policies, procedures, and practices.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Fresno City College is committed to the evaluation of institutional effectiveness and the assessment of student learning, resulting in continuous improvement. As Fresno City College strives to create a mission-centric model to document its effectiveness, it has established a set of institutional effectiveness measures to guide planning processes (I.A.31). The College also uses the Strategic Plan, the Student Equity Plan, and data dashboards to assist faculty, staff, administrators, departments, divisions, and offices as they make data-based decisions to support student success.

In fall 2013, using College of San Mateo as a guide, the Fresno City College Institutional Research and Effectiveness Committee (IRE) began to develop institutional effectiveness measures (IE Index) (I.A.32). IRE examined six years of data and set the six-year low as the baseline measure. The committee then reviewed all the measures individually to determine a reasonable target for the next six years. To sustain quality improvement at the program-level, targets are constantly reviewed within program review (I.A.33). IRE also refers to the index throughout the academic year and provides regular updates to SPC regarding the status of the IE Index (I.A.34). Every six years, IRE considers re-adjustment of the targets based on changing means. Beginning in 2015, data has been disaggregated for all modalities of instruction (I.A.35). The important role of the IE Index in institutional planning is demonstrated in the use of the Quality Focus Essay to identify and implement evidence based solutions for improvement of student achievement.

The College utilizes additional internal and external scans in the development of the Educational Master Plan (EMP) (I.A.36). The EMP serves as the central planning document for the College and includes the mission, vision, and core values. The Strategic Plan further emphasizes the mission by creating a strategic focus for the goals developed in the EMP (I.A.37). The Strategic Planning Council uses data to inform the development of the Strategic Plan (I.A.38).

The data used in the development of the Fresno City College Student Equity Plan is informed by student achievement data in specific areas including basic skills progression and transfer. Identification of measurable equity gaps results in development of strategies and solutions to address them (I.A.39). The

most recent and most important example of the College's pervasive use of data in determining how effectively it is accomplishing its mission can be found in the BSI (Basic Skills Initiative), SE (Student Equity), and SSSP (Student Success Support Programs) Integrated Plan. In February 2017, California required community colleges to integrate the BSI, SE, and SSSP plans into one document. The data revealed that the College's primary mission of "enhancement of student success" was not being achieved for men of color. Previously, the College had used resources to provide programming to close equity gaps, yet the data showed that disproportionate impact had increased amongst students of color. Through the College's use of data and reflection on the mission, FCC concluded this disparity might be a result of an overreliance on un-scalable programmatic approaches to closing equity gaps. To that end, the College is currently engaged in several college wide projects and activities specifically designed to increase success and completion amongst students of color ([I.A.40](#), [I.A.41](#)).

The College disaggregates data in many of its plans, such as the Educational Master Plan and the Student Equity Plan ([I.A.42](#), [I.A.43](#)). The College also reviews disaggregated data as a part of its regular processes. For example, during program review, programs reflect on achievement gaps and identify measures to address these gaps. These measures often become the foundation for action plans and future unit planning goals ([I.A.44](#), [I.A.45](#)).

The College relies upon the Office of Institutional Research, Assessment, and Planning to gather and interpret student data to support data-based decision-making. In 2014-15, the College added two research positions ([I.A.46](#)). In 2015-16, the College invested over \$150,000 on Tableau data dashboard software ([I.A.47](#)). The data dashboards are a web-based interactive data tool that provides access to data about the College's student population including enrollment management and student achievement data ([I.A.48](#)). The intent of these data are to inform strategic planning, program review, and grant writing as well as the overall determination of the College's effectiveness in accomplishing its mission.

Analysis and Evaluation

The College meets the Standard. The College has established a mission-based Institutional Effectiveness Index to assess student success as well as efficiency and productivity allowing the College to track progress on the mission goals. The College uses quantitative and qualitative data to set College wide priorities and make determinations about resource requests to support continuous improvement.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the Standard, the College recognizes the need for improvement in achievement of institutional set standards. The College seeks to further efforts for continuous improvement as addressed in the Quality Focus Essay.

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

As defined in the mission statement, the purpose of Fresno City College as a comprehensive community college is to offer a variety of learning programs and services to meet the needs of its students (I.A.49). Fresno City College offers nearly 300 degrees and certificates (I.A.4). All general education programs include distance education course options within the 60 required units (I.A.50). In addition, FCC offers fully online core courses for 22 degree or certificate programs with 44 additional degrees or certificate programs that can be obtained with 50 percent or more of the courses offered online (I.A.51). In 2012, ACCJC approved a distance education substantive change proposal to allow for the expansion of existing programs and certificates (I.A.52). These programs are designed to meet occupational as well as transfer goals. Approximately 62 percent of Fresno City College students have identified their goal as transfer to a four-year college or university, 18 percent as occupational training, with another 18 percent as “undecided” (I.A.2). Undecided students are supported in identifying their educational goals through academic and career counseling (I.A.3).

The College Mission, Vision, and Core Values shape the College’s spirit, and the College’s diversity is a defining characteristic of the campus culture. As documented in the College’s environmental scan, over one-half of Fresno City College students are Hispanic, 14.5 percent are Asian, 7.2 percent are African American, nearly 1 percent are American Indian, nearly 2 percent are multi-racial, and just over 20 percent are white, non-Hispanic. The gender composition is 53 percent female and 45 percent male. Sixty-three percent of the students are under the age of 24. Based on BOGW Method B income standards and GOGW Method A TANF status, nearly 70 percent of all students are low income (I.A.53). Fresno City College aligns its efforts with this diversity by offering instructional programs and services that study and celebrate diversity (I.A.54). Fresno City College is also inclusive in its understanding of, and support for broad interpretation of diversity. For example, as discussed in I.A.1, there are programs and services designed to meet the needs of the large percentage of students who enter the College unprepared for college-level courses as well as an Honors Program for students needing an academically rigorous program. Students enrolling in distance education courses are enrolled in “Quest for Success,” which contains modules focusing on student readiness and being a successful online student (I.A.55).

To educate students about the diverse culture of the community, there are courses and degrees in African American Studies, Asian American Studies, American Indian Studies, Chicano-Latino Studies, Women’s Studies, Islamic Studies, and American Pluralism. In addition to curriculum, to further engage students in a diverse experience, each year a group of students visits the Museum of Tolerance in Los Angeles (I.A.56). Diversity is celebrated through activities including Asian American Month, Black History Month, Women’s History Month as well as celebrations for Cinco de Mayo, Dia de los Muertos, and Caesar Chavez Day (I.A.19, I.A.57). Student clubs, such as the Pan Afrikan Club, Grupo Folklorico, the Abilities Club, the Diversity Club, and the Veterans Club allow students to engage in cultural activities (I.A.21).

Fresno City College enjoys a productive and collaborative relationship with the local community. To support the economic and social development of the region, the College engages in projects such as the local Workforce Investment Board and also develops the cultural landscape by offering numerous theatre, music, and fine art productions ([I.A.23](#), [I.A.58](#)).

Fresno City College's programs and services clearly align with the College's mission and meet the needs of students and the community. Services range from the recruitment of high school students to a full-service, face-to-face and online counseling center, tutoring, 24-hour online academic tutoring, psychological services, Social Work interns, financial aid, career counseling, health services, and a wide array of academic programs as well as student clubs and organizations ([I.A.59](#), [I.A.60](#)). Each of these programs is designed to promote student persistence and success as students work toward their educational goals as well as enhance the economic and social development of the community.

The mission statement is central to the development of College's strategic plan. The strategic plan is framed around institutional goals flowing directly from the mission. The mission and goals are reviewed and revised through the shared governance process with the most recent revision occurring in 2016-2017 ([I.A.61](#), [I.A.62](#), [I.A.63](#), [I.A.64](#), [I.A.37](#)). The strategic plan is used in the development and assessment of annual unit plans, action plan resource requests, and human resource requests ([I.A.65](#)). As illustrated in the action planning process, requests for funding must support the strategic plan to ultimately achieve the College mission. The mission is further integrated into the planning processes as College advisory committees illustrate connections between mission and planning in their end of year reports to SPC ([I.A.66](#)). The Budget Advisory Committee (BAC) ensures that the resource allocation process is followed and recommends the final ranking of Action Plan Resource Requests to SPC ([I.A.67](#)). The SPC annually reviews the alignment of annual unit goals with the Strategic Goals to ensure college efforts are focus on achieving the mission ([I.A.68](#)).

Analysis and Evaluation

The College meets the Standard. The programs and services offered by the College are directly linked to the educational purposes of the College and its student population. Program review processes require programs and services to demonstrate alignment with the College's mission and strategic plan. The program review process evaluates and plans for strategies to support student learning and success. This process results in planning and priorities for resource allocation. As part of the program review process, programs must analyze and discuss student learning and success data since they determine their priorities. The Strategic Planning Council ensures the mission is central to planning and resource allocation.

While the College fully meets the Standard, there is wide-spread agreement that refinement and an evolution of the planning process is a continuous progress that involves commitment from all constituent groups ([I.A.69](#)). Over the past two years, the College has been focusing more on mission driven conversations. The mission, vision, and core goals are at the center of SPC's work. It is expected that the College will continue to engage in continuous, timely, and intentional conversations with all stakeholders to coordinate the refinement of the planning process throughout the 2017-2018 academic year and beyond.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission statement is approved by the governing board and is published in the College catalog, the College strategic plan, and on the College website ([I.A.49](#), [I.A.37](#), [I.A.70](#)). The mission statement was last approved by the State Center Community College District Board of Trustees in August 2017 as part of the 2017–2021 Fresno City College Strategic Plan ([I.A.1](#)).

The Fresno City College Strategic Planning Council (SPC) reviews, and if necessary, revises the mission statement every four years with the most recent reviews in 2013 and 2017 ([I.A.62](#)). As part of this process, revised statements are sent to the respective constituent groups for feedback and approval.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 6. The College reviews and revises the mission statement on a regular cycle and it is approved by constituent groups and the Board of Trustees. The mission is widely published in a variety of venues.

Standard IA Evidence

- [I.A.1 Board Agenda 08-01-2017](#)
- [I.A.2 FCC Fact Sheet 2015-2016 College Goal](#)
- [I.A.3 FCC Catalog 2017-2018 Counseling](#)
- [I.A.4 FCC Catalog 2017-2018 Degrees and Certificates](#)
- [I.A.5 FCC Spring Class Schedule 2017 ACCTG](#)
- [I.A.6 2015-2018 FCC Distance Education Plan Goals](#)
- [I.A.7 Distance Education Addendum BA-52](#)
- [I.A.8 Data Dashboard On-line Drop Down Screen Shot](#)
- [I.A.9 FCC Catalog 2017-2018 Student Services](#)
- [I.A.10 Board Agenda Minutes 04-05-2016](#)
- [I.A.11 FCC Fact Sheet 2015-2016 Gender Race Age](#)
- [I.A.12 Placement Dashboard Screen Shot](#)
- [I.A.13 FCC Catalog 2017-2018 Developmental Ed Program EMLS Program](#)
- [I.A.14 FCC Catalog 2017-2018 Honors Program](#)
- [I.A.15 FCC Fact Sheet 2015-2016 Financial Aid](#)
- [I.A.16 FCC Catalog 2017-2018 Special Student Programs](#)
- [I.A.17 Fresno Bee Ram Pantry](#)
- [I.A.18 FCC Rams Screen Shot](#)
- [I.A.19 Cultural Event Flyers](#)
- [I.A.20 FCC Catalog 2017-2018 Associated Students](#)
- [I.A.21 Student Clubs List Fall 2016](#)
- [I.A.22 Entrepreneur Club Announcements](#)
- [I.A.23 Arts Calendar 2016-2017](#)
- [I.A.24 Speakers Forum 2015-2017](#)
- [I.A.25 Fresno Bee CSUF Economic Impact](#)
- [I.A.26 FCC Planning Process Diagram](#)
- [I.A.27 FCC Annual Unit Plan Form](#)
- [I.A.28 FCC Instructional Program Review Template Mission](#)
- [I.A.29 FCC Action Plan Resource Request Form](#)
- [I.A.30 FCC Instructional Program Review Template ISLOs](#)
- [I.A.31 FCC Institutional Effectiveness Index – ISS](#)
- [I.A.32 IRE Minutes IE Index](#)
- [I.A.33 FCC Instructional Program Review Template IE Index](#)
- [I.A.34 SPC Minutes 2011-2017 IE Index](#)
- [I.A.35 Program Review Data Dashboard Screen Shot](#)
- [I.A.36 FCC Educational Master Plan 2016-2026](#)
- [I.A.37 2017-2021 FCC Strategic Plan](#)
- [I.A.38 SPC Taskforce Meeting 02-2017 Screen Shot](#)
- [I.A.39 Fresno City College Student Equity Plan 2015](#)

[I.A.40 FCC BSI-SE-SSSP Integrated Plan 2017-2019](#)
[I.A.41 Coffee and Conversation Presentation Embedding Equity at FCC](#)
[I.A.42 FCC Educational Master Plan 2016-2026 Disaggregate Data](#)
[I.A.43 Fresno City College Student Equity Plan 2015 Disaggregate Data](#)
[I.A.44 FCC Instructional Program Review Template Disaggregate Data](#)
[I.A.45 Art Instructional Program Review FA17 Pg 16](#)
[I.A.46 Board Meeting Agenda Research Coordinator](#)
[I.A.47 Board Agendas Tableau Software](#)
[I.A.48 FCC Data Dashboard Screen Shot](#)
[I.A.49 FCC Catalog 2017-2018 Mission](#)
[I.A.50 FCC ONLINE AA AS SP18](#)
[I.A.51 Online Degree Evidence](#)
[I.A.52 ACCJC Memo 07-05-2012](#)
[I.A.53 2016 Environmental Scan Demographic Trend](#)
[I.A.54 FCC Catalog 2017-2018 Areas of Study](#)
[I.A.55 Quest for Success Flyer](#)
[I.A.56 Museum of Tolerance Passenger List](#)
[I.A.57 History Month Events](#)
[I.A.58 FCC Educational Master Plan 2016-2026 Partnerships](#)
[I.A.59 Reg to Go](#)
[I.A.60 FCC Catalog 2017-2018 Student Support and Activities](#)
[I.A.61 SPC Meeting Minutes 2011-2017 Strategic Planning](#)
[I.A.62 SPC Meeting Minutes 2011-2017 Mission](#)
[I.A.63 2010-2013 FCC Strategic Plan Brochure](#)
[I.A.64 2013-2017 FCC Strategic Plan Brochure](#)
[I.A.65 Annual Unit Plan Action Planning Cycle](#)
[I.A.66 Advisory Committee Year End Report Form](#)
[I.A.67 SPC Meeting Minutes 2011-2017 BAC Recommendation](#)
[I.A.68 SPC Mail All 2011-2017 Strategic Goals](#)
[I.A.69 SPC Minutes 08-25-2016](#)
[I.A.70 Mission-Vision-Core Values-Ethics Screen Shot](#)

Standard I.B

Assuring Academic Quality and Institutional Effectiveness

I had a math instructor my first semester who would actually go individually student to student and make sure they understood the materials and the work. He made us feel engaged, and he made us feel more comfortable. He made sure that we all understood and that we were all on the same page.

—Student Equity Focus Group



I.B.1 The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Fresno City College's culture, along with its governing processes and structures, foster an ongoing, collegial, self-reflective dialogue focusing on the improvement of student learning outcomes, student equity, academic quality, and institutional effectiveness. To that end, the design of the College's governance, along with wide-spread high individual professional efficacy among all groups, ensures sustained, intentional, and collegial evidence-based dialogue and action to improve and enhance the student experience.

To support participatory governance in strategic planning, ten committees representing 343 full-time and 808 adjunct faculty, 23,680 students, 237 classified professionals, and 32 administrators routinely feed information into the Strategic Planning Council (SPC) (I.B.1). However, dialogue is not limited to the SPC.

Guided by the College mission, vision, and core values, dialogue occurs throughout the campus within a variety of constituent groups. Participatory governance processes ensure that representatives from all constituent groups are engaged in continuous dialogue (I.B.2). Academic Senate, Classified Senate, Associated Student Government, and administration actively participate in discussions about student learning and institutional processes. All committees that report to SPC include membership from all constituent groups, and these representatives are charged with keeping their constituencies informed of committee activity, and soliciting input from their constituents (I.B.3). Reports on committee work are standing agenda items for Associated Student Government, Academic Senate, and Classified Senate (I.B.4).

Dialogue also occurs in standing committees such as the Professional Development Committee, Management Council, and Accreditation Steering Committee. The Professional Development Committee plays an important role in providing leadership for the development of Flex Day activities that support continuous improvement efforts (I.B.5). Management Council provides the opportunity to ensure leadership is provided with information needed to implement continuous improvements activities (I.B.6). The Accreditation Steering Committee (ASC) ensures that the College is attentive to all aspects of accreditation and institutional effectiveness. Members of the ASC include faculty, staff, administration, and students. The ASC works with the accreditation liaison officer and other committees to maintain campus wide awareness of the accreditation Standards in the College's planning and resource allocation process. A major area of focus is ensuring that actions be memorialized and transparent in planning and resource allocation (I.B.7).

Committee activity is constant with different committees meeting each day of the week to discuss critical issues such as enrollment, success and retention, quality assurance in web-based classes, and diversity (I.B.8). While keeping such a large organization informed and up-to-date is an overwhelming task, the

College works to provide regular avenues of communication. The College president sends out electronic communiqués (I.B.9) which highlight every day, as well as pressing College issues. The President’s Advisory Council, which meets bi-monthly, is comprised of all constituent groups who report out regularly (I.B.10). SPC sends a monthly update to the campus community and conducts an annual survey that includes an evaluation of communication effectiveness (I.B.11). The survey was revised in fall 2015 and the two-year results indicate increased satisfaction with communication (I.B.12). Finally, after extensive dialogue with advisory committees regarding communication, the SPC determined in fall 2016 to pilot three additional special meetings with advisory committee chairs. These additional meetings provide the opportunity for dialogue and collaboration on committee goals and continuous improvement efforts (I.B.13).

There is widespread College discourse intentionally focused on student learning outcomes results and the identification of gaps among diverse student groups, specifically underserved populations and the impact on student success and graduation rates. SPC advisory committees such as program review, distance education, outcomes and assessment, student equity, and institutional research and effectiveness have a specific focus of discussion on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement (I.B.14). In addition, the Academic Senate provides faculty with the opportunity to engage in dialogue through participation on Senate sub-committees that also have a specific focus of discussion such as the Assessment and Placement Committee and Academic Success Committee (I.B.15).

Three committees play an integral role in program planning: outcomes and assessment, program review, and curriculum. These committees provide specific feedback to programs regarding results of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Each committee has sufficient representation for all constituent groups to provide input and feedback to programs (I.B.3).

The Outcomes and Assessment Committee (OAC) is comprised of members from all instructional divisions, student service areas, and appropriate administrative areas. This committee provides guidance on outcomes in a variety of ways. For example, the committee reviews program outcomes research for those programs entering the program review process and compares the data to student success information provided through data dashboards. Using this information, the OAC gives helpful feedback to programs as they prepare and submit Program Review documents (I.B.16). Institutional Student Learning Outcome (ISLO) are examined through the ACT Outcomes Survey. Beginning in spring 2016 the survey results were disaggregated and a data dashboard was created to make the results readily available (I.B.17). The outcomes and assessment coordinator who currently receives 100 percent reassigned time to coordinate assessment activities, is a voting member of the Program Review Committee and the Institutional Research and Effectiveness Committee (IRE). This representation allows for increased dialogue regarding student learning outcomes so that they can be woven into the regular College governing and planning structures. The OAC holds Flex Day Workshops and New Faculty Training every semester so faculty can engage in discussions about best practices, discover new areas of focus in outcomes assessment research, and discuss and debate College processes for outcomes assessment (I.B.18). With the attention of a full-time coordinator, the College has made great strides in this area and plans to fur-

ther expand this critical training and dialogue regarding learning assessment as discussed in the Quality Focus Essay.

The Program Review Committee oversees the College's program review process for all college programs. Programs reflect on assessment data and utilize that data for planning, primarily in the form of curricular changes and/or identification of resource needs (I.B.19). The committee members engage in collegial dialogue and provide specific feedback to assist programs in their efforts to continuously improve. As of 2013, this process has incorporated a section devoted to a program's SLO activity. In addition, in summer 2017, committee members participated in a retreat specifically focused on how to further refine the program review process through revisions to templates and development of evaluative rubrics (I.B.20).

The Curriculum Committee oversees the curriculum for all campus programs that include any curricular changes resulting from program review and SLO assessment. The outcomes and assessment coordinator attends Curriculum Committee meetings to provide feedback and support during this process. The committee provides feedback and "may initiate a study of any area of curriculum development and recommend or suggest deletions, improvements, or expansions of courses and programs" (I.B.21).

The director of distance education tracks the passage of DE courses approved by the curriculum process monthly. When programs or certificates are approved to be offered 50 percent or more online, this information is communicated to the vice president of instruction and deans of instruction so that future pathways include distance education options (I.B.22). The College trains and certifies its faculty to teach online through a rigorous six-week program based on the OEI (Online Education Initiative) rubric (I.B.23). Faculty are encouraged to submit their courses for the OEI exchange as well as expand online course curricula in order to provide additional access to students.

Student equity is a top priority at Fresno City College. Established college committees ensure that all matters of equity are broadly and deeply discussed throughout the College. These committees include the Academic Success Committee, Distance Education Advisory Committee, Enrollment Management Committee, Program Review Committee, Student Equity Committee, the SSSP Subcommittee, and the Title 5 Hispanic Serving Institutions Grant Steering Committee. These committees serve as the hubs of innovation with respect to addressing and improving outcome disparities, academic excellence, and institutional effectiveness. Broad dialogue in these committees is usually followed by the establishment of research studies regarding equity and student success (I.B.24, I.B.25, I.A.41).

Dialogue and research garnered by established college committees are used to inform the development and implementation of student equity-oriented professional development, training, and learning. To this end, FCC launched the institutional development for equity access and success (IDEAS) Summit on May 24-26, 2016. The IDEAS summit is sponsored by the SSSP, student equity, BSI, and Title 5 Co-Op programs. A primary goal of the IDEAS Summit is to provide faculty, classified professionals, and administrators with opportunities to learn the effects of inequities and strategies in order to reduce them, such as effective practices and methods for addressing and improving outcomes for underrepresented students (I.B.26).

The Institutional Research and Effectiveness Committee (IRE) reports and makes recommendations to SPC “on all matters related to research, evaluation, and data to ensure that research supports the college in carrying out its mission.” The committee developed and revises the institutional effectiveness index which sets institutional standards. The Office of Institutional Research, Assessment, and Planning works closely with the committee and produces data dashboards which include metrics that are disaggregated by ethnicity, gender, and age range to the course levels (I.A.12). The majority of information is available to the public. Administration and faculty routinely utilize this information for enrollment management and student success purposes (I.B.27). Disaggregated course-level student success data by demographic enable faculty to identify performance gaps between different groups and to develop strategies to mediate the gaps. The dashboard also disaggregates by modality which allows faculty the ability to compare and evaluate distance education results (I.A.8).

The College has a long tradition of embracing innovation, research, dialogue, and evaluation. The FCC integrated planning process demonstrates that the College’s robust processes are centered on the College mission and driven by assessment of institutional effectiveness (I.A.26, I.B.28). The Strategic Planning Council (SPC) guides conversations about planning and improvements in institutional effectiveness. The SPC, working with the Institutional Research and Effectiveness Committee, assures that institutional set standards are discussed and measured and planning processes are evaluated (I.A.34, I.A.61). The main responsibilities of the SPC include evaluating institutional performance on the strategic plan, evaluating the integrated planning processes, and recommending changes as needed (I.B.29). SPC meeting minutes are made available to all constituency groups which results in division and department level discussions.

Analysis and Evaluation

The College meets the Standard. Collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur regularly through both formal and informal means. Regular institutional processes, reports, and actions provide the College with significant opportunities to discuss all aspects of these topics. The College implements processes to ensure that student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement are not only an integral part of program review, but are part of sustained, substantive and collegial dialogue through the institutional committee structures. Program review acts as the primary process for long and short-term program planning and supports the mission through linking to strategic planning. Student learning outcomes assessment is integrated into the program review and curriculum review processes.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the Standard, the College recognizes the need for improvement in strengthening the culture of outcomes assessment. The College seeks to further efforts for continuous improvement of outcomes assessment as addressed in the Quality Focus Essay.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College has identified student learning outcomes for all courses, degrees and certificates, and student support units at the College ([I.B.30](#), [I.B.31](#), [I.B.32](#)). The College diligently publishes learning outcomes in multiple publications including the College catalog, the strategic plan, the College website, CurricUNET, the Outcomes and Assessment Committee Blackboard site, and individual course syllabi ([I.B.33](#), [I.A.37](#), [I.A.63](#), [I.A.64](#), [I.B.34](#), [I.B.35](#), [I.B.36](#), [I.B.37](#)).

Based upon approved programs and course outlines of record, faculty routinely develop, teach, and assess, reflect on assessment data, and then make necessary changes to curriculum and outcomes. This cyclical process is facilitated through the College's Curriculum and Program Review Committees with input from the Outcomes and Assessment Committee ([I.B.21](#), [I.B.38](#), [I.B.16](#)). The institution uses the ACT survey to demonstrate the achievement of ISLOs (institutional), and uses mapping of CSLOs (course) to PSLOs (program) to demonstrate achievement of program-level outcomes ([I.B.39](#), [I.B.40](#)). In the beginning of spring 2017, 67 percent of the College's courses had been assessed. Realizing that faculty needed additional support in assessment of outcomes, the outcomes and assessment coordinator moved from 60 percent to 100 percent reassigned time. By midterm, the College was up to 87 percent of courses assessed. It is expected that this number will again increase midterm fall 2017. The additional strategies addressed in the Quality Focus Essay will support maintenance of this momentum as the College moves toward a fully integrated culture of assessment.

Through mapping to ISLOs, program-level outcomes become a contributing factor to assessing institutional effectiveness. For example, in addition to the program review process, Career and Technical Education faculty also receive annual feedback on program and course curricula from advisory groups to ensure programs are current and meet employer needs. Occupational programs, with advisory groups made up of regional industry and community leaders, discuss course outcomes to ensure students are entering the workforce with the skills identified as necessary by these potential employers ([I.B.41](#)). Information gathered from advisory groups is instrumental in modifying course outcomes or content delivery.

Student services has historically used Annual Unit Plans to track Service Unit Outcomes (SUO). These plans are the basis of program planning. As a result of evaluating the SUO development process, the College concluded that an updated process is needed to ensure cyclical, meaningful, and institutionalized assessment. To ensure effective implementation, time was dedicated at the spring 2017 convocation to discuss the change in process, a faculty member was granted reassigned time to work with student service areas to develop SUOs, and student services updated the service unit outcomes in spring 2017 ([I.B.42](#), [I.B.43](#)). Student Service Unit Outcomes (SUOs) are developed by faculty and staff in each student learning and support service unit with the dean of each area overseeing the development and approval process before finalizing the SUOs. SUOs are assessed through direct and indirect assessments.

The College understands the importance of utilizing software to allow greater integration of processes and provide transparent reporting. In spring 2016, TracDat was purchased by the District as a tool for outcomes assessment and integrated planning. The outcomes and assessment coordinator, program review coordinator, and institutional research coordinator worked together to design the system, and implementation was scheduled for spring 2017. During this time, the Curriculum Committee began discussion on moving from CurricUNET to a new system (I.B.44). A presentation from eLumen provided evidence that the software could fully integrate all components of integrated planning processes and would greatly reduce redundancies in work load. Discussions occurred across colleges, and it was determined that the District should make the change to eLumen (I.B.45). TracDat will continue to be used for reporting purposes until the eLumen software setup is completed. It is anticipated that the eLumen system will be ready for full implementation in 2018-19. During this transition, TracDat allows the College to run reports on assessment on all levels of the learning outcomes process (I.B.46, I.B.47, I.B.48).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 11. There are learning outcomes developed for all programs, courses, and service units. Processes for assessment are cyclical and fully integrated into existing College processes. One hundred percent of program-level outcomes are assessed. Institutional level-outcomes are assessed through the ACT survey. The College has invested significant time and resources to ensure that all course-level outcomes will be assessed with total courses increasing significantly each semester.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the standard, the College recognizes the need for improvement in strengthening the culture of outcomes assessment. The College seeks to further efforts for continuous improvement of outcomes assessment as addressed in the Quality Focus Essay.

I.B.3 The institution establishes institutional set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

As previously discussed, the College has developed an Institutional Effectiveness Index (IEI) also known as institutional set standards that reports performance on mandated metrics such as the Student Success Scorecard, Institutional Effectiveness Partnership Initiative (IEPI), and ACCJC institutional set standards as well as internally identified metrics including progress on strategic plan goals and objectives. The Institutional Set Standards (ISS), identified in the IE Index, are posted on the College's website. In fall 2013, as an advisory committee to the SPC, the IRE Committee began the development of these institutional effectiveness measures (I.A.32). The committee examined six years of data and set the six-year low as the baseline measure. Then the committee reviewed all the measures individually to determine reasonable targets for the next six years. IRE will consider re-adjustment of the targets based on changing means every six years or more often as directives from the State Chancellor's Office dictate.

The Institutional Effectiveness Index is updated annually, typically during the fall semester. The IRE Committee reviews College data in the context of the index followed by discussion of several factors such as internal and external variables that might have influenced the observed outcomes and potential modification of short-term and long-term goals based upon observed results. After the IRE Committee has reviewed recent outcomes and adjusted the index accordingly, the updated Institutional Effectiveness Index is released to the campus community and the public ([I.A.34](#), [I.B.49](#)). In addition, efforts have been taken to increase opportunities to share the information with campus constituencies and committees ([I.B.50](#), [I.B.51](#), [I.B.52](#), [I.B.53](#), [I.B.54](#)). In fall 2017, the president charged the Institutional Research and Effectiveness Committee with analyzing the ISS and identify the core measures that link to the strategic plan as well as the College mission. The IRE worked to identify “The Core 9” making ISS more accessible to the campus and external community. The College further demonstrates its commitment to achieve the “Core 9” by using the Quality Focus Essay as an opportunity to develop a plan to work collaboratively to identify and implement solutions to student achievement results.

Program review provides a context for assessing programs in relationship to the institutional set standards. Through comprehensive program review, all departments and units are engaged in integrated planning, implementation, and evaluation ([I.A.26](#)). The College revised its program review process in fall 2015 to ensure that all programs and services speak to the institutional set standards more directly. The program review process now requires faculty and staff to compare their data to the institutional set standards in the institutional effectiveness index and explain action steps to address any differences ([I.A.33](#)). In addition, to further continuous improvement and in response to requests from the Strategic Planning Council, the Program Review Committee conducted a two-day retreat in summer 2017 to review its charge, revise the instructional template, and develop a program viability policy ([I.B.20](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 11. Although the College meets the Standard, it will continue to work to fully integrate institutional set standards into its routine processes. Facilitating that process will include broader discussion about what the institutional set standards are, what they mean to the College, and how student achievement data compares with them. The SPC has ownership of the process carried out by IRE for setting and evaluating the institutional set standards. Finally, the College has revised its program review process to ensure that all programs and services speak directly to the institutional set standards.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College has a strong history of using data and evidence to drive planning efforts and organize institutional processes that support student learning and student achievement ([I.A.36](#), [I.A.37](#), [I.A.39](#), [I.B.55](#), [I.B.56](#)). Data and evidence usage is integrated into processes and is used regularly by College committees that support institutional planning through evidence-based recommendations ([I.B.57](#), [I.B.58](#), [I.B.59](#)).

Two areas that help the College in these activities are the Office of Institutional Research, Assessment, and Planning (IRAP) and the Institutional Research Effectiveness Committee (IRE). IRAP is incorporated into nearly all College committee processes, either through committee membership or as a resource ([I.B.60](#)). The IRE committee, an advisory committee to SPC, is responsible to report and make recommendations to the Strategic Planning Council on all matters related to research, evaluation, and data to ensure that research supports the College in carrying out its mission. IRE also ensures that data are widely incorporated into improving student learning and student achievement ([I.B.61](#)).

Through the comprehensive program review process, all departments and units are engaged in data analysis and outcomes assessment. As part of this process, programs discuss the institutional set standards as they analyze program data and compare results to the College's institutional effectiveness index. This analysis includes a review of disaggregated student achievement data and discussion of strategies to address achievement gaps. In alignment with strategic goals, programmatic goals are developed to implement identified strategies. Programs have the opportunity to demonstrate evidence based needs and then submit action plans to request resources that support student learning and student achievement. ([I.B.19](#), [I.A.27](#), [I.A.29](#)).

The launching of web-based interactive data dashboards provides disaggregated data and information in support of the College's major initiatives ([I.A.12](#)). These dashboards are utilized by various committees. For example, the Outcomes and Assessment Committee uses the dashboards to compare student learning outcome data to success data ([I.B.62](#)).

Data have also been utilized to identify multiple measures that facilitate course placement in English, mathematics, and EMLS. The College has worked with local high schools to systematically capture academic background data on new students. In 2014, a data sharing agreement with Fresno Unified School District was signed which will serve to increase the use of data in matriculation activities ([I.B.63](#)).

Finally, in an effort to provide a more comprehensive review of outcomes during program review, the Outcomes and Assessment Committee evaluates success and outcomes data to provide feedback to programs prior to writing their program review ([I.B.16](#)).

Analysis and Evaluation

The College meets the Standard. College processes ensure the usage of data and evidence in planning. The analysis of data and learning outcomes lead to the development of goals, implementation of activities, and provision of resources that support student learning and student achievement.

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

All College units, including instructional programs, academic support services, student services, and administrative units complete program review. The program review template requires both qualitative and quantitative data analysis ([I.B.19](#), [I.B.64](#), [I.B.65](#)). Program review is the key mechanism for maintaining and improving academic quality and institutional effectiveness and ensuring accomplishment of the College mission.

The Office of Institutional Research, Assessment, and Planning provides quantitative and qualitative data for the program review process. All quantitative data are disaggregated by division, discipline, course-level, mode of delivery, and demographics. This includes enrollment, success rates, retention rates, and degree and certificate outcomes by demographics. These data are available on institutional research's web-based data dashboards ([I.A.48](#)). Upon request, surveys are developed and the results are used in the analysis of program effectiveness ([I.B.66](#)).

The program review process is used to substantiate the efforts made by units to improve student learning and to identify the needs of students and the surrounding community. The College utilizes two processes as part of program review: a program review self-evaluation that is completed every five years (every two years, an abbreviated program review is completed by occupational programs), and the annual unit plan that is completed annually between comprehensive reviews. The annual unit plans monitor yearly progress made toward the goals developed out of a unit's program review and identifies new goals. The annual unit plan links goals to the College's strategic plan, and connects resources to the plan based on student learning outcomes and student achievement data. ([I.A.27](#)) Progress toward the strategic plan goals and measurable objectives is assessed and reported annually in a summary to the SPC to inform future decision making. ([I.B.67](#)).

For example, criminology has had a goal for the past two years to implement a 25-month program aimed at currently employed students wanting to advance in criminology. This goal was clearly linked to the strategic plan and was modeled after a very successful 25-month program in Human Services that allows students to continue working while enrolled in an evening and Saturday program. With the 2015 addition of an Associate degree for Transfer in Administration of Justice, timing was appropriate to implement this program. The 25-month ADT in Administration of Justice is being scheduled for a start date of fall 2017 ([I.B.68](#)).

Not all program review goals require additional resources for implementation. For example, in the Social Sciences Division's fall 2016 program review, the division's first priority goal is to "increase

student success” with four actionable objectives. First, increase the percentage of students who withdraw from a class rather than earning an ‘F.’ Second, increase the number of formal and informal interactions between students and faculty. Third, increase, as appropriate, the number of courses with pre-requisites. And fourth, increase the number of students and classes utilizing ETC or embedded tutoring (I.B.69). To achieve this goal and objectives, the dean regularly reminds faculty to drop “no-show” students, to drop students who have stopped attending, as they can always be reinstated if necessary, and to carefully monitor course rosters. Additionally, the dean has increased the number of interactions between students and faculty by encouraging faculty to meet with majors, encouraging majors to meet with discipline faculty, holding ice cream socials for social sciences majors and faculty, and sending out welcome letters to new students. Faculty have increased the number of field trips they offer to students. The College has supported these efforts in various ways such as providing lists of students with their majors, funding field trips, and increasing funding to ETC (Extend the Classroom).

Analysis and Evaluation

The College meets the Standard. The College’s program review process fully integrates the College mission and goals and guides the planning, evaluation, and implementation cycle. The College is committed to continuous improvement and will continue to explore additional methods for including disaggregated data into program review and other planning processes. Fresno City College assesses progress toward strategic goals and objectives by requesting academic divisions and service areas to submit annual unit plans including a list of goals and measurable objectives, which support the College’s mission, and strategic plan. Progress toward goals is used to inform the decision making process of the Strategic Planning Council.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for sub-populations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College disaggregates both student learning outcomes and student achievement data by subpopulations of students. The College assesses its ISLOs every three years and over 1,000 students are randomly selected to participate in the survey. Historical data in 2004, 2008, 2010, and 2013 demonstrate trends in achieving ISLOs (I.B.70). In an effort to continually improve, the College revised the survey form in 2016 to allow the disaggregation of student learning outcomes related to Institutional Student Learning Outcomes (ISLOs). Data on each of the four ISLOs is now disaggregated by ethnicity, gender, and age range, full or part time status (I.B.17). In addition to these efforts, the Outcomes and Assessment Committee continues to discuss additional strategies for disaggregation of student learning outcomes data that would be useful and meaningful in College dialogue (I.B.71).

Fresno City College continually improves the use of disaggregate data to drive institutional planning and decision-making. The 2013-2017 strategic plan identified establishing and implementing a research

agenda as a strategic objective (I.B.72). The FCC research agenda identifies research design that includes disaggregation, is aligned with strategic goals, and was approved by SPC (I.B.73, I.B.74). The IRE Committee regularly reviews the agenda and updates the Research Agenda (I.B.75).

As noted in the educational master plan, one of the major objectives for the College is to close the success gaps of groups experiencing disproportionate impact (I.B.76). Most of the research data generated by the Office of Institutional Research, Assessment, and Planning disaggregates findings by student demographics including course success and retention rates, degree and certificate completion, transfer, and enrollment trends. These data are readily accessible to all College employees and the public through a web-based interactive data dashboard (I.A.48). Using the data dashboards, the College can regularly engage in a systemic evaluation of subpopulation performance on access, course completion for face to face, online and hybrid courses, basic skills improvement, degree and certificate attainment, and transfer. In addition to the standard disaggregation of program review data including age, gender, ethnicity, full time/part time, and modality, various dashboards include the ability to further examine subpopulations by disability, veteran's, foster youth, first generation, and economically disadvantaged status (I.B.77, I.B.78).

Outcome results are presented to College committees, decision-making bodies and the Board of Trustees (I.B.79, I.A.34, I.B.80). The Student Equity plan identifies actionable strategies and the Student Equity Committee regularly reviews outcome results (I.A.39, I.B.51). Activities supported in the student equity plan are evidence-based and are identified through structured research design, data collection, and analyses to successfully mitigate observed disproportionate impact among historically impacted student subpopulations. Additionally, systematic evaluation through program review is conducted for support services identified in the student equity plan such as ETC, a form of supplemental instruction, PASS (peer assisted study sessions-serving basic skills English and EMLS students), USEAA (serving Asian students), SYMBAA (serving African American male students), IDILE (serving African American students), PUENTE (serving Hispanic students), Network Scholars (serving basic skills students), Summer Bridge (serving first time students), Dream Center (serving undocumented students), and RAIN (serving American Indian students) (I.B.81).

The College has invested significant human and fiscal resources in efforts to close achievement gaps and develop strategies to reduce disproportionately impacted groups. In fall 2014, the Board approved funding for an extending the class coordinator, institutional research coordinator, and PASS coordinator (I.B.82). In fall 2015, a new director of counseling and special programs was hired to support disproportionately impacted groups and close achievement gaps by assisting in the development policies, practices and scalable programs designed to mitigate achievement gaps (I.B.83, I.B.84, I.B.85). In addition, the director of counseling and special programs provides oversight to special programs such as USEAA, SYMBAA, IDILE, and PUENTE. To ensure institutional focus on equity data, in spring 2016, the IRE Committee revised their operating agreement to include the equity research coordinator as a standing committee member (I.B.86). Additionally, in fall 2015, the Dream Center opened to serve undocumented students with two counselors assigned to the location (I.B.87).

Analysis and Evaluation

The College meets the Standard. The College is committed to continuous improvement in the use of disaggregate data and strategically invests in resources that support the analysis of learning outcomes and achievement for subpopulations of students. The student equity plan and equity research agenda illustrate the extent to which the College disaggregates research data by student demographics and makes evidence-based decisions designed to mitigate observed disproportionate impact. Based on data, resources are allocated to develop and implement activities that reduce disproportionate impact and close achievement gaps. Through the student equity plan or other College planning processes, these activities are supported through the allocation of human, fiscal, and other resources, and are assessed through sound research practices to determine efficacy.

The College collects and disaggregates institutional student learning outcomes by demographics. This work is still new; therefore, the College has begun initial discussions to analyze the data and understand the results. Additionally, the College is working toward identifying strategies for disaggregation of student learning outcomes data that would be useful and meaningful in College dialogue.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Fresno City College regularly evaluates its policies and practices across various areas of the institution including: instructional programs, student and learning support services, campus climate, and governance to assure effectiveness, academic quality, and accomplishment of mission. Board policy and administrative regulation codify the process for creating or revising policy and regulations ([I.B.88](#), [I.B.89](#)). Processes are in place to ensure constituency input is considered prior to final consideration for approval as required by state regulation ([I.B.90](#), [I.B.91](#), [I.B.92](#), [I.B.93](#)).

The primary mechanism by which Fresno City College evaluates effectiveness is the program review process. A master program review calendar determines the timeline for instructional and non-instructional programs ([I.B.81](#)). The purpose of the College's program review is to provide opportunity for the College to evaluate its programs in relationship to the mission as well as strategic goals and priorities. The program review process and annual unit plans promote a self-reflective evaluation of programs so that faculty, classified professionals, and administrators can identify their programmatic successes, identify improvement areas, and establish departmental goals promoting growth and student success. Program review enhances the College's ability to improve student learning and achievement. Reviews are considered in college wide planning for improvement and informed decision-making. The College evaluates the effectiveness of its program review processes in supporting student achievement and student learning outcomes ([I.B.94](#), [I.B.20](#)).

The College reports progress on externally mandated and internally valued outcomes through the institutional effectiveness index. All outcomes are operationally defined, measurable, and assessed on a regular basis ([I.A.31](#)). The College's institutional effectiveness index has evolved to effectively support the College's integrated planning efforts, the need for institutional set standards, and the CCCO's institutional effectiveness performance indicators ([I.A.32](#)).

To regularly evaluate College policies, processes, and practices, the College conducts numerous college wide surveys using internally and externally developed survey instruments ([I.B.95](#), [I.B.96](#), [I.B.97](#)). For example, to evaluate FCC's planning processes, each spring the SPC conducts a college wide evaluation survey. Based on the survey results, SPC writes an annual evaluation report and makes recommendations in respect to planning processes ([I.B.98](#)). For example, based on 2014-15 SPC evaluation report, it was recommended to revise the SPC planning evaluation survey so that the questions reflected changes made to the planning process. In fall 2015, SPC reviewed the survey and revised the questions and the results are reflected in the 2015-2016 and 2016-2017 reports ([I.B.99](#), [I.B.100](#)).

To evaluate the student experience at Fresno City College, the ACT college outcome survey, and the CCSSE (Community College Survey of Student Engagement) surveys are regularly conducted. In response to SSSP and the SENSE (Survey of Entering Student Engagement) and to assess faculty and staff satisfaction with the College's procedures, processes, and/or practices, an employee campus climate survey using Noel-Levitz employee satisfaction survey is conducted every two years ([I.B.101](#), [I.B.102](#), [I.B.103](#)). Each semester, an opening day evaluation survey is conducted and the president reviews the results and makes changes to opening day agenda and format ([I.B.104](#)).

Analysis and Evaluation

The College meets the Standard. Fresno City College has well-documented processes for ongoing evaluation. All departments and units are systematically evaluated through the program review and annual unit planning processes. The College regularly assesses its policies, processes, and practices through various surveys, and revises as appropriate. The results are used to continually refine and improve program practices resulting in improved student learning and achievement.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College communicates assessment results to internal and external constituents. External constituents include future students, area high schools, employers, and the community-at-large. Documented assessment results are made public on the Fresno City College website, and the State Center Community College District website ([I.B.49](#)). Additionally, FCC student success scorecard data reports by the CCCO are made public on their websites ([I.B.105](#)).

The College recognizes the importance of creating a culture of inquiry and institutionalizes evidence-based decision-making into ongoing campus processes to engage the broad campus community in discussion of assessment and evaluation activities. One effort to institutionalize evidence-based decision-making was including scorecard measures in the development of the FCC institutional effectiveness index (IEI) ([I.A.32](#)). Campus discussion about the student success scorecard and the development of the IEI occurred in several committee meetings ([I.B.106](#), [I.B.107](#)). The College further integrated communication of results by including questions in the program review template that require the use of the IEI ([I.B.52](#)). By institutionalizing and integrating results into ongoing practices, the College encourages regular and substantive discussion about results. The student success scorecard data is also presented annually to the Board of Trustees ([I.B.79](#)).

The Institutional Research and Effectiveness Committee plays an important role in the broad communication of results and, as mentioned previously, is responsible to report and make recommendations to the Strategic Planning Council on all matters related to research, evaluation, and data to ensure that research supports the College in carrying out its mission. IRE analyzes the College's strengths and weaknesses as reflected in the institutional effectiveness index and ensures that information is disseminated to the College's participatory governance bodies and committees for further action ([I.A.34](#), [I.B.108](#)). The committee members are represented by all constituent groups as well as instructional and non-instructional divisions ([I.B.61](#)). IRE developed the narrative accompanying the publicly displayed institutional effectiveness index ensuring that appropriate context is provided for the data ([I.A.31](#)). As part of the Institutional Effectiveness Index review process, IRE and SPC discuss activities, strategies, initiatives as well as internal and external variables that influence the observed outcomes ([I.A.32](#), [I.A.34](#)).

The College not only broadly communicates results but also provides the opportunity to interact with data that supports meaningful dialogue and evidence based decision-making. The Fresno City College institutional research website includes the College research agenda, institutional effectiveness index, enrollment and FTES, research reports, data dashboards, student success scorecard, survey results, and external environmental scan ([I.B.49](#)). The data dashboards web page includes interactive visualization of data including pages for program review, enrollment, FTES, and success, degree/certificate and transfer, surveys, equity and the SSSP plan. Survey dashboards include the campus climate survey, CCSSE Survey, and college outcomes survey with disaggregate ISLO data ([I.A.48](#)). The District

website also provides institutional research data for Fresno City College through the district intranet (I.B.109). Additionally, to further facilitate evidence based decision-making processes, in summer 2017, the College purchased eLumen software which allows the integration of processes for curriculum, learning outcomes, program review, annual unit planning, resource requests, and strategic planning (I.B.45). It is expected that full implementation will begin in the 2018-2019 academic year.

Finally, in 2014, the College hired a webmaster and began the redesign of its website to ensure accessibility and create a mobile friendly design (I.B.110). The new website provides a simplified process and format for updating information to ensure that public can easily access student success scorecard information along with other accountability metrics established by the California Community Colleges Chancellor's Office. After participating in accessibility training, faculty, classified professionals, and administration can be assigned to web pages in order to facilitate timely updating (I.B.111). These efforts further the College's commitment to public access to information and strengthening communication with the surrounding community.

Analysis and Evaluation

The College meets the Standard. Fresno City College publishes assessment results for internal and external constituents through the institutional effectiveness index, the community college scorecard, and the institutional research website. Internally, data are analyzed and discussed in participatory governance committees to determine College priorities for promoting student learning and success.

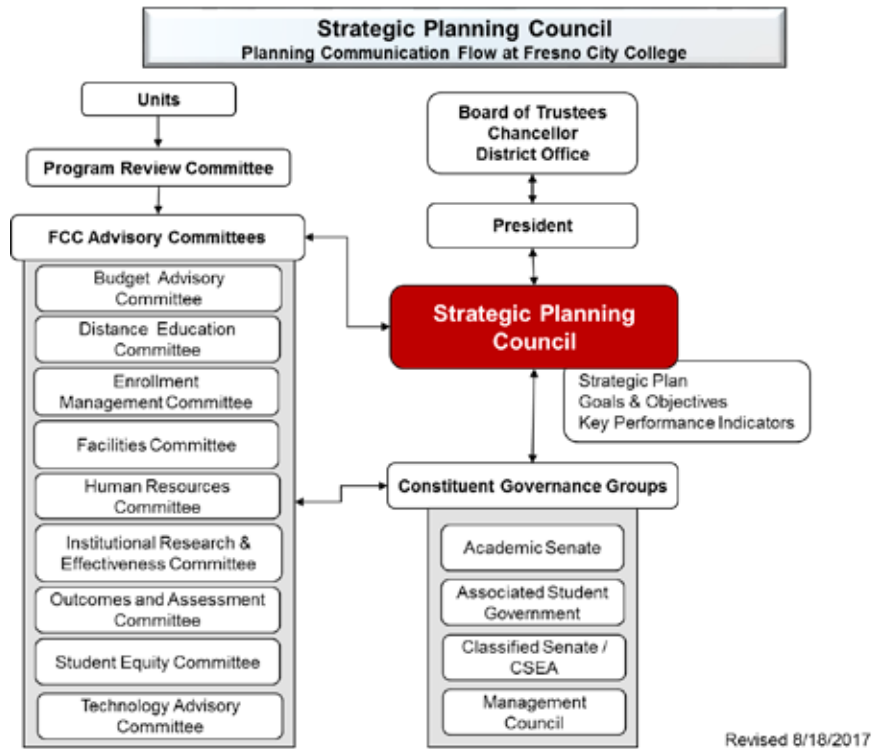
I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard



Fresno City College’s planning process is broad-based with multiple avenues for input from all constituencies to ensure systematic evaluation and planning at the program, service, and institutional levels. This process is utilized to allocate resources and improve institutional effectiveness and advance the goals of the College. For the past seven years, the College has systematically evaluated and refined its integrated planning efforts in the pursuit of an authentic, effective and useful integrated planning model (I.B.112). The College’s integrated planning process explains how the mission, vision, core values, program review, annual unit planning, action plan resource request, resource allocation, implementation of action plans, evaluation, and assessment of institutional effectiveness are interdependent to create an educational vision that moves the College forward. The College’s integrated institutional planning process addresses both short and long-term needs for educational programs, services and takes into account the human, physical, technology and fiscal resources required. The following diagram depicts the processes and connections in the integrated planning process.

Direction for the planning process is provided by the SPC, which is comprised of faculty, classified professionals, students, and administrators (I.B.113). The SPC meets monthly during the academic year with additional meetings as needed. The following model is a graphic representation of the campus communication flow for strategic planning.



As illustrated in the planning communication flow chart above, all constituent groups including Academic Senate, Associated Student Government, Classified Senate/CSEA, and President’s Cabinet have access to the SPC either directly or through their representation on advisory committees and the Program Review Committee (I.B.3). The SPC provides oversight for the annual unit planning and action plan resource request process which is the primary mechanism for requesting resources to support activities identified in program review goals and annual unit goals (I.A.27, I.A.29). Programs and services identify how their annual unit goals support the mission by indicating alignment with specific strategic goals and objectives, the institutional effectiveness index, ISLO’s, equity plan goals, or educational master plan goals and objectives. Annual training is provided to help faculty and staff to successfully complete annual unit plans and actions plans (I.B.114).

Action plans may include requests for funding, personnel, facilities, or technologies. They are typically submitted through divisions or program review, but may be submitted directly to the SPC. Division requests are ranked by the division’s executive council comprised of the dean and department chairs to indicate the division’s priority needs. The Human Resources Committee, Facilities Committee, Technology Committee, and Budget Advisory Committee review requests and provide recommendations and/or feedback to SPC (I.A.65). The Budget Advisory Committee conducts a final review to assure that expenditures are within available resources and budget allocations are based on the College planning process. The final list is sent to SPC for approval and then forwarded to the president for consideration (I.B.115, I.B.116).

To help the College community better understand the planning process, the SPC simplified the presentation of the planning process as presented in the integrated planning process flow chart model on the previous page. The integrated planning process poster has been distributed to all main departments/offices (I.A.26).

Most action plans are submitted to the SPC through the program review process as depicted in diagram above. This process has been developed and refined over the past three years and has become the primary vehicle for initiating resource requests. All programs and services on campus are required to complete program review every five years. Occupational instructional programs are required to submit an occupational program review every two years in accordance with Title 5 (I.B.81).

The Program Review Committee is composed of representatives from all campus constituencies. The importance given to the program review process is illustrated by the composition of the committee including the campus vice presidents as well as the presidents of the Academic Senate and Classified Senate (I.B.117). The committee meets nearly every week of the academic year and considers on average, six program reviews each month. The program review coordinator forwards a bi-annual report updating SPC on the outcome status of the program reviews (I.B.118).

Human resource planning has been integrated into the planning structure through program review. During the program review process, a program or unit identifies if staffing levels are sufficient. If needed and supported by data, programs or units may submit new faculty or staff requests. The requests are then submitted by the program or unit through the annual unit planning cycle (I.B.119, I.B.120, I.A.65).

For human resources allocation of new positions, including certificated and classified professionals, the Human Resources Committee has the task of prioritizing requests (I.B.121). The Human Resources Committee is composed of faculty, administration, classified professional, and student members and is comprised of both elected and appointed members. The Human Resources Committee evaluates human resource proposals using a rubric and prioritizes human resource allocations incorporating program review, strategic planning, and any other relevant information (I.B.122, I.B.123). The prioritized list of requests for new positions is submitted to the Strategic Planning Council for review and submission to the college president for final approval (I.B.124).

The College has also integrated technology planning into the campus planning process. The Technology Advisory Committee (TAC) develops the FCC campus technology plan which not only guides the implementation of technology at the College, “but also supports the educational master plan and the Fresno City College strategic planning goals” (I.B.125). The director of technology support services is designated as the chair of the TAC. The director reports to the College president, and is a member of numerous campus planning subcommittees such as the Budget Advisory Committee, President’s Advisory Council, and the Distance Education Committee. His membership on these various campus-planning committees provides a level of continuity for campus wide technology planning (I.B.3).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 19. Fresno City College’s integrated planning process is ongoing, comprehensive, and linked to the College mission. All constituent groups are represented in the process and participate in the process for program planning and resource requests. The process informs long and short-term decision-making to support student learning and success.

Standard IB Evidence

- [I.B.1 FCC Communication Flowchart](#)
- [I.B.2 Fresno City College Governance Handbook](#)
- [I.B.3 Committee Structure Fall 2016](#)
- [I.B.4 Constituency Group Minutes Report Outs](#)
- [I.B.5 PDC Operating Agreement](#)
- [I.B.6 Management Council Purpose-Membership 2017](#)
- [I.B.7 Accreditation Steering Committee Operating Agreement](#)
- [I.B.8 Committee Assignments Fall 2016](#)
- [I.B.9 President's Communication Screen Shot](#)
- [I.B.10 President's Advisory Council Membership](#)
- [I.B.11 SPC Campus Planning Communication Screen Shot](#)
- [I.B.12 SPC Annual Evaluation Comparison](#)
- [I.B.13 SPC Minutes 2011-2017 Advisory Committee Communication](#)
- [I.B.14 Operating Agreements PR DE OA SE IRE](#)
- [I.B.15 Academic Senate Committees Screen Shot](#)
- [I.B.16 OAC PR Feedback Form](#)
- [I.B.17 Outcomes Survey Screen Shot](#)
- [I.B.18 Flex Day Brochures Spring 2015-Fall 2016](#)
- [I.B.19 FCC Instructional Program Review Template](#)
- [I.B.20 Program Review Planning Retreat Agenda Summer 2017](#)
- [I.B.21 Curriculum Bylaws](#)
- [I.B.22 Distance Learning Courses Percent or more online](#)
- [I.B.23 Distance Education Presentation Fall 2017](#)
- [I.B.24 SEP Research and Evaluation Summarized](#)
- [I.B.25 Student Equity Focus Group Reports](#)
- [I.B.26 IDEAS Summit Announcements](#)
- [I.B.27 Tableau Usage Spring 2017](#)
- [I.B.28 2013-2017 Strategic Goal Summaries](#)
- [I.B.29 SPC Handbook](#)
- [I.B.30 Course SLO Count](#)
- [I.B.31 Program SLO Count](#)
- [I.B.32 SUO Report Spring 2017](#)
- [I.B.33 FCC Catalog 2017-2018 SLOs](#)
- [I.B.34 FCC Outcomes Assessment Screen Shot](#)
- [I.B.35 Course Outline of Record Acct-4A](#)
- [I.B.36 SLOs at FCC Screen Shot](#)
- [I.B.37 Sample Course Syllabi SLOs](#)
- [I.B.38 FCC Instructional Program Review Template Curriculum](#)
- [I.B.39 ACT Mapping to ISLOs and GE Outcomes](#)

[I.B.40 PSLO-ISLO Mapping](#)
[I.B.41 Respiratory Care Occupational Review FA17 Advisory Minutes](#)
[I.B.42 FCC Convocation Agenda Spring 2017](#)
[I.B.43 SUO Presentation](#)
[I.B.44 Curriculum Minutes eLumen](#)
[I.B.45 Board Agenda Elumen Approval](#)
[I.B.46 Biology Course SLO Assessment Report](#)
[I.B.47 Biology SLO Summary Report](#)
[I.B.48 Biology SLO Assessment Plan](#)
[I.B.49 Institutional Research Screen Shot](#)
[I.B.50 Management Council Minutes IE Index](#)
[I.B.51 Student Equity MInutes Research Agenda](#)
[I.B.52 Program Review Minutes IE Index](#)
[I.B.53 Classified Senate Minutes IE Index](#)
[I.B.54 Academic Senate Minutes IE Index](#)
[I.B.55 FCC SSSP Plan 2015](#)
[I.B.56 Limited Access Dashboard Screen Shot](#)
[I.B.57 Equity and SSSP Plan Screen Shot](#)
[I.B.58 Surveys Dashboard Screen Shot](#)
[I.B.59 IRE Minutes Data and Research Agenda Items](#)
[I.B.60 Committee Structure Fall 2016 IR Support](#)
[I.B.61 IRE Committee Operating Agreement](#)
[I.B.62 Outcomes Assessment Minutes Data Dashboard](#)
[I.B.63 Board Minutes 10-02-2016](#)
[I.B.64 FCC Administrative Program Review Template](#)
[I.B.65 Occupational Program Review Template](#)
[I.B.66 Political Science Program Review Spring 2016 Survey](#)
[I.B.67 SPC Mail All 2011-2017 Strategic Goals Summary](#)
[I.B.68 FCC Catalog 2017-2018 Admin Justice ADT](#)
[I.B.69 Social Science Administrative Unit Review Fall 2016 Goals](#)
[I.B.70 ACT Survey Comparison Results](#)
[I.B.71 OAC Minutes Disaggregation of SLOs](#)
[I.B.72 2013-2017 Strategic Plan Objective 7.7](#)
[I.B.73 2015-2016 Research Agenda](#)
[I.B.74 SPC Minutes Research Agenda](#)
[I.B.75 IRE Minutes Research Agenda](#)
[I.B.76 FCC Educational Master Plan 2016-2026 Objective 1.1](#)
[I.B.77 FCC Scorecard Dashboard Disaggregate Drop Down Screen Shot](#)
[I.B.78 Student Equity Plan Dashboard Disaggregate Drop Down Screen Shot](#)
[I.B.79 SCCCD 2017 Scorecard Presentation 06-06-17](#)

[I.B.80 OAC Minutes ACT Outcomes Survey](#)
[I.B.81 Program Review Evaluation Calendar](#)
[I.B.82 Board Meeting Agenda 12-09-2014](#)
[I.B.83 Board Minutes 11-13-2015](#)
[I.B.84 Summer Jam Booklet](#)
[I.B.85 Pathways Program](#)
[I.B.86 IRE Minutes Equity Research Coordinator](#)
[I.B.87 Board Presentation - Dream Center Fall 2016](#)
[I.B.88 BP AR 2410](#)
[I.B.89 BP AR 2510](#)
[I.B.90 SCCCD Roles of Constituents in District Decision Making](#)
[I.B.91 District Participatory Governance Model](#)
[I.B.92 SCCCD Participatory Governance Integrated Planning Screen Shot](#)
[I.B.93 Board Agenda Item 05-03-2016 Student Fees](#)
[I.B.94 SPC Annual Evaluation Comparison Program Review](#)
[I.B.95 FCC College-Wide Survey Calendar](#)
[I.B.96 IRE Minutes College Wide Survey Calendar Presentation](#)
[I.B.97 Survey Results Screen Shot](#)
[I.B.98 SPC Annual Evaluation 2014-2015](#)
[I.B.99 SPC Annual Evaluation 2015-2016](#)
[I.B.100 SPC Annual Evaluation 2016-2017](#)
[I.B.101 FCC Campus Climate Survey Summary](#)
[I.B.102 SPC Minutes Campus Climate Survey](#)
[I.B.103 Campus Climate Open Forum](#)
[I.B.104 Opening Day Survey Summary Spring 2017](#)
[I.B.105 Student Success Scorecard Screen Shot](#)
[I.B.106 PAC Minutes IE Index](#)
[I.B.107 Management Council Minutes Scorecard](#)
[I.B.108 SPC Mail All 2011-2017 IE Index](#)
[I.B.109 SCCCD Intranet Screen Shot](#)
[I.B.110 Board Agenda Web Master](#)
[I.B.111 Accessible Documents Training](#)
[I.B.112 SPC Annual Evaluation Screen Shot](#)
[I.B.113 SPC Operating Agreement Fall 2017](#)
[I.B.114 FCC Unit & Action Planning Workshops Email](#)
[I.B.115 SPC Mail All 2011-2017 Action Plan Resource Request Approval](#)
[I.B.116 2017-2018 Action Plans Institutional Ranking](#)
[I.B.117 PR Operating Agreement](#)
[I.B.118 Program Review Status 2015-2016](#)
[I.B.119 FCC Instructional Program Review Template Staffing](#)

[I.B.120 FCC Administrative Program Review Template Staffing](#)
[I.B.121 HR Operating Agreement](#)
[I.B.122 HR Certificated Rubric Score Sheets 2017-2018](#)
[I.B.123 HR Classified Rubric Score Sheets 2017-2018](#)
[I.B.124 SPC Mail All 2011-2017 HR Ranking](#)
[I.B.125 FCC Campus Technology Plan 2015-2019](#)
[I.A.8 Data Dashboard On-line Drop Down Screen Shot](#)
[I.A.12 Placement Dashboard Screen Shot](#)
[I.A.26 FCC Planning Process Diagram](#)
[I.A.27 FCC Annual Unit Plan Form](#)
[I.A.29 FCC Action Plan Resource Request Form](#)
[I.A.31 FCC Institutional Effectiveness Index – ISS](#)
[I.A.32 IRE Minutes IE Index](#)
[I.A.33 FCC Instructional Program Review Template IE Index](#)
[I.A.34 SPC Minutes 2011-2017 IE Index](#)
[I.A.36 FCC Educational Master Plan 2016-2026](#)
[I.A.37 2017-2021 FCC Strategic Plan](#)
[I.A.39 Fresno City College Student Equity Plan 2015](#)
[I.A.41 Coffee and Conversation Presentation Embedding Equity at FCC](#)
[I.A.48 FCC Data Dashboard Screen Shot](#)
[I.A.61 SPC Meeting Minutes 2011-2017 Strategic Planning](#)
[I.A.63 2010-2013 FCC Strategic Plan Brochure](#)
[I.A.64 2013-2017 FCC Strategic Plan Brochure](#)
[I.A.65 Annual Unit Plan Action Planning Cycle](#)

Standard I.C Institutional Integrity

When I became disabled, I was at home trying to throw a pity party, feeling sorry for myself. But once I started coming to Fresno City College and using the programs that they offered for the disabled it encouraged me to put one foot in front of the other. It gave me strength and encouragement.

—Student Equity Focus Group



I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College employs a variety of means to inform current and prospective students, personnel, and the public about its mission and vision statements, educational programs, learning outcomes, and services. Methods of communication include the College catalog, the Fresno City College website, email, and printed materials developed for institutional and programmatic communication (I.C.1, I.A.70). Board policy codifies items that must be published in the catalog including graduation requirements, standards of scholarship, grading system, fees, enrollment policy, and standards of conduct (I.C.2, I.C.3, I.C.4, I.C.5, I.C.6, I.C.7).

The President's Office has taken a more active role in the Office of Public Information and has directed more resources to ensure accurate and timely information to the general public and College community (I.B.110, I.C.8). Over the past two years, the College has increased marketing efforts and campaigns to advertise available programs, as well as strategies to attract new students and maintain existing students (I.C.9).

The College website is the primary access point for public information (I.C.10, I.C.11). In spring 2016, the website began a major overhaul that was launched in fall 2017. The newly designed website contains easily accessed menus containing information about nearly every aspect of the College. Given the amount of information contained within this website, the College works diligently to maintain accuracy, consistency, and accessibility for persons with disabilities (I.B.111). The webmaster has primary responsibility for updating the website, and assigns individuals area updating privileges once they have completed accessibility training.

Fresno City College provides a variety of publications including the College catalog. The catalog is updated annually and is available to students on the College website and in printed format (I.C.12). During the review and updating process, the Public Information Office, the Office of Instruction, student services, and division deans review the catalog for accuracy. Changes in policies, degree requirements, course offerings, and other pertinent information are included each time new publications are released (I.C.13). College policies, the current College catalog, the schedule of classes, information about fee payments, and other services are updated regularly on the website. Information regarding the Federal Educational Right and Privacy Act (FERPA) along with the College's policies concerning sexual harassment, sexual assault, student grievance procedures, and District and College

policies regarding academic affairs may also be found online and in the College catalog ([I.C.14](#), [I.C.15](#), [I.C.16](#), [I.C.17](#), [I.C.18](#), [I.C.19](#), [I.C.20](#), [I.C.21](#)). The Public Information Office and the Office of Instruction oversee the editing and updating of schedules and catalogs.

To further ensure communication, student learning outcomes are included by faculty in the course syllabi ([I.B.37](#)). Syllabi are stored in division offices. Student learning outcomes are also included in the course outline of record, which is available to the public through CurricUNET ([I.C.22](#)). The institution provides accurate information to students and the public about its accreditation status in the College catalog as well as in an Accreditation website that displays all documents related the College's accreditation ([I.C.23](#)). The College also provides information about its accrediting status with programmatic accreditors such as Dental Hygiene, Nursing, Radiologic Technology, and Respiratory Therapy in the catalog and online.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 20. The College communicates all relevant information, including information regarding student learning outcomes, through the College catalog and website. Communication is effective and has been enhanced through the development of an improved website.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

Fresno City College publishes both a printed and online College catalog annually with the most current catalog being 2016–2017. The catalog is a comprehensive resource for the most current academic and administrative policies and regulations affecting students. The catalog is published and posted annually to specify changes approved during the curriculum cycle. The catalog also includes a section describing the availability of courses through distance education ([I.C.24](#), [I.C.25](#)). The Office of Instruction's curriculum analyst works collaboratively with the Public Information Office, instructional deans and faculty, support services and programs, and others for content and to ensure the highest level of accuracy ([I.C.13](#)). An addendum to reflect major changes in curriculum or policy is published as necessary ([I.C.12](#)).

The catalog also provides general information concerning the College mission, vision, core values, institutional student learning outcomes, history, course, program and degree offerings, academic calendar and length of programs, available financial aid and other learning/support services, names and degrees of faculty and administrators, and the names of classified professionals. The extensive index facilitates ease of navigation through the catalog ([I.C.26](#)).

The catalog is displayed sequentially beginning with the requirements for admission, residency, matriculation, registration, and student fees as they relate to enrollment and student records. The academic regulations identify and define the grading scheme, academic standards, course repetition or alleviation,

academic probation and dismissal, enrollment status, grade review procedures, withdrawal policies and procedures, opportunities to earn college credit from advanced placement, high school course articulations, and the honors programs.

The general education degree and transfer requirements are clearly stated and easy to follow. The administrative policies are a continuation of the College policies and procedures as they relate to student requirements. These include student conduct and rights as well as the institutional commitment to providing an environment free from any type of discrimination and harassment. This section also provides the non-discriminatory policy and grievance procedures including contact information for reporting such unlawful discrimination or unwelcome sexual advances.

In addition to the catalog, the District provides all board policies and administrative regulations on the State Center Community College District website under “trustees policies and regulations” and on the SCCCD BoardDocs web page ([I.C.27](#), [I.C.28](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 20. The College provides a publicly available College catalog and takes great measures to ensure that it is comprehensive, current, and accurate.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Fresno City College uses documented assessment of student learning and evaluation of student achievement results to communicate matters of quality assurance to appropriate constituencies through several processes. Specifically, the College collects student demographic data through the College application ([I.C.29](#)). The College collects enrollment and student achievement data primarily through the Ellucian Colleague software system. Enrollment data collected includes student load, enrollment trends, and student educational goals. Additionally, the College tracks student achievement with data that include degrees and certificates awarded, transfers to UC/CSU by ethnicity, transfers to UC/CSU by destination campus, student GPA, retention rates and student success ([I.A.12](#)). Student demographic and achievement data are provided annually to the California Community Colleges Chancellor’s Office for inclusion in the annual student success scorecard report ([I.B.77](#)).

Fresno City College also reports institutional-level student achievement, student, faculty and staff demographics, and financial data to the Integrated Postsecondary Education Data System (IPEDS), which is managed by the National Center for Education Statistics under the U.S. Department of Education. IPEDS publishes an annual data feedback report that provides feedback on a range of selected indicators as well as data on institutional performance relative to a comparison group of institutions ([I.C.30](#)).

Since 2005, the College identifies and assesses student learning outcomes at the institution, program, and course levels ([I.B.17](#), [I.B.30](#), [I.B.31](#), [I.B.35](#), [I.B.40](#)). The Fresno City College Outcomes and Assessment Committee provides assistance in writing, assessing, and analyzing student learning outcomes at the course, program, and institutional level. The committee facilitates reporting and archiving assessment results, reviews reports related to student learning outcomes and assessment, works cooperatively with the Program Review Committee, the Curriculum Committee, the Accreditation Steering Committee, and the Strategic Planning Council, and facilitates dialogue and reporting to the campus community on outcomes and assessment activities ([I.C.31](#)).

Documented assessment results are made public on the Fresno City College website and the State Center Community College District website. The Fresno City College website presents institutional research data including demographic and achievement data ([I.A.12](#), [I.A.31](#), [I.B.49](#), [I.B.105](#)). Additionally, the institutional researcher regularly conducts quantitative and qualitative research and posts results on the website ([I.C.32](#)). The College includes data analyses in the educational master plan, which is also the foundation for the strategic plan ([I.A.36](#)). Data analyses are an essential component of program review ([I.A.26](#), [I.A.33](#), [I.A.44](#)), and program review documentation is publicly available ([I.C.33](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 19. The College publicly communicates matters of student learning and achievement for internal and external constituents.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College describes its associate degree and certificate programs in the catalog ([I.C.34](#)). Requirements for graduation and transfer are also displayed in the catalog ([I.C.35](#)). Each program description in the catalog includes the program's purpose as well as the degree and certificate student learning outcomes ([I.C.22](#)). The course outline of record is used as the foundation for syllabi and includes a description, instructional objectives, and student learning outcomes (Evidence: COR). The Public Information Office (PIO) also works with individual programs and departments to create brochures that include certificate and degree information.

Analysis and Evaluation

The College meets the Standard. The College clearly describes its degrees and certificates in the College catalog.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

BP & AR 2410 codify the process for creating new or revising existing policies and regulations ([I.B.88](#)). All administrative regulations were updated during fall 2008, and most of the board policies were updated between 2003 and 2008. Subsequent changes have been discussed by College constituent groups and approved by the Board of Trustees. A recent example of this process can be seen in the response to state regulation requiring community colleges to provide homeless students access to campus showers ([I.C.36](#)).

The College's administrative policies, procedures, and academic regulations are found in the College catalog and schedule of classes. The Office of Instruction and instructional deans have primary responsibility for the update and publication of the annual catalog. The vice president of instruction, in consultation with Student Services, is responsible for the semester publication of the schedule of courses ([I.C.1](#), [I.C.37](#)).

Student standards of conduct are defined in BP and AR 5500 and are published in the College catalog and are available on the College website ([I.C.20](#), [I.C.38](#)). These standards define and outline the consequences and discipline procedures for academic dishonesty and allow for due process for students accused of cheating or plagiarism. An academic dishonesty form is available in division offices and in the Vice President of Student Services Office ([I.C.39](#)). In addition, the College catalog defines academic dishonesty, cheating, and plagiarism, and details the consequences.

In addition, the Public Information Office (PIO) maintains graphics that are used for all Fresno City College printed materials. The PIO has developed graphic standards to ensure the College's style guide is followed to provide accuracy and integrity in its publications ([I.C.40](#)).

Analysis and Evaluation

The College meets the Standard. The District updates policies and procedures as needed and routinely updates all materials displaying them.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The 2017-2018 Catalog clearly lists all student fees including the per unit enrollment fee for residents and nonresidents, health fees, parking fee, Associated Student Government (ASG) fee, and the instructional materials fee. It also includes conditions under which exemptions are made (per Title 5 Section 55532), and all refund policies ([I.C.41](#)). The schedule of courses also includes all fees as well as fees for specific courses ([I.C.42](#)). The College Business Office communicates all student fees and updates costs

annually. Distance education courses are current within the California Virtual Campus (CVC) and will indicate which courses are offered with open educational resources and/or zero cost textbooks.

The Financial Aid Office website provides a link to a “net price calculator” which estimates the student’s cost of attendance for tuition and fees, books and supplies, room and board, and other related expenses (I.C.43). The College Bookstore website provides students access to required textbooks and the cost if purchased through the bookstore (I.C.44)

Analysis and Evaluation

The College meets the Standard. The College informs current and prospective students of the total cost of education including tuition, fees, and other required expenses, such as textbooks, and other instructional materials through the College catalog, schedule of courses, Financial Aid website, and Bookstore website.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Academic freedom at Fresno City College is supported and protected. Approved in July 2008, District Board Policy 4030 addresses academic freedom as both a right and a responsibility (I.C.45). As a right, it cites Title 5 section 51023. Administrative Regulation 4030 further delineates academic freedom as it pertains to faculty. Administrative Regulation 4030 defines academic freedom as “the right of an instructor to discuss pertinent subjects within his or her field of professional competency in the classroom, consistent with course objectives, and for counselors, librarians and other academic employees to provide appropriate student services within their fields of professional competency and consistent with sound educational principles.”

In addition, as a part of the evaluation process in the local AFT contract, instructors are asked to comply with the code of ethics as defined by the American Association of University Professors (I.C.46). Included in the self-evaluation component of the faculty evaluation, instructors include a response to this code of conduct. According to AR 4030, the District is unequivocally and unalterably committed to the principle of academic freedom in its true sense which includes freedom to study, freedom to learn, and freedom to teach and provide educational professional services to students. AR 4030 was adopted on August 18, 2008 and is published in the FCC catalog (I.C.47).

Administrative Regulation 5530 defines student rights in cases where faculty may have violated the code of conduct related to academic freedom (I.C.48). A grievance process is published in the College catalog to govern situations when there is a question concerning the fair and objective presentation of information (I.C.49). In addition, BP and AR 5550 codify the use of areas that are generally available for use by students or the community which are limited public forums (I.C.50).

Board Policy 4030 also states that intellectual freedom is to be guarded as a basic right of all citizens in a free society; therefore, the District and colleges are committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, read, speak, and question is necessary to the development of an informed citizenry. This freedom is integral to the District philosophy and is guaranteed to all staff and students.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 13. District policies, administrative regulations, and College procedures ensure that academic freedom is protected for all constituents to support the free pursuit of knowledge.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Board Policy 5500 codifies standards of conduct and Administrative Regulations 5500 and 5520 outline student discipline for academic dishonesty including cheating, plagiarism, or engaging in other academic dishonesty ([I.C.20](#), [I.C.51](#)). These regulations are available on the District website ([I.C.27](#), [I.C.28](#)). The 2017-2018 catalog outlines Fresno City College's policy on academic dishonesty and is available online to all students ([I.C.12](#)).

Fresno City College also promotes academic integrity in the distance education environment. The College is participating in a state wide proctoring network and has implemented Proctorio for online assessment taking. In addition, Respondus allows for unique assessment creation by shuffling each question and answer to ensure that no two students receive the same summative assessment. Formative assessments and writing assignments can be submitted to professors through Turnitin for plagiarism detection. While these are direct technology based solutions, faculty also participate in professional development focused on authentic assessment development to enhance academic integrity.

Analysis and Evaluation

The College meets the Standard. Board policy and administrative regulations which codify academic dishonesty are followed by the College, and information relating to academic honesty and the related consequences is available to faculty, staff, and students online and in the catalog.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Board Policy and Administrative Regulation 4030 codifies academic freedom which balances the right of faculty to hold and express personal opinions with their responsibility to adhere to the highest standards of critical inquiry and analysis (I.C.44). The policy states that academic freedom “includes freedom to study, freedom to learn and freedom to teach and provide educational professional services to students.” The policy further states,

“Faculty must, however, accept the responsibility that accompanies academic freedom. The right to exercise any liberty implies a duty to use it responsibly. Academic freedom does not give faculty freedom to engage in indoctrination. Nor can faculty invoke the principle of academic freedom to justify non-professional conduct.

An essential point that pertains to academic freedom and that must be considered in relation to subject matter or to professional services to the student is the criterion of suitability. The subject matter, material to be studied, or educational professional services to the student must contribute to the attainment of course objectives or achievement of an educational principle.

The special interests of faculty or the opinion of a person or persons in a class should not supersede the right of other students to be protected against irrelevant or obscene materials or presentations.”

The College catalog includes a statement on academic freedom to ensure students understand that faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline and that they present data and information fairly and objectively (I.C.46). The student grievance process provides a form for students to submit should they have a concern regarding violation of District policy.

The faculty handbook provides guidance for instructors in areas such as duties and responsibilities, curriculum, and course syllabi (I.C.52). The course outline of record is the official document that delineates a discipline’s accepted content, methodologies, outcomes, and assessment for a course and assures that it complies with expected standards of rigor and applicable regulations (I.B.21). Faculty are regularly evaluated and the full-time faculty bargaining agreement with the District includes in the evaluation criteria that professional responsibilities include “Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement (1940; revised 1987)” (I.C.45, I.C.53). Faculty evaluation includes a classroom visitation by a peer evaluator and supervisor (I.C.54). In addition, students also provide input through surveys of faculty, which include questions regarding the professionalism of the instructor as well as the course content (I.C.55).

Analysis and Evaluation

The College meets the Standard. Fresno City College ensures that the policies on academic freedom are widely published and disseminated to all students, faculty, and staff. The College provides training and supervision to ensure that protocols intended to protect individuals are practiced throughout the campus. Violations and equitable recourse of these policies are met immediately and thoroughly through structured grievance policies and procedures. Ethical standards, codes of conduct, and policies concerning academic integrity are well documented, and such records are housed and disseminated in administrative offices and on the College website.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public, open-access community college, Fresno City College does not promote specific beliefs or worldviews to which all employees and students must conform. FCC adheres to administrative regulations and board policies regarding academic freedom, duties and responsibilities, and student conduct.

Board Policy 3150 defines a code of ethics for administrators directing them to be "...committed to the principles of honesty and equity. They shall not seek to abridge for any purpose the freedoms of faculty, staff, and students. At the same time, they shall not willingly permit the right and privileges of any members of the College community to override the best interests of the public served by the College" (I.C.56). Administrative Regulation 7122 defines the duties and responsibilities of instructors in 29 areas in addition to a list of responsibilities for athletic coaches (I.C.57). This list of duties and responsibilities for instructors is given to all new full-time faculty during a new faculty orientation and is included in the faculty handbook (I.C.58, I.C.59).

Analysis and Evaluation

The College meets the Standard. No particular world view or belief system is espoused or advanced by the College, and board policy defines a code of ethics for faculty and administration.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College has no instructional locations outside of the United States and has not requested authorization from the Commission to operate in a foreign location.

Analysis and Evaluation

Not applicable.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Board Policy and Administrative Regulation 3200 provide assurance that the District and colleges adhere to all requirements of the Accrediting Commission regarding the Eligibility Requirements, Accreditation Standards, Commission policies, and public disclosure of the accreditation status of the College (I.C.60). Fresno City College complies with all ACCJC requirements including upholding Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements and discloses this information publicly. The College responds to all ACCJC requirements in a timely manner including self-evaluation reports, reports to the Commission, annual reports, and annual fiscal reports (I.C.23).

The College communicates educational quality and institutional effectiveness to the public through its website including its mission, student learning outcomes, student achievement data, and assessment and evaluation activities (I.A.70, I.C.61, I.A.48). FCC has been continuously accredited since its founding in 1910. The College's accredited status is posted on the website following a link on the home page. The FCC website includes links to reports filed with the ACCJC including the 2011 Self Study and Team Evaluation Report, the 2011, 2012 and 2013 FCC Follow Up Reports, and the 2012 Substantive Change proposal that was approved by the Commission. The College has consistently identified an accreditation liaison officer (ALO) to ensure timely response to all ACCJC requests and requirements. The Accreditation Steering Committee is coordinated by the ALO, and includes faculty, classified professional, and student co-chairs (I.B.7).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 21. Compliance with ACCJC requirements is a College priority. Board policies clearly articulate the District's commitment to the accreditation process. The College makes public the status of its accreditation and any action taken by the Commission in a variety of venues. The College meets all reporting deadlines established by the Commission for report submission. The Accreditation Steering Committee maintains focus on the accreditation process ensuring continuous and ongoing compliance with all ACCJC requirements.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Fresno City College demonstrates honesty and integrity in its relationships with external agencies. The College is consistent in how it represents itself to all external agencies including the Commission and other accrediting agencies. The College mission, vision, and core values were revised by the Strategic Planning Council, and after constituent review and approval, were approved by the Board of Trustees in August, 2017 (I.A.1). The mission, vision, and core values statements are published in the College catalog, posted on the College website, and printed in the Fresno City College strategic plan brochures (I.A.49, I.A.70, I.A.37). The brochure also includes an ethics statement for College faculty, administrators, staff, and students that embraces the ideas of fairness, civility, integrity, and respect.

The self-evaluation for accreditation is shared with all constituents throughout the development process to ensure accuracy and consistency in how the College represents itself. The Accreditation Steering Committee is composed of representatives from all constituent groups (I.B.7). The members are co-chairs for the Standards subcommittees tasked with developing the self-evaluation report. Students and the public are informed of the College's accreditation status through the College's website (I.C.23). The College posts all reports submitted to ACCJC and Commission action letters online.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 21. The College employs multiple methods to describe itself to external agencies, including the catalog, website, planning documents, and reports to the Commission. Information regarding compliance is communicated consistently to all external agencies.

I.C.14 The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. (2002 Standards: New)

Evidence of Meeting the Standard

The College ensures its commitment to high quality education, student achievement, and student learning through its learning assessments, program review, and integrated planning processes. The College's priorities are outlined in the 2017-2021 Strategic Plan and FCC Educational Master Plan 2016-2026 ([I.A.36](#), [I.A.37](#)).

The College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. The College is a non-profit, state-funded teaching organization that does not generate financial returns for investors, contribute to a related or parent organization, or support external interests.

Analysis and Evaluation

The College meets the Standard. Student learning, support, success, and achievement are at the heart of all College efforts. The College is a publicly funded, open-access community college that functions for the benefit of students. It does not generate financial return for investors or contribute to any related parent organization. The processes by which the College ensures its commitments to high quality education, student achievement, and student learning are described in detail throughout the self-evaluation report.

Standard IC Evidence

[I.C.1 FCC Catalog 2017-2018](#)

[I.C.2 BP AR 4100](#)

[I.C.3 BP 4220](#)

[I.C.4 BP 4230](#)

[I.C.5 BP 5030](#)

[I.C.6 BP 5052](#)

[I.C.7 BP 5500](#)

[I.C.8 Board Agenda Graphic Designer](#)

[I.C.9 Marketing Plan](#)

[I.C.10 Previous FCC Web Site Screen Shot](#)

[I.C.11 New FCC Web Site Screen Shot](#)

[I.C.12 FCC Catalogs Screen Shot](#)

[I.C.13 Update Email Notification](#)

[I.C.14 SCCCD Police Department Law Enforcement Links Screen Shot](#)

[I.C.15 Financial Aid Screen Shot](#)

[I.C.16 Admissions Screen Shot](#)

[I.C.17 Student Rights and Responsibilities Screen Shot](#)

[I.C.18 BP AR 3430](#)

[I.C.19 BP AR 3540](#)

[I.C.20 BP AR 5500](#)

[I.C.21 FC Catalog 2017-2018 FERPA](#)

[I.C.22 CurricUNET Screen Shot](#)

[I.C.23 FCC Accreditation Screen Shot](#)

[I.C.24 FCC Online Learning Screen Shot](#)

[I.C.25 FCC Catalog 2017-2018 Distance Education](#)

[I.C.26 FCC Catalog 2017-2018 Index](#)

[I.C.27 SCCCD Trustee Policies and Regulations Screen Shot](#)

[I.C.28 SCCCD BoardDocs Screen Shot](#)

[I.C.29 FCC Apply Screen Shot](#)

[I.C.30 FCC IPEDS Screen Shot](#)

[I.C.31 OAC Operating Agreement](#)

[I.C.32 Research Reports Screen Shot](#)

[I.C.33 FCC Program Review Committee Screen Shot](#)

[I.C.34 FCC Catalog 2017-2018 Associate Degree and Certificate Programs](#)

[I.C.35 FCC Catalog 2017-2018 Certificate Degree Transfer Requirements](#)

[I.C.36 Campus Showers BP 5220](#)

[I.C.37 FCC Spring Class Schedule 2017](#)

[I.C.38 FCC Catalog 2017-2018 Administrative Policies](#)

[I.C.39 Dishonesty Infraction Form](#)

[I.C.40 Graphic Standards Screen Shot](#)
[I.C.41 FCC Catalog 2017-2018 Fees](#)
[I.C.42 FCC Spring Class Schedule 2017 Fees](#)
[I.C.43 FCC Cost of Attendance Screen Shot](#)
[I.C.44 FCC Bookstore Textbooks](#)
[I.C.45 BP AR 4030](#)
[I.C.46 SCFT Full-Time Final Agreement 2014-2017 Ethical Standards](#)
[I.C.47 FCC Catalog 2017-2018 Academic Freedom](#)
[I.C.48 AR 5530](#)
[I.C.49 FCC Catalog 2017-2018 Grievance Policy for Students](#)
[I.C.50 BP AR 5550](#)
[I.C.51 AR 5520](#)
[I.C.52 Faculty Handbook](#)
[I.C.53 AAUP Statement on Professional Ethics](#)
[I.C.54 Checklist for Evaluation of Tenured Faculty Spring 2017](#)
[I.C.55 Professor Evaluation Survey](#)
[I.C.56 BP AR 3150](#)
[I.C.57 AR 7122](#)
[I.C.58 New Faculty Orientation Fall 2017](#)
[I.C.59 Faculty Handbook Duties and Responsibilities of Instructors](#)
[I.C.60 BP AR 3200](#)
[I.C.61 SLOs at FCC ACCJC Midterm Reports](#)
[I.A.12 Placement Dashboard Screen Shot](#)
[I.A.26 FCC Planning Process Diagram](#)
[I.A.31 FCC Institutional Effectiveness Index – ISS](#)
[I.A.33 FCC Instructional Program Review Template IE Index](#)
[I.A.36 FCC Educational Master Plan 2016-2026](#)
[I.A.37 2017-2021 FCC Strategic Plan](#)
[I.A.44 Instructional Program Review Template Disaggregate Data](#)
[I.A.48 FCC Data Dashboard Screen Shot](#)
[I.A.49 FCC Catalog 2017-2018 Mission](#)
[I.A.70 Mission-Vision-Core Values-Ethics Screen Shot](#)
[I.B.7 Accreditation Steering Committee Operating Agreement](#)
[I.B.17 Outcomes Survey Screen Shot](#)
[I.B.21 Curriculum Bylaws](#)
[I.B.30 Course SLO Count](#)
[I.B.31 Program SLO Count](#)
[I.B.35 Course Outline of Record Acct-4A](#)
[I.B.37 Sample Course Syllabi SLOs](#)
[I.B.40 PSLO-ISLO Mapping](#)

[I.B.49 Institutional Research Screen Shot](#)

[I.B.77 FCC Scorecard Dashboard Disaggregate Drop Down Screen Shot](#)

[I.B.88 BP AR 2410](#)

[I.B.105 Student Success Scorecard Screen Shot](#)

[I.B.110 Board Agenda Web Master](#)

[I.B.111 Accessibility Documents Training](#)

Standard II

Student Learning Programs and Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.



Standard II.A. Instructional Programs

I came into this already knowing what I wanted to do—I have experience in the medical field. Then I took this class, Native American Indian Studies. Now I am actually going to do a dual-major in American Indian Studies and Nursing. American Indian Studies is because of my culture, the history of my background. I want to be able to use that in Native American Indian Health.
—Student Equity Focus Group



II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Board policies (BP) and administrative regulations (AR) provide direction for the College to ensure that academic programs are “consistent with the institutional mission, purposes, and demographics and economics of its community” (II.A.1). The Fresno City College (FCC) mission is to provide quality, innovative educational programs, as well as support services directed toward the enhancement of student success, lifelong learning, and the economic, social, and cultural development of our students and region. The College offers 1,743 courses and 285 programs within 9 divisions to serve students’ diverse educational goals. Career technical education (CTE) relies on the input of advisory committees to support the regional economy. General education (GE), as well as programs in the social sciences and fine and performing arts programs, support cultural development for students and the community. Lifelong learning is achieved through the offering of multiple courses in many areas including the arts, physical education, humanities, social sciences, and other academic programs (I.C.35).

At FCC, the program review and the curriculum review processes ensure the quality and appropriateness of all instructional programs. The program review template is completed by faculty on a prescribed schedule to ensure that programs are assessed for currency and appropriateness (I.B.19, I.B.81). Instructional program reviews and curriculum reviews are completed every five years. Occupational program reviews are completed every two years.

The first step in the program review process is to organize a self-study team of discipline faculty to complete the program review template which is reviewed by the department chair, Program Review Committee (PRC) division representative, division dean, and program review coordinator. The completed report is submitted to the PRC (II.A.2). In determining the appropriateness of the program, the committee will consider alignment with mission, appropriate curriculum, student learning outcomes attainment, student achievement, means of delivery, and continuous improvement. Each of these criteria is discussed in detail below.

According to AR 7122, instructors are to “know mission, values, and vision statements as expressed in the college catalogs and be guided by them in the planning of each course” (I.C.56). After providing a description of the program in the program review template, faculty provide evidence of AR 7122 when they describe how the program or service advances the College’s mission and strategic goals. The PRC members, including students, faculty, administrators, and classified professionals, confirm the program is consistent with the College’s mission to provide quality, innovative educational programs (I.B.117, II.A.3).

In Appendix IIB of the program review document, faculty provide a departmental list of courses offered. The list identifies whether the course meets California State University (CSU) or University of California (UC) transfer requirements and if the course satisfies requirements for a degree or certificate. The Curriculum Committee chair serves on the PRC, and along with all committee members, reviews the appropriateness of courses. The articulation coordinator, a member of the Curriculum Committee, reviews all courses meeting transfer requirements ([II.A.4](#)).

The outcomes and assessment coordinator is a member of the PRC. The Outcomes and Assessment Committee (OAC) reviews student learning outcome reports and provides feedback during the program review process ([II.A.5](#), [II.A.6](#)). This process allows faculty to review data to determine how students are meeting established student learning outcomes during the program review cycle. Programs discuss their progress and plans in respect to student learning outcomes at the course, program, or degree level ([II.A.7](#)).

Appendix III in the program review template includes program, division, and College data on student demographics and achievement. The number of degrees and certificates for a six-year period demonstrates trends in the achievement of educational goals ([I.A.35](#)).

The occupational program review, completed by CTE programs, includes available data on employment trends ([II.A.8](#)). Occupational programs are also required to detail their effectiveness in preparing students for employment ([II.A.9](#)). Programs use a variety of methods to gather information on employment of graduates. For example, the Registered Nursing program telephones all graduates to confirm employment status ([II.A.10](#)). Programs also use the CTE LaunchBoard as a source for data on student employment ([II.A.11](#)).

The Office of Institutional Research, Assessment, and Planning (OIRAP) has developed several dashboards to assist faculty and administrators by providing easily accessible data to inform decisions ([I.A.48](#)). The dashboards are designed to provide data that allows faculty to continuously examine trends. The OIRAP also provides an easily accessible research request web page, allowing faculty to initiate in-depth research projects ([II.A.12](#)). The Chemistry program review provides evidence of a research request that assisted faculty in identifying courses that may contribute to student's inability to make progress through the chemistry sequence ([II.A.13](#)). In addition, the program review operating agreement includes the director of IRAP as a standing voting member.

The instructional program review template also requires a discussion of courses offered in distance educational modality. Student outcomes for DE courses are compared to results from face-to-face classes possibly resulting in curricular changes in the subsequent program review ([II.A.14](#)). The Curriculum Committee reviews the distance education addendum outlining any changes to the course based on the change in teaching modality ([I.A.7](#)).

Discipline faculty determine if a course is appropriate to offer in a DE format as well as the most DE appropriate format for the course. FCC is one of eight pilot colleges participating in the Online Education Initiative (OEI) and Exchange of Courses (EOC) pilot. The EOC allows for the exchange of

students among California Community Colleges for “bottle-neck” courses, which are those that are heavily enrolled and required for graduation preventing timely student goal achievement. These courses also have C-ID designation, which guarantees them for transfer. In spring 2017, the College offered exchange courses including ENGL 1A, ECON 40, SOC 1A, and GEOG 2 and exchanged students with South Lake Tahoe. The EOC is slowly expanding as other colleges begin to participate, and it is expected to increase success for distance education students. The courses offered in the EOC go through a rigorous peer mentoring-based design process to ensure instructor initiated contact, interactive learning tools, and design principles based on equity, access, and ADA compliance.

The College continues to grow its distance education offerings, to meet the evolving needs of students. All general education programs include distance education course options within the 60 required units ([I.A.50](#)). In addition, FCC offers fully online core courses for 22 degree or certificate programs with 44 additional degrees or certificate programs that can be obtained with 50% or more of the courses offered online ([I.A.51](#)).

In 2016, the College demonstrated continued commitment to the growth of quality distance education programs with the addition of an instructional designer, increased support services through the OEI, and revisions to the Online Teacher Training program to align with the OEI course standards matrix. The College also uses the matrix as the approval standard for all newly developed distance education courses with guidance from the director of distance education and the Distance Education Advisory Committee ([II.A.15](#)). FCC is also committed to on-going professional development opportunities to ensure that the College maintains quality distance education courses, programs, and certificates ([II.A.16](#)). With supportive departments, administration, and a well-established curriculum review process, FCC faculty carefully consider students’ academic goals, including transferability when determining to offer distance education courses.

The program review template provides the opportunity for continuous improvement through reflection, analysis, and the identification of actionable goals. Programs reflect on their goals and state how they advance the College’s mission, whether staffing levels are appropriate to support goals, the relation of needed resources to program goals, and how unit plan activities address the unit plan goals ([II.A.17](#)). The annual unit planning process is the means through which faculty continually monitor the implementation of goal related activities, record results, and determine further actions ([I.A.27](#)). In accordance with AR 3250, the annual unit planning process includes the opportunity to request funding for activities requiring additional resources to accomplish the unit goal ([II.A.18](#)). Unit goals align with the strategic goals identified in the strategic plan ([II.A.19](#)). Annual unit planning informs institutional plans and is an integral component of the College’s integrated planning process ([I.A.26](#)).

The five-year curriculum review process immediately follows the five-year instructional program review. In accordance with Board Policy and Administrative Regulation 4020, the Curriculum Committee bylaws provide a review process that includes documentation of “Course Outline of Record, Distance Education Addenda, Student Learning Outcomes, Degrees, Certificates, Certificates of Achievement, Program Learning Outcomes, and General Education Pattern Placement” to ensure alignment with “current regulations, curriculum committee policies, current teaching methods, and best practices”

(II.A.20, I.B.21). Curriculum changes initiated since the last program review are documented in the program's self-study and indicate plans for additional courses (I.B.38). Throughout the curriculum review process, faculty examine current curriculum, outside accreditation, and additional discipline specific resources such as course identification number (C-ID) or outside accrediting bodies to ensure currency of the curriculum. The curriculum review process leads to the development of the catalog which provides the educational pathways used to guide students in their educational choices.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirements 9 and 11. The institution implements an effective and clear process for evaluating programs. Program review leads to curriculum review, which ensures educational pathways for students with identified student learning outcomes that are appropriate to the field of study. The process provides an opportunity for reflection and analysis with the outcome of continuous improvement through the identification of actionable goals. Integrated planning is accomplished at the program level through program review, annual unit planning, and action plan resource requests. The integrated process requires evidence that decisions are based upon analysis of data as well as alignment with strategic goals and plans.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the Standard, the College recognizes the need for improvement in strengthening the culture of outcomes assessment and achievement of institutional set standards. The College seeks to further efforts for continuous improvement as addressed in the Quality Focus Essay.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly-related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The program and curriculum review processes allow discipline faculty the opportunity to review and evaluate the effectiveness of courses and programs. The PRC provides oversight for the program review process and reports to the Strategic Planning Council (SPC) (I.B.117). The PRC develops and revises the templates used for program review, which are then sent to constituency groups for approval (II.A.21). The PRC regularly submits reports to SPC indicating committee decisions regarding the approval of submitted program reviews (II.A.22, II.A.23).

The use of data is an essential component of the program review process. BP 3250 indicates that institutional effectiveness research is necessary for integrated planning (II.A.18). To facilitate the colleges in providing easily accessible data, in spring 2015, the District purchased Tableau, a data visualization software used for creating dashboards (I.A.47). The College's Office of Institutional Research, Assessment, and Planning (OIRAP) creates and publishes data dashboards on a publicly available web page.

All faculty have access to the College's data dashboards to inform decision-making particularly as related to course and program evaluation (I.A.48). The program review dashboards include five years of semester and annual data, allowing faculty to analyze course and program trends in their program review. For data beginning in 2015-2016, course success can be evaluated at a more granular level including fully online (WEB), fully face to face (FCC), Hybrid (HYB) and Exchange (XCH) (I.A.8).

Information that supports instruction includes:

- Enrollment, number of sections, average class size, GPA, retention rate, and success rate for all programs and courses.
- Demographics by gender, ethnicity, and age for full-time versus part-time students. Faculty can review the GPA, retention, and success rates of students by course or by subject.
- Number of degrees and certificates awarded so faculty can address trends in student completion and success by program type.
- Grade distribution charts by division, subject, and course.

In Part II of the instructional program review template, faculty discuss curriculum (I.B.83). This section of the program review includes open and closed questions to validate activities and to allow faculty to explain the reasoning for any changes. Faculty address the following:

- Describe any changes in curriculum since the last program review and explain the reasons for those changes and the impact of the changes on the program. Faculty refer to the data dashboards to address the impact on student GPA, retention, and success.
- If the program offers courses in online or hybrid formats, the rationale for offering these courses in a distance education format is explained. In addition, faculty compare outcomes and assessment data for courses offered in both traditional and online modalities.
- If courses were not offered, or were canceled due to low enrollment in the past three years, faculty develop plans to address the viability and relevancy of the course. Faculty also address the rationale for any new or expanded courses or programs.

The program review process also provides the opportunity to reflect upon activities that faculty have engaged in to improve the teaching and learning environment. The institution provides opportunities for professional development through flex day activities (II.A.24, II.A.25). Funds for individualized professional development off campus (workshops, conferences, etc.) are available as part of the regular budget allocation, Academic Senate funding, equity funding, and annual unit planning process.

The summary and recommendations that result from program review become the basis for ongoing unit planning for the department or program. The goals listed include activities the department or program will undertake to support achievement of the program goals. These goals are linked to institutional strategic planning, educational master planning, technology planning, facility planning, or other College goals. Unit plans may also include requests for funding if necessary to accomplish the unit goal (II.A.26). The action plan resource requests are reviewed and voted on for support by the PRC. The committee's decisions are forwarded to the Strategic Planning Council. The unit plans are revisited and updated on an annual basis (I.A.65).

CTE programs complete an occupational program review every two years. Per Ed Code 78016, faculty must consider specific data points to determine if the program is meeting market need, does not duplicate services in the region, and is effective in supporting attainment of student goals. In spring 2014, the vice president of instruction and the OIRAP worked to find software that would provide robust data for CTE programs. A presentation was given to the PRC demonstrating the Economic Modeling Specialists Inc. (EMSI) software tool. The committee voted to support the purchase ([II.A.27](#)). Program data provided to faculty includes regional information including program completions, salary information, job openings, expected job growth, as well as degrees and certificates awarded by the College. Minutes of all advisory committee meetings are included in the occupational program review. Advisory committee input is used by faculty to drive program development or changes ([II.A.28](#)).

As a critical component of the instructional program review, faculty also consider the effectiveness of teaching and learning strategies. All courses must assess all student learning outcomes at least once in the four-year period prior to program review. During the program review writing year, no additional course-level assessments are required. Faculty use this period to review results of SLO assessments for all courses. Changes in any teaching methods as a result of SLO assessment are discussed in the program review ([II.A.29](#)).

With respect to distance education, faculty determine the delivery modes to best meet student needs, including fully online or hybrid. If it is determined a course is appropriate for a distance education format, the discipline faculty propose a distance education addendum to the course outline of record (COR) through the curriculum review process ([II.A.30](#)). At Curriculum Committee, campus faculty engage in discussion about the course proposal to ensure appropriateness of the delivery modality. Student learning outcomes, as well as course competencies, are the same for distance education as face-to-face. Faculty are trained through professional development opportunities, discussions with colleagues, and access to an instructional designer to refine their pedagogical approach to DE courses ([II.A.31](#)). Student performance is discussed at department meetings and in the program review. Expectations for satisfactory progress in DE are the same as face-to-face courses.

Faculty determine the relevancy of DE in the same fashion as face-to-face courses including the curriculum review process, assessment of student learning outcomes, and program review. To assist faculty, regular workshops are offered to provide pedagogical and technical design strategies for distance education which can be applied to their online course environments ([II.A.16](#)). In addition, recommendations are available to faculty through online service learning websites including Lynda.com and Hoonuit.

Analysis and Evaluation

The College meets the Standard. The program and curriculum processes allow faculty the opportunity to ensure the content and methods of instruction meet generally accepted academic and professional standards and expectations. These effective, systematic, and integrated evaluation processes allow for improvement in teaching and promote student success. Distance education curriculum is integrated into these processes resulting in high-quality and innovative distance education offerings and programs.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

According to AR 7122, instructors’ duties and responsibilities include “systematic evaluations of student progress consistent with established student learning outcomes” (I.C.56). All courses, degrees, and certificates at the College have identified student learning outcomes that are approved by the Curriculum Committee (I.C.22, I.B.33). The College ensures usage of the approved course outline of record through the faculty evaluation process which includes evidence that the “institutionally approved course outline” is used (II.A.32). By utilizing course syllabi and the course catalog, students are made aware of expected outcomes for courses and programs.

During program review, faculty reflect on their course and program-level outcomes. Faculty identify outcomes, reflect on assessment data, and then make necessary changes to curriculum or to the way that the course is being taught (II.A.3, II.A.33, II.A.34). This cyclical process is facilitated through the College’s program review and curriculum committees with input from the Outcomes and Assessment Committee.

The College has been evaluating SLO tracking tools since the last accreditation cycle. An OAC Blackboard site was used as a faculty resource and as a repository for SLO reports while database options were being pursued. The outcomes and assessment coordinator produced annual reports to track assessment activities by academic department. In fall 2016, the College began a pilot of TracDat, which is an online tool that aids in the development and discussion of assessment reports to support the program review process (II.A.35). These reports pull together outcomes assessment data over a five-year period in a clear and structured format which provides faculty with a more nuanced explanation of student success within the program. The College determined that a more robust tool was needed and purchased the eLumen tool in summer 2017 (I.B.45). Curriculum will be the first module implemented with a spring 2018 rollout, and a fall 2018 rollout for outcomes assessment and integrated planning modules.

The institutional standard for outcomes research is that all outcomes for all courses, programs, and degrees/certificates be assessed at least once within a program review cycle. This process is aided by the Outcomes and Assessment Committee and facilitated through the PRC. Every program submits a self-evaluation and presents to the PRC on a five-year cycle. As part of the program review process, the OAC reviews course and program assessment reports the semester prior to a unit’s program review. This conversation is documented on a feedback form from the OAC that faculty receive the semester they are writing their program review (I.B.16). Faculty are involved during every step of this process as they comprise most committee members on the Outcomes and Assessment Committee, the PRC, and the Curriculum Committee (I.B.117, I.C.31, II.A.36). Additionally, faculty engage in dialogue regarding development of course-level outcomes, assessment tools, implementation of assessments, and assessment results.

Analysis and Evaluation

The College meets the Standard. Learning outcomes have been developed for all courses, programs, and degrees/certificates and faculty-driven procedures are in place to assess the learning outcomes. All students have access to the course syllabus including learning outcomes from the approved COR.

While the College met the proficiency requirements for the 2012 Midterm SLO Report, there is inconsistency in the assessment cycle. The College invested resources to address this inconsistency. First, the College purchased TracDat in 2016 to create a more consistent reporting method. Second, the College provided the assessment coordinator with 100% reassigned time to work with campus constituencies to develop processes that assure cyclical evaluation of outcomes. Third, the campus has received a grant from IEPI that has been used for professional development on outcomes assessment ([II.A.37](#), [II.A.38](#)). A critical missing component was a formal process to ensure assessment calendars and mapping documents are updated when curriculum changes are made. This process was needed so faculty can have up-to-date documentation to ensure ongoing assessment. During the 2014-2015 academic year, the OAC worked with the PRC to revise the instructional template to include a deeper reflection on outcomes data. To ensure the process is cyclical, the OAC recommended that a five-year assessment calendar be updated at the end of all program reviews effective fall 2017. Since the College completed an opening day calendar activity in spring 2017, a fall 2017 start date was most appropriate ([I.B.42](#)). Also in fall 2016, the Outcomes and Assessment Committee worked with the Curriculum Committee to create a mapping process as each program completes the curriculum review process, thereby ensuring program maps are current as curriculum changes occur effective fall 2017 ([II.A.39](#)). In addition to the assessment calendar opening day project, in spring 2017, the College completed a mapping project with fall 2017 implementation.

Beginning fall 2017, faculty will update program maps as part of curriculum review and will update assessment calendars as part of program review. Currently the College has 81 percent of courses, and 100 percent of programs, assessed.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the Standard, the College recognizes the need for improvement in strengthening the culture of outcomes assessment. The College seeks to further efforts for continuous improvement of outcomes assessment as addressed in the Quality Focus Essay.

II.A.4 If the college offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Administrative Regulation 4222 provides guidance in defining remedial coursework. Board Policy 4020 and Administrative Regulations 4022 and 4022 guide the College in the development and approval of curriculum, including pre-collegiate, credit, and noncredit level curriculum ([II.A.20](#), [II.A.40](#)). The College catalog distinguishes course types through the following course numbering system:

- Associate degree applicable courses that are also transferable to baccalaureate institutions are numbered 1-99.
- Associate degree applicable courses that are not transferable to baccalaureate institutions are numbered 100-199.
- Non-degree applicable credit courses are numbered 200-299.
- Noncredit courses are numbered 300-399.

To ensure that students are aware of course levels, the College catalog describes this numbering system ([II.A.41](#)). Through the curriculum review process, which follows Title 5, section 55002, the institution ensures the appropriate credit type and delivery ([I.B.21](#)).

As part of the Multiple Measures Assessment Project (MMAP), faculty are highly engaged in discussions and activities designed to support student placement and advancement from pre-collegiate into college level curriculum. The College participates in the statewide Common Assessment Initiative supporting consistency in student placement in English, math, and English for Multi-lingual Students (EMLS) courses. The Academic Senate's Assessment and Placement Committee is responsible for making recommendations "for the assessment and placement policies and procedures that will place FCC students into appropriate English, EMLS, and math courses" ([II.A.42](#)).

In July 2016, the College received a basic skills student outcomes and transformation grant enabling pre-collegiate math and English faculty to redesign course sequencing and design pathways for students. The redesign incorporates design principles emerging from community college research and practice including acceleration, co-requisites, and a pre-stats pathway ([II.A.43](#)). The curriculum redesign follows established College processes including review by departments, the Curriculum Committee, and California Community Colleges Chancellor's Office. The Academic Success Committee supports these efforts and pre-collegiate student success by "reviewing policies and issues related to meeting the needs of under-prepared community college students; gathering information on best practices in providing support services to said students; and increasing faculty awareness through workshops, in-servicing opportunities, papers and presentations by experts in the field" ([II.A.44](#)). Further, pre-collegiate courses offer academic support through Extending the Classroom (ETC), Peer Assisted Student Support (PASS), and the Writing and Reading Center ([II.A.45](#)). Students are encouraged to

progress through pre-collegiate level math and English classes to advance to college level courses as quickly as possible. Some pre-collegiate courses are scheduled in six-week sessions so that students can complete three courses in one 18-week semester. Pre-collegiate level curriculum is also offered in vocational or developmental services as well as in several CTE programs. Students are supported in these programs by faculty and counseling staff.

The Network Scholars Program is a three-semester pathway for students in need of pre-collegiate work. This pathway provides block scheduling, a cohort model, intrusive counseling, early alert services, and academic support for three semesters (II.A.46). Students who participate in this pathway, and pass their classes, will finish transfer level English (English 1A) and Intermediate Algebra (Math 103) in three semesters. Initial data indicate promising levels of student success in the Network Scholars Program (II.A.47). The student educational plan (SEP) also provides a clear educational pathway for students and actionable data dashboards provide counselors with the necessary information to monitor student progress through their education plan and implement interventions to promote student success (II.A.48).

The Institutional Research and Effectiveness Committee (IRE), Academic Success Committee (Basic Skills), and Student Equity Committee (SEC) review the remedial/EMLS data reported on the California Community Colleges Student Success Scorecard and in the Institutional Effectiveness Index (IEI) (II.A.49, II.A.50, II.A.51). The IRE Committee developed the IEI to provide the College with benchmark data and targets for 28 effectiveness indicators (I.A.31). In fall 2017, the College identified nine core measures of institutional effectiveness to facilitate college wide dialogue. Trend data regarding student progress through pre-collegiate level courses is examined and discussed with the goal of improving outcomes. Recommendations are made to committees, such as the PRC, which revised the program review template to include usage of benchmark and target data as a measurement of comparison. In 2015, the College also hired an additional institutional research coordinator to focus specifically on providing student equity data to facilitate dialogue and action (I.A.46). The institutional research coordinator serves on the Student Equity Committee which regularly examines basic skills data and establishes goals and activities to address disproportionately impacted student populations (I.B.24).

Analysis and Evaluation

The College meets the Standard. Fresno City College offers pre-collegiate level curriculum identified in the catalog and in the course numbering system. Student assessment and placement into pre-collegiate course work is based on testing and on the consideration of multiple measures. Extensive support services including ETC, PASS, and tutorial services are available to students planning to take or enrolled in pre-collegiate level courses. Counselors provide student educational planning services to help students progress through a clear pathway to reach their educational goals. Discussions to develop and extend support services for students are ongoing throughout the College.

Changes and Plans Arising out of the Self Evaluation Process

Although the College successfully assists students in achieving their goals through the student educational plan and the pathways for progressing through pre-collegiate level coursework, it will further examine guided pathways to determine components that align with the College mission and meet the

needs of FCC students. To ensure collaborative participation, the College recently created a taskforce that includes all constituency groups to oversee the decision-making process.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Board policies and administrative regulations provide direction for program and curriculum development ([II.A.1](#), [II.A.20](#), [II.A.40](#), [II.A.52](#)). In accordance with the five-year cycle, instructional programs complete program review and curriculum review ([I.B.81](#)). During the five-year curriculum review process, each course is thoroughly reviewed by discipline faculty, the appropriate deans, and the Curriculum Committee ([II.A.53](#), [II.A.54](#)). The course outline of record (COR) specifies all aspects of the course such as course length, contact hours, out-of-class assignments, lecture and lab content, and student learning outcomes. The COR also identifies pre-requisites, co-requisites, and advisories. The addition of pre-requisites and co-requisites requires validation, which may include mandates or laws established by outside agencies, content review and statistical validation, a similar prerequisite at three CSU or UC campuses, or a sequenced series of courses within a discipline. The purpose of the five-year curriculum review is to ensure that all classes offered meet the appropriate rigor for their level ([II.A.55](#)).

Courses intending to be taught fully online or in a hybrid format must include a distance education addendum to the COR. Distance education addenda are submitted to the Curriculum Committee for approval and include the method of distance education instruction, the percentage of time between face-to-face and distance education instruction, a justification for the course to be offered in the proposed format, and required methods of student/faculty contact ([II.A.56](#)).

As part of the curriculum review, programs offering degrees or certificates are also reviewed, allowing the Curriculum Committee to evaluate the course of study as a whole. This includes an examination of how many units are required for a course of study and how the courses relate to the stated program-level outcomes. Associate degrees are awarded to students who complete 60 units with a minimum 2.0 grade point average in all courses applicable to the associate degree including at least 18 units in a discipline or major course of study. To further advance the evaluation for the course of study as a whole, the College recently created a guided pathways taskforce that will further examine guided pathways to determine components that align with the College mission and meet the needs of FCC students ([II.A.57](#)).

Graduation requirements also include competence in reading, communication, mathematics, computer concepts, lifetime physical and mental wellness, physical education and/or dance, principles of government, and general education (GE) areas as listed in the catalog ([I.C.35](#)). With Title 5 as a guide, the Curriculum Committee has established procedures for course placement into general education areas which include a review of the GE description and student learning outcomes for the specific GE area ([II.A.58](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 12. The College's degrees and programs follow American Higher Education practices. The curriculum review process provides a mechanism for regular review and updating of course outlines to ensure appropriate academic standards are met for both courses and programs.

Changes and Plans Arising out of the Self Evaluation Process

Although the College meets the Standard and provides process to ensure appropriate course sequencing and time to completion, it will further examine guided pathways to determine components that align with the College mission and meet the needs of FCC students. To ensure collaborative participation, the College recently created a workgroup, which includes all constituency groups to oversee the decision-making process.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

Historical enrollment data including number of course sections, enrollment, capacity, fill rates, full time equivalent students (FTES), and wait-lists are analyzed for schedule development each semester. Deans discuss schedules with faculty and analyze enrollment data to identify high and low demand classes, so students can successfully complete degree and certificate programs in a timely manner. The Office of Institutional Research, Assessment, and Planning (OIRAP) works closely with the Office of Instruction and instructional deans to review course section data on a weekly basis to make necessary schedule adjustments until the census date. On average, FCC offers 2,200 course sections each fall and spring semester including approximately 500 evening, 1,600 daytime, and 130 online or hybrid sections. The College is also among the first to participate in the Online Exchange Initiative (OEI) and exchange of courses (EOC) pilot (II.A.59). This initiative allows California Community Colleges to "exchange" students by enrolling them in high demand courses online at partner institutions. In spring 2017, the College offered four exchange courses including ENGL 1A, ECON 40, SOC 1A, and GEOG 2 and exchanged four students with South Lake Tahoe. This program is expected to expand as more colleges join the partnership and as more courses are added to the offerings.

The Fresno City College Catalog lists classes required for degrees and certificates (I.C.34). Many majors list a recommended sequence of classes for the first, second, third and, if applicable, fourth semester (II.A.60). Students following the recommended schedule of coursework in their major can complete most degrees within two years if placed in college level math and English classes upon entry to the College. The College has worked the past two years to develop the Educational Planning Initiative (EPI), which includes an online educational planning tool (II.A.61). Not only does this tool help students plan which semesters to take courses, but it also allows the College to anticipate course demands for scheduling purposes. In addition, the 15 to Finish campaign is intended to provide students with information about

enrolling in 15 units per semester to facilitate completion of an Associate's Degree in two years ([II.A.62](#)).

Progression through pre-collegiate level math courses is facilitated by the scheduling of six and nine-week classes. This allows students to complete either a sequence of classes including Math 260A, B and C, or a pre-collegiate level prerequisite class and a degree-applicable class including Math 201 and Math 103 within the same semester ([II.A.63](#)). English, Reading, and EMLS classes are also offered in various configurations to support student progression through the basic skills sequence and into transfer-level classes. English, Reading, and EMLS offer nine-week and other short term classes. Without reducing the number of classes taken, these sequences condense two semesters of classes into one, accelerating student completion and progression towards meeting academic goals.

Fresno City College offers 24 Associate Degrees for Transfer (ADTs) which are designed to allow students to complete coursework in two years if they take 15 units per semester. Instructional deans ensure that general education courses are scheduled with a variety of options including day, evening, face-to-face, hybrid, and online formats. The College also supports professional development to assist in the improvement of educational pathways. Basic skills funds have provided the opportunity to send several teams composed of faculty, counselors, and institutional researchers to the RP Group's Leading from the Middle (LFM) Academy. One LFM group considered a ME First initiative (Math and English) based on data from the Transfer Velocity Project Study from the RP Group ([II.A.64](#), [II.A.65](#), [II.A.66](#)). This study indicated that students who complete math and English early in their collegiate experience demonstrate higher success rates. The most recent group has worked collaboratively to develop and implement a scalable guided pathways prototype to be implemented in fall 2017 ([I.B.85](#)). The spring 2017 flex day activity provided the opportunity for constituencies to engage in conversation about guided pathways with a follow up book club activity focused on examining strategies outlined in Bailey, Jaggars and Jenkins' book *Redesigning America's Community Colleges* ([II.A.67](#)). In addition, the College recently created a guided pathways taskforce that will further examine guided pathways to determine components that align with the College mission and meet the needs of FCC students.

Many of the College's CTE programs are scheduled in cohort models with clear pathways for completion.

- The Dental Hygiene, Radiologic Technology, Registered Nursing, and Respiratory Therapy programs are two-year programs scheduled in cohorts after student's complete pre-requisite coursework.
- The Medical Assisting-Clinician Program allows students to begin coursework through on campus or dual enrollment classes offered in various high schools. Students can complete a Certificate of Achievement in Medical Assisting-Clinician and begin work in the field after two semesters ([II.A.68](#)).
- Cohort programs in the Business and Technology department promote class sequencing to ensure needed courses for the majors do not conflict. Students following suggested schedules can complete certificates in two, three, or four semesters ([II.A.69](#)).
- The 25-month cohort program in Social Sciences provides evening, weekend, and online coursework to allow working students to complete a degree in a clearly defined sequence ([II.A.70](#)).

Analysis and Evaluation

The College meets the Standard. Fresno City College offers a variety of course scheduling options including day, evening, weekend, online, hybrid, and face-to-face classes to support student completion. Most courses are scheduled for the traditional 18-week semester, but many classes are also offered in short-term or late start sessions to accelerate completion. Data and analysis of trends are used to inform scheduling decisions. The College also offers cohort options and provides information to students, such as 15 to Finish, to ensure timely completion of educational goals.

Changes and Plans Arising out of the Self Evaluation Process

Although the College meets the standard to continuously improve, it will further examine guided pathways to determine components that align with the College mission and meet the needs of FCC students. To ensure collaborative participation, the College recently created a taskforce, which includes all constituency groups to oversee the decision-making process.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College's program review process provides the opportunity for the institution to reflect upon evidence and data resulting in changes to delivery modes, teaching methodologies, and learning support services to support the diverse needs of students. During program review, faculty discuss and reflect upon activities they have engaged in to improve teaching and learning (II.A.71). Faculty also discuss and reflect upon specific program interventions that target student success, retention, and persistence. In addition, faculty identify how professional development focused on pedagogical development has impacted student success. Faculty also analyze student demographic data and discuss program strategies to address any disproportionate impact and ensure equity (II.A.72). Finally, faculty describe how the program meets the needs of culturally and socio-economically diverse students.

Course, program, and institutional student learning outcomes are discussed in several areas of the program review providing the opportunity to reflect on methodologies and tools used in the assessment process (II.A.73, I.A.30). Following program review, appropriate changes are made during curriculum review and are reflected in the course outline of record. The Curriculum Committee bylaws state that all curriculum documents "shall be reviewed and updated as needed to reflect current regulations, curriculum committee policies, current teaching methods, and best practices" (I.B.21). Annual unit planning provides the opportunity to submit action plans for resources that may be needed as a result of the assessment process (I.A.27, I.A.29).

With the support of the Basic Skills Initiative, Student Success and Support Program (SSSP) and student equity funding, the institution provides research-based professional development opportunities focusing on delivery modes, teaching methodologies, and learning support services to foster equity-mindedness (I.B.26, II.A.25, II.A.74).

Additionally, the College has provided funding for faculty to attend several professional development opportunities including: The Online Teaching and Learning Conference, the National Association for Developmental Education Conference, the Strengthening Student Success Conference, the Hmong National Conference, and the Basic Skills Initiative Leadership Institute. Institutional student success data is collected regularly and easily accessible through data dashboards (II.A.48). The research request process is simple and readily available online to support a campus wide culture of inquiry (II.A.12).

Learning support services also participate in program review and annual unit planning processes. The Library and Student Learning Support Services Division includes several programs to promote student success, such as Extending the Class (ETC), Peer Assisted Student Sessions (PASS), the Writing and Reading Center, and the Tutorial Center. Research indicates that these programs have a positive impact on student success (II.A.75, II.A.76, II.A.77, II.A.78).

Distance education student learning support services including Quest for Success, NetTutor, on campus Tutorial Center, WRC, PASS, ETC, and Student Success Math for DE have been expanded with FCC's participation in the Online Education Initiative (OEI) (II.A.79, II.A.80). Prior to the OEI, online tutoring was provided for select subjects including Accounting, Biology, math, and English through CCC Confer and a homegrown Online Writing Center. In spring 2015, tutoring coordinators selected NetTutor/WorldWideWhiteboard for distance education student learning support. Simultaneously, this platform was selected by the OEI. Online tutoring is provided in nearly every subject 24/7 using a tutoring-hybrid model. FCC students work as online tutors during Student Learning Support Service's open hours. NetTutor, with professional tutoring staff with minimum qualifications of a B.A or B.S, is available for overflow students in disciplines where FCC does not provide tutoring. In addition, NetTutor is available when campus centers are closed including weekends and holidays (II.A.81).

The College invests in opportunities for faculty to learn about innovative teaching practices appropriate to their subject matter. Faculty not only participate in professional development, but more importantly, are responsive to the changing educational needs of students. Teaching methodologies such as Reading Apprenticeship, Habits of Mind, GraspLab, and podcasts are a few examples of innovative approaches used by faculty to support student learning. The College requires faculty to complete the online training prior to teaching online courses (II.A.82). The College provides extensive faculty training for online learning and hired an instructional designer to facilitate one-on-one training opportunities in addition to group trainings (II.A.31).

The Student Equity Committee identifies and prioritizes sustainable solutions to eliminate achievement gaps for students disproportionately impacted in areas identified by campus based research and data in the student equity plan. These areas include access, course completion, English for Multi-lingual Students, basic skills course completion, degree and certificate completion, and transfer. The College's student equity plan was submitted to the California Community Colleges Chancellor's Office (CCCCO) following SCCC Board of Trustees' approval on December 8, 2015 (II.A.83). The student equity plan was reviewed by the CCCO and recognized as among the best in the state (II.A.84). Several activities in the student equity plan are intended to mitigate disproportionate impact and improve student suc-

cess outcomes, such as student learning support services. Accordingly, the College hired a full time peer assisted study sessions (PASS) coordinator, math coordinator, and extending the class (ETC) coordinator to facilitate supplemental instruction and tutorial support services ([I.B.82](#)).

Student equity supports the Writing and Reading Center, which provides online support services ([II.A.85](#)). In addition to activities identified in the student equity plan, the Student Equity Committee provides funding to additional activities and projects supporting the plan's goals ([II.A.86](#)).

To further support equity efforts, FCC has partnered with the Center for Urban Education (CUE), Center for Organizational Responsibility and Advancement (CORA), and the Community College Equity Assessment Lab (CCEAL) to employ their institutional assessment package (IAP) survey suite. In spring 2017, FCC and CUE launched a 20-month, two-phase adaptive organizational learning process to help FCC understand how to improve equitable outcomes for students. In spring 2017, FCC and CORA made the Teaching Men of Color in the Community College and Supporting Men of Color in the Community College online certificate training programs available to all faculty, staff, and administrators ([II.A.87](#)). The IAP examines factors that influence student success in community colleges particularly for students of color ([II.A.88](#)). The package includes three instruments that are designed to gain insight from students, faculty, and staff/administration:

- Community College Success Measure (CCSM) “student survey”
- Community College Student Success Inventory (CCSSI) “staff and administration assessment”
- Community College Instructional Development Inventory (CC-DDI) “faculty survey”

Analysis and Evaluation

The College meets the Standard. The College recognizes the impact of professional development in ensuring that faculty are responsive to the needs of students through modes of delivery, teaching methodologies, and learning support services. The College is invested in creating professional development opportunities, and supporting faculty seeking professional development to maintain and further teaching excellence. The College also recognizes that these professional development opportunities must reflect and serve the diverse and changing needs of students and has invested significant resources to ensure student equity including the development of a Student Equity Committee to oversee College efforts.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Discipline faculty are responsible for ensuring the validity of departmental course and program examinations. Course outlines of record indicate the types of assessment and student learning outcomes for specific courses. Faculty may discuss “norming” of exams or reliability of outcomes in department meetings or discipline-specific activities. For example, the English Preparatory Department has two norming sessions every semester to assess and discuss English 252 papers ([II.A.89](#)). The Registered

Nursing program uses predictive software testing programs to identify gaps in student learning, allowing faculty to identify student learning needs and adjust curriculum as necessary ([II.A.90](#)).

BP 4260 and AR 4260 indicate the requirements and process regarding prerequisites and co-requisites that require participation of the Curriculum Committee and “research personnel, discipline faculty, and representative of the Academic Senate” ([II.A.91](#)). BP 4235 and AR 4235 outline the regulations for earning course and unit credit by examination ([II.A.92](#)). Credit by Examination provides “students who satisfactorily pass authorized examination” the opportunity to earn credit and the policy mandates the involvement of the Academic Senate. The course catalog explains the process for the College Level Examination Program, which “is designed to be a means through which recognition, academic credit and advanced placement may be given for less conventional forms of education” ([II.A.93](#)). The College catalog also provides students with the process for Credit by Examination and credit for Military Service.

FCC is a pilot college for the Common Assessment Initiative and utilizes multiple measures to ensure students are placed appropriately in English and math courses. The Assessment and Placement Committee makes recommendations regarding policies and procedures related to multiple measures ([II.A.42](#)). The College catalog provides information for students regarding assessment policies and directs students to the Assessment Center to begin the process ([II.A.94](#), [II.A.95](#)). The SSSP Plan provides extensive detail regarding the assessment process and ensures that multiple measures meet Title 5 requirements ([I.B.55](#)).

The Office of Institutional Research, Assessment, and Planning provides support to ensure that appropriate research is conducted, validating the effectiveness of departmental course and/or program examinations. Research projects include validation studies for programs, departments, and divisions that inform decisions regarding placement, multiple measures, pre-requisites, and various institutional and statewide initiatives ([II.A.96](#), [II.A.97](#), [II.A.98](#)).

Distance education student readiness is determined through the voluntary Quest for Success assessment also known as Smarter Measure. This tool is provided at no cost by the OEI. Students enrolled in distance education courses have access to Quest for Success modules in every Canvas shell. Modules are determined based on a student’s experience with distance education ([II.A.99](#)). Modules include time management, netiquette, computer skills, and personal environment. Based on student self-reported data in respect to personal and academic factors, faculty, counselors, and students themselves can achieve a sense of their distance education readiness. Student answers are color coded for readiness ranging from green for ready to red indicating needs attention and possible reconsideration. Initial statewide evaluation shows that students who complete the Quest modules are 10% more likely to be successful in their DE course.

Analysis and Evaluation

The College meets the Standard. Board policies and administrative regulations provide guidance regarding prerequisites and co-requisites. Established committees and plans also provide oversight and the opportunity for faculty to engage in decision making processes. Processes are in place by which the

Office of Institutional Research, Assessment, and Planning provides research support as needed. Policies are available in the College catalog outlining the process for Credit by Examination, advanced placement program credit, and credit for military service.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Program, curriculum, and course development is facilitated by the Curriculum Committee and approved by the Board of Trustees (II.A.20). According to AR 7122, instructors' duties and responsibilities include "systematic evaluations of student progress consistent with established student learning outcomes" (I.C.56). All College courses, degrees, and certificates have identified student learning outcomes that have been approved by the Curriculum Committee (I.B.33). The College ensures usage of the course outline of record (COR) through the faculty evaluation process that includes evidence that the "institutionally approved course outline" is used (I.C.59). As documented in the COR, course activities, assignments, and assessments align with the objectives and outcomes of the course and are the basis for assessment and determination of student grades. As such, credit for courses is awarded based on student achievement of objectives and outcomes (I.C.22).

Units of credit are based upon Title 5 regulations for specific offerings and are equivalent to other institutions of higher education. Although Title 5 does not specifically refer to Carnegie unit standards, section 55002.5 defines the credit hour. Title 5 section 550002, standards and criteria, defines the required elements for the COR. Content reviews and articulation agreements with four-year colleges and universities ensure that courses meet equivalency standards when reviewed and developed. The curriculum approval process requires that the program department's faculty, the Curriculum Committee, the Office of Instruction, the District Educational Planning and Coordinating Committee (ECPC), and the Board of Trustees review and approve curriculum before it is sent to the California Community Colleges Chancellor's Office for approval (II.A.20). When adjustments are made to credit hours, the Curriculum Committee facilitates the process of aligning with the State Chancellor's Office (II.A.100, II.A.101).

BP 4100 and ARs 4100 and 4105 govern the awarding of degrees and certificates in face-to-face and distance education modalities (I.C.2, II.A.102). To ensure that achievement of stated learning outcomes is the basis for awarding degrees and certificates, discipline faculty develop degree/certificate learning outcomes based upon the course student learning outcomes comprising each degree and certificate. Curriculum Committee bylaws require faculty to submit documentation indicating the expected course and program student learning outcomes as part of the five-year curriculum review process (I.B.21). Discipline faculty map course student learning outcomes to degree/certificate student learning outcomes (II.A.35).

The Career and Technology Center offers a learning environment for practical hands-on education (II.A.103). Year-round registration is in effect for a variety of noncredit, open-entry classes. Some of the programs offered include hour based courses. The FCC Financial Aid Office uses Formula 4 in accordance with 34 CFR 690.63(a) and (e) to calculate award amounts for Automotive Collision Repair, Automotive Mechanics, and Maintenance Mechanics programs.

Analysis and Evaluation

The College meets the Standard. Board policy dictates that units of credit are awarded according to higher education norms and that the College follow federal standards for clock-credit hour conversion. The College has implemented a cyclical process for the assessment of programmatic outcomes for degrees and certificates. Although the College briefly fell out of cycle with degree and certificate outcome mapping, it has moved back to 100 percent of programs mapped. The fall 2017 integration with the established curriculum review process will ensure it remains at 100 percent. The PRC requires all programs going through the review cycle to report on progress in assessing program and course-level outcomes. The College also requires programs to utilize student achievement data for a more nuanced understanding of program learning outcome achievement.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

In accordance with Board Policy and Administrative Regulation 5120 and 5120, the College provides assistance to students for the purpose of transferring to a CSU or UC (II.A.104). The College has clearly communicated transfer of credit policies and assists students in understanding and applying these policies. Transfer of credit policies are made available in the College catalog for students who transfer to or from FCC to or from other colleges and universities (II.A.105).

Previously, the College's reciprocity policy only included information for students seeking to obtain an associate degree for transfer (ADT). In fall 2016, the Curriculum Committee revised the reciprocity policy to include information for students pursuing certificates or non-ADT degrees. The reciprocity policy provides clearly stated transfer of credit information for students seeking to obtain an Associate in Arts (AA-T) or an Associate in Science (AS-T) degree. The policies take into consideration legislative regulations as well as district policies (II.A.106).

Equivalency forms are distributed by the Evaluations Office and Counseling when students transferring to FCC desire transfer of credit. As part of this process, college transcripts, related catalog descriptions, course outlines, and syllabi are given to the appropriate instructional division office and subsequently to the department chair for evaluation.

Counseling and Admissions and Records personnel work with students to provide them with accurate information and assist them with evaluations processes to apply credit they have received from outside colleges and universities to FCC ([II.A.107](#)). In addition, website addresses, forms, major and transfer sheets, and brochures are given to students to assist them in transferring from FCC to other colleges. The Transfer Center assists students with transfer articulation guarantee (TAG) agreements to the UCs and with all other information pertinent to an effective transfer ([II.A.108](#)).

As directed by Board Policy and Administrative Regulation 4050, the College diligently maintains articulation agreements and close evaluation processes at all levels for students transferring in and out of FCC ([II.A.109](#)). The Curriculum Committee, with the assistance of the articulation officer who is a standing member, work to ensure that courses are comparable at all levels with courses offered outside the College ([II.A.36](#)). Intra-district articulation between Reedley College and Fresno City College requires that faculty have agreed on courses that are considered common or in-lieu-of ([II.A.110](#)).

Course equivalency and substitution forms are distributed by the Evaluations Office and Counseling when students transferring to FCC desire transfer of credit. As part of this process, college transcripts, related catalog descriptions, course outlines, and syllabi are given to the appropriate instructional division office and subsequently to the department chair for evaluation.

Articulation agreements have been established, primarily with the CSU and UC systems, to assist students who are transferring from FCC to four-year colleges and universities ([II.A.111](#)). The College's articulation officer works closely with faculty and instructional deans in communicating changes to policies established at the CSU and UC systems ([II.A.36](#)). When new courses are established or substantial changes are made to existing courses, this information is sent to the CSU and UC systems as a part of the articulation process. Appropriate courses are then certified as part of the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU GE pattern, and are listed in the College catalog along with other policies pertaining to transfer that are specific to individual universities. This information is also available on transfer checklist handouts in the Counseling Department. Allied Health programs support students pursuing advanced degrees through memoranda of understanding for articulation. Several programs provide tuition discounts to FCC students ([II.A.112](#)). In addition, when students receive orientation through student services, they are introduced to Project Assist, which is accessible to any student through the assist.org website. This site provides lists and tables of courses in specific majors and areas of study that help prepare students at Fresno City College for transfer to specific CSU and UC campuses. To date, FCC has 247 C-ID approved courses and 24 associate degree for transfers and is fully compliant with SB440.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 10. The institution has approved policies and procedures to address the transfer of credit from and to other institutions, and these policies and procedures are clearly communicated to students through the College catalog and website. To ensure effectiveness and accuracy of information, the articulation officer is a standing member of the Curriculum Committee. The institution develops, implements, and evaluates articulation agreements with institutions where patterns of student enrollment have been identified.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

BP 4020 and AR 4020 provide direction regarding program development that ensures involvement of faculty, Academic Senate, regular review and justification, opportunities for training, and consideration of job markets and other related information for vocational and occupational programs ([II.A.20](#)). The Board of Trustees must approve all new programs and program deletions, and new programs also require approval of the California Community Colleges Chancellor's Office. In addition, AR 4610 ensures that programs conducted as a result of instructional agreements are held and taught with rigor in accordance with the approved course outline of record ([II.A.113](#)).

The Curriculum Committee bylaws, section IX, dictates that program learning outcome documentation must be submitted as part of the curriculum review process ([I.B.21](#)). Instructional programs develop program student learning outcomes (PSLOs). Course student learning outcomes (CSLO) are mapped to the PSLOs. As the degrees or certificates are designed, faculty with expertise in the content area determine the outcomes and identify the required courses that will help students to achieve those outcomes. Programs with advisory committees collaborate with representatives from their industry to develop PSLOs. Identifying regional employer needs helps faculty in these areas develop appropriate PSLOs, thereby preparing students for their chosen occupation ([II.A.8](#)).

Programmatic assessment occurs as a result of course-level assessment and program learning outcome mapping ([I.B.40](#), [II.A.114](#)). Faculty identify course-level learning outcomes, the appropriate methodology of assessment, and the criteria for success. Assessment calendars are created to ensure all course are evaluated within each program review cycle ([II.A.115](#)).

All AA/AS degrees at Fresno City College require general education (GE) course work. The Curriculum Committee reviews courses in the GE pattern to ensure that the student learning outcomes support the goals of general education. Courses in Area A, Natural Sciences, should help the student develop an appreciation and understanding of the scientific method. Area B, Social and Behavioral Sciences, should help the student develop an awareness of the method of inquiry and should stimulate critical thinking. Area C, Humanities, should help students develop an awareness of the ways in which people in different cultures have responded to themselves and the world around them. Area D, Language and Rationality, should develop for the student principles and applications of language that lead to logical thought, clear and precise expression, and critical evaluation of communication. By completing this coursework, students are expected to achieve the general education student learning outcomes ([II.A.116](#)).

Following program-level SLO mapping, discipline faculty identify how each program, degree, or certificate maps to one of the four institutional student learning outcomes (ISLOs) ([I.B.40](#)). The ISLOs are as follows:

Communication

Students will demonstrate effective communication and comprehension skills.

- Comprehend, analyze, and respond appropriately to oral, written, and visual information.
- Effectively communicate information through speaking, writing, and other appropriate modes of expression.

Critical Thinking and Information Competency

Students will demonstrate critical thinking skills in problem-solving across disciplines and in daily life.

- Identify vital questions, problems, or issues and evaluate the reasonableness of a solution.
- Analyze, assess, and evaluate the validity of an argument.
- Analyze multiple representations of quantitative information, including graphic, formulaic, numeric, and verbal.
- Select and evaluate the accuracy, credibility, and relevance of information sources.

Community and Global Awareness and Responsibility

Students will demonstrate knowledge of social, cultural, environmental, and aesthetic perspectives.

- Examine individual and group responsibilities in society.
- Participate in active citizenship.

Personal, Academic, and Career Development

Students will assess their own skills and abilities to develop personal, educational, and career goals, work independently and in group settings, and identify lifestyle choices that promote self-reliance, financial literacy, and physical, mental, and social health.

- Assume personal responsibility for identifying academic and psychological-social needs, determining resources, and accessing appropriate services.
- Evaluate progress towards achieving personal goals, academic goals, career goals, and career resilience.

In addition to mapping, the College also assesses ISLOs utilizing the college outcomes survey. The survey is administered every three years and data is mapped to the ISLOs ([II.A.117](#), [II.A.118](#), [I.B.39](#), [I.B.70](#)). The Outcomes Assessment Committee discusses the results and presents the findings to the Strategic Planning Council to provide a framework for planning ([II.A.119](#), [II.A.120](#), [I.B.80](#)). For example, because financial literacy was a concern for students, the Business Administration department added a financial literacy class to the GE, Area E pattern ([II.A.121](#)). As of 2017, the survey results are disaggregated to facilitate a nuanced discussion regarding student population and achievement of institutional outcomes ([I.B.17](#)).

Analysis and Evaluation

The College meets the Standard. Fresno City College has adopted ISLOs in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The mapping process and assessment of outcomes during the program review cycle provides the framework for ongoing assessment practices. In addition, systematic use of the college outcomes survey provides data on students' perceptions on the achievement of the ISLOs and can be disaggregated for meaningful results.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

Fresno City College's general education (GE) philosophy is provided in the College catalog, "General Education coursework is intended to complement a concentrated study in a single discipline or 'major.'" It should provide a broad base of educational experience about aspects of the world which a major area of study may not include. The student who completes the general education requirements at Fresno City College will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning" ([II.A.122](#)). In addition, BP 4025 describes the District's philosophy and criteria for GE, while AR 4025 states, "general education should lead to better self-understanding, including: General Education is designed to introduce students to the variety of means through which people comprehend the modern world. General Education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity" ([II.A.1](#)).

General education categories are explained in the College catalog with language taken directly from Title 5. For local GE, the Curriculum Committee has developed GE-SLOs, which also align with Title 5. Determination of whether a course should be in the GE pattern includes a review of the course SLOs to determine if they align with the GE-SLOs ([II.A.123](#), [II.A.124](#), [II.A.125](#)). General education courses taught in a distance education format have identical expectations as face-to-face courses.

Clarification regarding appropriate GE patterns is provided for students intending to transfer, and advisement for following the CSU-GE or Intersegmental General Education Transfer Curriculum (IGETC) patterns is listed separately in the College catalog ([I.C.35](#)). The College catalog states for

CSU-GE, “The CSU General Education-Breadth program allows California community college transfer students to fulfill lower-division GE requirements for any CSU campus prior to transfer. This curriculum provides an alternative to IGETC requirements and to the campus specific university GE-Breadth requirements. It is important to note that CSU GE-Breadth certification is not an admission requirement nor does completion guarantee admission to the campus or program of choice. CSU-GE sections are developed in line with Ed Code and the GE Reviewers Guidelines.”

In addition, the catalog states for IGETC, “Completion of all of the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the CSU or UC system. The student will not be required to complete additional lower division general education courses after transfer.” IGETC sections are also developed in line with Ed Code and the GE reviewers’ guidelines.

Analysis and Evaluation

The College meets the Standard. The College and the District follow a GE philosophy as described in BP and AR 4025, as well as the College catalog. The Curriculum Committee determines the appropriateness of courses for GE placement. The courses include student learning outcomes aligned with the GE area.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Fresno City College degree programs are developed by discipline faculty before being approved by the Curriculum Committee, the Board of Trustees, and certified by the California Community College Chancellor’s Office ([I.B.21](#), [II.A.20](#), [II.A.40](#)). In addition to general education requirements, degrees have a minimum of 18 units of study directly tied to the area of inquiry. Additionally, students must complete a minimum of 60 units to be awarded an associate’s degree. All degrees have program-level student learning outcomes that identify the core competencies and mastery expected of students completing programs ([II.A.35](#), [I.B.48](#)). Some programs, including Registered Nursing, use NCLEX-RN, an outside examination, to assist in validating the program-level student learning outcomes ([II.A.126](#)). Program and course-level student learning outcomes are reviewed as part of the curriculum review process. In preparation for this process, faculty review the scope and content of the composite courses to ensure they remain current and appropriate.

Analysis and Evaluation

The College meets the Standard. All degree programs include a minimum of 18 units in a major focused area of study. Discipline faculty determine the expected student learning outcomes and competencies required for mastery in the field of study. Assessment of course-level student learning outcomes, which

are mapped to the program-level outcomes, ensure student achievement of the program outcomes and mastery of the key theories and practices within the discipline. The Curriculum Committee and the Outcomes and Assessment Committee review and monitor the alignment of student learning outcomes.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Pursuant to Administrative Regulation 4102, all career and technical education (CTE) programs have an advisory committee (II.A.127). According to the regulation, “All programs are responsible for monitoring, documenting, and communicating with their Advisory Committee how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program.” Advisory committees for all occupational programs provide curricular input for CTE programs. Annual meetings and ongoing contact ensure dialogue between industry and the College.

Through the program review process, evidence is provided to support the need and currency of the program, employment preparation, use of advisory committee recommendations, and communication of student learning outcomes (II.A.128). The Registered Nursing program uses test predictor software programs to gauge student competency. Student and class reports allow faculty to monitor student achievement and adjust curriculum to ensure student mastery of key concepts (II.A.129).

In compliance with Title 5 and Administrative Regulation 4021, the College’s CTE programs complete occupational program reviews every two years. To determine program demand, data from the economic modeling specialists international (EMSI) is used to track employment opportunities and completion rates from other programs in the region (II.A.8). Minutes from advisory committees document dialogue of faculty and industry professionals about how to best ensure program currency and address the needs of local industry. The two-year program review provides evidence the program supports a documented labor market demand, does not duplicate other CTE programs in the area, and demonstrates effectiveness as measured by student success and employment (I.B.65).

Gainful employment requirements for programs are posted on the FCC website and reported to applicable accrediting agencies. The institutional effectiveness index includes these measures (I.A.31). Programs that receive Perkins federal funding must report annually on student learning objectives’ progress and collaborate with their advisory committees on identifying job skills competencies required for employment (II.A.130). Reporting is done through the federal reporting website and in compliance with Title 5 and AR 4102.

Analysis and Evaluation

The College meets the Standard. AR 4102 directs career and technical education faculty to meet regularly with their advisory committees. The occupational program review process, in compliance with Title 5, requires the completion of the review every two years. The continuous review and commu-

nication with advisory committees ensures that programs “demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.”

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Students currently enrolled in a program have catalog rights and can complete either the specific version of the program, degree, or certificate when they started their course of study or the newer version at the student’s discretion ([I.C.12](#)). Occasionally, a degree or certificate will be deleted from the catalog, but all the courses remain. Since the courses are still offered, a student who started a degree would be able to finish it. For example, due to changes in the field, effective spring 2017, some degrees in Child Development were removed from the catalog, but the course work remains, as it is part of other degree paths.

The Surgical Technology program was discontinued after faculty in the Allied Health Department submitted an occupational program review documenting that the program was no longer viable. The cohort program was offered to students through a lottery selection. All students completed the program prior to the deletion of the courses and program ([II.A.131](#)).

The program and curriculum review processes ensure that course and program changes are reviewed and appropriate procedures are followed. The College has an established procedure for the discontinuance of an instructional program that may be determined no longer viable ([II.A.132](#)). BP 4020 requires the establishment of regulations (AR 4020) for program discontinuance. The Academic Senate and Board of Trustees must approve any program that is to be deleted ([II.A.20](#)). The process outlined in the document is used when a program is identified as “no longer serving a need in business or industry, as no longer filling four-year institution requirements, or no longer filling community or student needs.” It requires a careful study of issues using quantitative data and results in a recommendation of no further action, program revitalization, phased discontinuance, immediate discontinuance, or further study needed. In cases of discontinuance, discipline faculty and counselors work with students to complete their coursework in a timely manner.

Analysis and Evaluation

The College meets the Standard. Board Policy and Administrative Regulation 4020 provides direction regarding program discontinuance. If a program is discontinued, students have catalog rights and work with counselors and faculty to complete in a timely manner.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Board Policy 4020 requires that “programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” (II.A.20). In addition, AR 4025 indicates that programs should be “consistent with the institutional mission, purposes, demographics and economics of its community” (II.A.1). FCC uses three interrelated processes for evaluating and improving all programs and courses offered by the institution. These processes are program review, which includes annual unit planning, curriculum review, and student learning outcome assessment. These three processes form a loop of continuous review and improvement. These processes are an integral component of the integrated planning process (I.A.26, II.A.29).

The five-year program review cycle includes an examination of student success data, fill rates, graduation rates, and more. Faculty access student achievement data using data dashboards, which compares data by course, program, division, and College (I.A.35). Data from student SLOs assessments are also considered (I.B.46). In this reflective process, discipline faculty examine their successes as well as areas needing improvement. The SLO analysis requires discussion of any changes to curriculum, teaching, or outcomes informed by assessment data.

All instructional programs complete program review every five years (I.B.81). Occupational programs complete occupational program review every two years in addition to the five-year instructional program review. The occupational review ensures compliance with the Ed Code 78016 expectation that a program: “meets a documented labor market demand; does not represent unnecessary duplication of other manpower training programs in the area; and is of demonstrated effectiveness as measured by the employment and completion success of its students” (I.B.65).

As part of a continuous process of evaluation and improvement during the five-year cycle, faculty assess course outcomes which are mapped to program outcomes, document results, and provide a response plan for all courses. Assessment calendars are created and used to ensure all course outcomes are assessed during the cycle. During reflection in program review, this assessment of learning outcomes combined with other data forms the basis for a program’s next program review, thus continuing the cycle (II.A.73).

To streamline the ability to evaluate program effectiveness, in 2015, the College purchased Tableau enabling the Office of Institutional Research, Assessment, and Planning (OIRAP) to create data dashboards. The District then supported the purchase for all District campus research offices (I.A.47). The dashboards allow users to easily view course and program aggregate and disaggregated data for a six-year period. Data is disaggregated by age, gender, ethnicity, and full time/part time status. Further disaggregation can be made by modality to assist faculty in reflecting on their distance education classes to determine if updating, adding, or deleting a distance education addendum is needed. The

College recognizes the importance of providing the necessary support for distance education courses as indicated in the educational master plan (EMP). The ability to disaggregate data by modality provided evidence to support the EMP statement, “It is assumed FCC will expand its course offering online, and the college will experience a significant increase in enrollment in online and hybrid courses. As online enrollments increase, so must expansion of resources dedicated to serving online students in areas such as assessment, admissions and records, financial aid and counseling services” (I.A.8). In addition, the institutional effectiveness index provides benchmark data and targets for programs to use for comparison (I.A.31, I.A.33). The OIRAP also provides occupational programs with labor market data to determine program currency and regional need (II.A.8).

As part of program review, programs develop unit goals, which are recorded in the annual unit planning process and are aligned with strategic goals and institutional plans. To accomplish a unit goal, funding may be needed (II.A.19, II.A.133). To request funds, programs create action plans and/or human resource requests (II.A.134). Action plans are part of the College and District integrated planning process whereby programs can request funding for evidence based needs such as equipment, space, budget allocations, or human resources as indicated in program review (II.A.26, II.A.18). The PRC votes to support or not support the action plans. Support does not guarantee the plan will be funded, but it is a factor when funding requests are sent to the appropriate decision-making bodies (II.A.22). Similarly, plans can be submitted outside of program review, and plans that were not supported can still be submitted for funding. In those cases, programs must attach a memo explaining why the request is appropriate despite not being supported by the program review committee. Human resource requests for new faculty and/or classified professional positions are also voted on by the PRC. While the Program Review Committee’s decision is considered in the awarding of new human resource requests, these may also be made without PRC support (I.B.122).

After program review is completed, instructional programs begin the curriculum review process. Discipline faculty consider their program review findings as they review and update all curriculum, distance education addendum, and degrees/certificates (I.B.38). Faculty also make appropriate changes to courses such as content, contact hours and student learning outcomes. As part of the review, the Curriculum Committee also assures that courses, degrees and certificates remain compliant with current College policies and external regulations (I.B.21).

Analysis and Evaluation

The College meets the Standard. The institution regularly evaluates the effectiveness of all instructional programs through a well-established and rigorously followed integrated planning process resulting in course and programmatic improvement. The institution systematically analyzes data and evidence and uses the results to improve programs and courses in its efforts to improve achievement of learning outcomes and student success.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the Standard, the College recognizes the need for improvement in strengthening the culture of outcomes assessment and achievement of institutional set standards. The College seeks to further efforts for continuous improvement of outcomes assessment as addressed in the Quality Focus Essay.

IIA Evidence List

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Standard II.B. Library and Learning Support Services

The tutoring centers like the PASS Center and Math Center have been very helpful. I'm not very good at math and I feel like a lot of the resources were there to help me become a successful student.

—Student Equity Focus Group



II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support Services. (ER 17)

Evidence of Meeting the Standard

The Library and Student Learning Support Services Division, in accordance with District policy and regulation, is responsible for providing mission-focused services that support learning and achievement to all FCC students, whether on campus or online, and to the campus community at large (II.B.1). A faculty of five full-time librarians, seven coordinators, and thirteen full-time classified professionals support the division. Many adjunct faculty and student aides provide additional support. An instructional dean and an administrative aide provide administrative support for the division (II.B.2). Services provided by the faculty and staff of the division include a research assistance, information literacy instruction, tutoring, and supplemental instruction, as well as access to print and non-print materials, curriculum-related software, and computer labs. In addition to library and learning support services, the division also houses and provides administrative support for the Library Technology instructional program, student equity programs and services, and Basic Skills Initiative programs and services.

Library Services

In collaboration with College instructional faculty, the library provides instruction and resources and services that are integral to the College's mission of enhancing student success, lifelong learning, and the cultural development of students and the region (II.B.3). The library offers open access to a computer lab with media viewing equipment, a reserve collection, intra-district and interlibrary loan, a law collection, and College archives. There are approximately 590 study seats and 54 computers available as well as copiers, printers, and scanners. There are five ADA compliant and accessible computer workstations to accommodate students with disabilities. The library employs five full-time certificated librarians, seven classified personnel, and fifteen to twenty student workers and is typically open 60.5 hours per week, Monday through Saturday, during the fall and spring sessions (II.B.4, II.B.5). During the library's open hours, librarians staff two instruction desks (Reference and West Wing) while two service desks (Reserve and Circulation) and a 38-station computer/media lab are staffed by classified professionals and student workers. In addition, the library spans the digital divide for students on campus by providing access to computers, the Internet, and selected curriculum-related software. The library supports distance education with 24/7 access to robust online resources which include, e-books,

research databases, streaming audio and video, resource tutorials, and access to research help from a librarian through chat, text, and 24-hour turnaround e-mail reference service via “Ask-a-Librarian” (II.B.6). To promote seamless access, all Canvas course shells have a permanent link to library services in the global navigation menu (II.B.7).

Instructional and library faculty work together to develop and maintain library collections that are sufficient in depth and variety to meet the learning needs of students (II.B.3). Library materials are available to students, staff, faculty, and community members in a variety of formats: printed books, e-books, periodicals, multi-media, and web-based electronic resources. As of spring 2017, the library’s collections contained 77,291 circulating print volumes and 5,992 non-circulating items. The library subscribes to 128 print periodical titles. The audio/visual collection includes DVDs, music CDs, computer disks audiobooks, and other non-print materials totaling 4,555 items (II.B.8, II.B.9).

A reserve collection containing course textbooks and supplemental course materials is also maintained. The library augments its physical collections with subscriptions to 28 electronic resource databases, which cover a wide variety of subjects and provide online access to government documents, primary historical documents, over 355,215 e-book volumes, and the full text for over 4,000 periodicals. Subjects covered by the databases include business, nursing, allied health, science (all disciplines), cultural studies (African American, Asian American, American Indian, and Latino American), political science, statistics, history, paralegal, music, art, all social sciences and humanities (II.B.10). In response to a recent request from a speech communication instructor, the library purchased Communication & Mass Media Complete (I.B.11). Ez-Proxy provides authenticated access for off campus users through authorized users’ identification numbers.

The library provides enrolled students and faculty with access to materials held by other libraries through its interlibrary loan service (II.B.12). Materials held by libraries within the State Center Community College District (SCCCD) can be requested through the District’s shared library catalog. The library can also request materials not available within the SCCC’s holdings using the Online Computer Library Center (OCLC) WorldShare Management Services system (II.B.13).

Librarians have collected data on student usage patterns of print collections, online library resources, and face-to-face services (II.B.14, II.B.15, II.B.16, II.B.17). Usage trends for the 2015-2016 school year identified the following areas of high usage: off campus access to databases and e-books, computer lab usage, and reserve material checkout (II.B.18). The library obtained student demographic data from the Office of Institutional Research, Assessment and Planning (OIRAP) and is currently analyzing the data and comparing it to usage trends. It is clear from the data that while usage of print collections (including course reserves) and face-to-face services has declined over the last five years, precipitously in some cases, use of electronic resources and online services has increased dramatically (II.B.19). Librarians have begun to utilize the data to inform future selection and planning of library services and resources (II.B.20, II.B.21, II.B.22).

Instruction services include on-demand requests at the service desks, classroom instruction in information literacy, the research assistance program (RAP), online guides and tutorials, and research

assistance via chat, text, and email. A certificated librarian is available for research assistance at the reference desk all hours that the library is open. In addition to on campus research assistance, students can call and speak to a librarian or receive help through the various online options that are accessible from the library website. During times that a librarian may be unavailable (Sundays, holidays, nights), 24/7 Chat is available through the QuestionPoint Collaborative. Individual instruction is also available to students through RAP sessions. A RAP session provides an in-depth, one-on-one appointment with a librarian who assists with a research topic. The librarian works with the student to identify appropriate resources as well as keywords and subject headings associated with their topic. RAP sessions are scheduled through the library's website and email interaction with a librarian. Sessions can last from 45 to 60 minutes depending on the student's needs and research topic. Librarians also create online subject guides for specific assignments, courses, and subject areas, which are available to students online for independent study ([II.B.5](#)).

Bibliographic instruction (BI) is a vital library service that has been offered collaboratively with the instructional faculty since 1999. In fall 2015, a 49-seat "smart classroom" was created to accommodate the demand for BI sessions ([II.B.23](#)). BI sessions are scheduled at the request of a course instructor and are tailored to fit the content and structure of the instructor's class. BIs are held for courses in the areas of English, communication, counseling, social science, science, health sciences, English as a Second Language, development services, and physical education. The library also offers a one-unit library research skills course (LIBSKL1) every semester. The course is taught face-to-face as well as online. The purpose of the course is to provide students with the basic research skills needed to create a research paper. A three-unit library research skills course (LIBSKL2) is offered as a required course in the Library Technology Program, but any student may enroll in it. This course not only offers the same curriculum as the one-unit library skills course but also includes instruction in Microsoft Office and basic computer literacy ([II.B.24](#), [II.B.25](#)).

Library and learning support services are extended to instructional programs in the physical and health sciences at two remote sites ([II.B.26](#)). The Health Sciences Student Success Center is open for 16 weeks, beginning the second week of the semester. Since fall 2014, the division has placed a librarian and a writing and medical math tutor at the Health Sciences building in room HS-220. The focus is primarily on study skills, research, APA format, writing, reading, medical math, and test-taking strategies. Students are enrolled in programs such as Nursing, Dental Hygiene, Medical Assisting, and Radiology Technology. In addition to receiving library research help and tutorial services, students can check out library books and periodicals on various health and medical topics. In spring 2015, remote services were expanded to the Math, Science, and Engineering (MSE) building. A librarian and writing and math tutors were available in room S-20 for approximately 14 weeks of the semester to help students with research needs primarily for biology and microbiology courses. However, due to critical space needs for classrooms, the service in the MSE building has been suspended until adequate space becomes available.

Learning Support Services

Learning support services at FCC include the Tutorial Center, the Writing and Reading Center, Extending the Class, peer assisted study sessions, and the Academic Computing Lab, all of which are housed in the Library and Learning Resource Center complex.

The purpose of the Tutorial Center (TC) is to provide quality academic assistance and support for students to strengthen comprehensive learning and promote the greatest possible academic success of all students (II.B.27). The TC makes learning support services available to all students in all courses whether offered face-to-face, online, or in a hybrid format. The TC is located near the library providing easy access to the library and computer labs. The TC is open to all Fresno City College students as well as any student in the District and is available on a walk-in basis with posted hours. The TC has been able to take advantage of basic skills, student equity, and Title 5 grant initiatives to enhance services and resources.

The TC is typically open Monday to Thursday, 8:00 am to 7:00 pm, Friday, 8:00 am to 2:00 pm, and Saturday, 9:00 am to 3:00 pm. It provides free, walk-in tutorial assistance for students enrolled primarily in math, chemistry, physics, biology, and statistics courses. In addition, the TC assists students in a number of other subject areas including accounting, American Sign Language, engineering, German, philosophy, political science, psychology, sociology, and Spanish, as well as other subjects based on student demand and the availability of qualified tutors. For the fall 2011 through spring 2016 semesters, the TC has shown a significant increase in the number of unduplicated students served. Students must be referred by an instructor to receive tutoring services and are enrolled in a non-credit supervised tutoring course (ST 300), which allows the institution to track and monitor student usage (II.B.28, II.B.29). All tutors are hired based on recommendations from faculty or current and/or previous tutors. Every prospective tutor must provide two faculty references. They must also have received an “A” or “B” in the course, be a full-time student, and go through a rigorous interview process. All tutors are required to complete a one-unit tutor training course, LA-1, and attend tutor training workshops monthly (II.B.30). Additionally, the TC is a College Reading and Learning Association (CRLA) certified program. The CRLA certification process requires standardized training for tutors and ensures tutors possess a standardized set of skills. CRLA provides recognition for tutors’ successful work and positive reinforcement from an international organization (II.B.31).

To expand the space available for tutoring and meet the increasing demand for tutorial services, the TC has developed several satellite labs. These satellite labs include the IDEA Lab, STEM-SI, CADD Lab, A/C Lab, Accounting and CIT Tutorial Lab, The Zone Student Athlete Success Center, Nursing Lab, and Career Technology Center tutorial. Additionally, tutoring is available in the Disabled Students Programs and Services facility (DSP&S) and the Veterans Resource Center. Utilizing space outside the center for peer tutoring has helped address the issue of inadequate access and space in the center (II.B.32).

The TC also provides math placement test preparation workshops for students. The workshops provide students with information on the different math placement tests, how to avoid taking unnecessary classes, additional dates and times to take the placement exam, and an opportunity to review sample math questions with a trained tutor. These workshops are also open to community members (II.B.33, II.B.34).

The TC uses SARS Track to track the attendance of students using tutorial services. SARS Track is a student self-serve check-in/checkout system for measuring students' use of College services such as labs, tutoring and career centers. Students sign in when they enter the lobby using the computer at the front desk entering their student ID number using a keypad. The system records their arrival, the reason for their visit, and their departure time. The information is used to collect all attendance hours and visits allowing TC staff to track and monitor usage ([II.B.35](#)).

Extending the Class (ETC) occupies a classroom in the Learning Resource Center (LRC) as well as space within the TC. The program is modeled on the nationally recognized student academic enhancement program, supplemental instruction (SI). ETC avoids the remedial stigma often attached to traditional academic assistance programs since it does not identify high-risk students; rather, it identifies high-risk courses. The program targets courses that are traditionally difficult to pass and with high failure rates and aims to improve student GPAs, increase successful completion rates, and reduce withdrawal rates. An ETC leader works with students in the classroom under the supervision and guidance of the instructor of record. The leader also facilitates structured active learning strategies outside of class in regularly scheduled review sessions. Since its inception in spring 2007, ETC has become a vital part of FCC student instructional support and has shown consistent growth. Records show that there is an increase in instructor support and interest, a steady rise in course implementation, and an increase in attendance figures ([II.B.36](#)).

Drop-in tutoring will continue to be a viable source of academic support mainly for students who are not enrolled in ETC supported courses. The ETC coordinator conducts biannual, internal assessments of the ETC program. The findings are similar to the national data. Quantitative and qualitative data analyses provide evidence to support the increasing success of the ETC model of academic assistance ([II.B.37](#)).

The Academic Computing Lab (ACL), located across the hall from the TC, is the largest open computer lab on campus with 95 computers and three pay-for-print stations. The lab is open to all registered Fresno City College students and staff and is designed to serve a multitude of purposes that support student learning. Computer lab student aides, who receive ongoing training, are on duty to assist students with questions about the use of lab equipment and software. Typical hours of operation match the hours of the TC. The TC coordinator is responsible for coordinating all services and activities that take place in the computer lab.

The lab is available on a drop-in basis for students to complete academic assignments, check their student email, register for classes, access WebAdvisor and Canvas, complete financial aid paperwork and other online forms, or conduct research for their classes. The lab also serves as an additional location for tutoring, which is needed to meet growing demand. In addition, instructors are invited to bring their classes to the lab to work on online assignments as a group when computers are not available in the classroom. The lab is also used by other departments on campus for faculty, staff, and student workshops and to support annual College activities such as Ram Slam, Extreme Registration, online orientation, and eligibility orientation for student athletes ([II.B.38](#)). Data from fall 2011 to spring 2016 indicate that 57,320 unduplicated students accessed the lab, generating over 344,787 student contact hours ([II.B.39](#)).

The Writing and Reading Center (WRC), located on the TC mezzanine, began serving students in 2005 as an across-the-curriculum tutoring center for reading and writing. Since then, it has grown exponentially and has spawned the development of the PASS (Peer Assisted Study Sessions) program, which now occupies a separate space within the LRC. Due to overwhelming demand for its services, the WRC turns students away during peak hours of operation (mornings). However, since PASS Centers 1 and 2 opened, the WRC can redirect students there when needed ([II.B.40](#), [II.B.41](#)).

In 2010, the WRC began piloting the PASS program, which was modeled on the successful ETC program but with a focus on embedded tutoring for English and English for Multilingual Speakers (EMLS) courses. In 2013, a part-time coordinator was hired to manage the program. In 2015, the position became full-time due to significant growth and data that showed the program was effective in helping students to complete their courses successfully ([II.A.76](#)).

Beginning in 2015, in order to continue meeting student need for effective online tutoring, the division contracted with NetTutor through the system wide Open Education Initiative (OEI) to provide synchronous online tutoring during the hours that the tutoring centers were closed. During open hours, peer tutors for the TC, WRC, and PASS programs utilized the Link Systems WorldWideWhiteboard (WWWB) to provide synchronous tutoring. In the spring of 2015, NetTutor became available 24/7 to all students. A permanent link has been placed in the global navigation menu of every Canvas course shell ensuring equitable student access. Usage remains high ([II.B.42](#)).

Learning support services play an important role in promoting equitable outcomes for students. The student equity coordinator and basic skills coordinator report to the dean of instruction, student success, and learning. This structure provides the opportunity for greater collaboration across learning support services that receive funding from student equity and the Basic Skills Initiative (BSI). Also, with the change in state reporting that now combines SSSP, student equity, and BSI, the structure provides the opportunity for greater integration of support from Student Services and Learning Support Services. For example, the PASS program provides supplemental instruction for special programs such as Idile, SYMBAA, and Network Scholars. In fall 2016, the PASS coordinator submitted a proposal to student equity for funding the brain food project (BFP) in PASS ([II.B.43](#)). The BFP was based on qualitative and quantitative evidence that indicates the importance of addressing food insecurities as related to student success outcomes. The proposal was approved and supported the College's continued efforts to address food insecurities.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 17. The Library and Student Learning Support Services Division provides students with sufficient resources and materials necessary to assist them in completing their educational goals. The inclusion of student equity and basic skills provides collaborative opportunities that embrace innovative efforts to support diverse student needs while promoting equity in student success outcomes. The library's collection development policy ensures that library collections and resources are built in a thoughtful and systematic manner using data to support decision-making. Data analysis is used to ensure high quality learning support services are provided through a variety of locations and delivery modes to ensure equitable access to all FCC students. The ACL ensures that all students also have access to the technology they

need to be successful.

II.B.2 Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Evidence of Meeting the Standard

Library Services

During the 2016-2017 academic year, the library had approximately 362,000 visits (II.B.44). Current open hours only amount to about 72 percent of the time students are on campus. Many non-traditional students attend evening classes, which may limit the availability of face-to-face instructional services including class-specific bibliographic instruction (BIs) and individual student research assistance (RAPs). Library staff have had discussions with other units in the division to coordinate an extension of hours to accommodate students who take evening courses. However, so far, those discussions have only yielded an extension of the hours available for RAP sessions (II.B.5).

In 2013, Library Consulting Services contracted an agreement with FCC to meet with library employees to draft a plan for creating more welcoming and simplified points of contact for students. The information desk was removed, and the circulation desk was relocated in a more visible spot in the library lobby to serve as a clear, first point of contact for students. Among the recommendations were several that focused on developing and integrating additional technology and support over the next few years including the addition of electrical outlets, increased Wi-Fi capabilities, and a variety of computer furniture (II.B.45). The library has since installed charging benches in the foyer, electrical tracks throughout the reference room, and charging bars in the west wing.

Library collections are formally evaluated in terms of quality, quantity, depth, and variety every five years in a formal program review (II.B.46). A collection development policy statement was revised in 2010 and will be reviewed and revised again in 2017 based on the most recent evaluation and usage statistics (II.B.3). A separate collection development policy has been created for special collections and archives (II.B.47). Library faculty are primarily responsible for reviewing, selecting, and deselecting materials in the library collection. Selection criteria include librarian subject expertise, knowledge of curriculum content, subject area faculty participation, and patron usage patterns of current materials. Students and faculty may also suggest materials for purchase by the library. Usage statistics for the library collection are gathered monthly and compiled into annual reports to inform selecting and deselecting efforts by the librarians who collect for specific subject areas (II.B.14). In order to keep current with new and revised course content, a librarian is a standing member of the Curriculum Committee. In addition, the collection development librarian reviews the district wide Educational Coordinating & Planning Committee (ECPC) report at the end of each semester for curriculum changes.

Collection development expenditures have averaged approximately \$250,000 per year over the past

four years (II.B.48). Circulation of print titles has been on a steady decline for the last four years with significant increase in circulation of e-resources, which including e-books, database periodicals, and streaming audiovisual. The reduction in the number of print periodicals from 350 to 133 has been offset by an increase in the number of online periodical databases from 16 to 28. In summer 2014, the VHS collection was discontinued and replaced with streaming video, which students can access both on and off campus. Statistics on database usage are collected and reviewed by librarians as part of collection evaluation. Progress continues to reduce the age of materials in the time sensitive areas of medicine, current events, political science, and education (II.B.49). The reserve materials collection continues to be one of the most heavily circulated collections.

In 2013-2014, librarians undertook an evaluation of the print collections. The results of the evaluation showed that over 50 percent of all the print collections were published prior to 1990 (20 years or more) and the reference collection had grown beyond 5,000 volumes. With reference materials focused on the humanities and information now readily available on the Internet, librarians were infrequently using the materials to help students. However, students were no longer using the materials at the same level as they had been previously. To optimize the usage of all print collections, a de-selection process ensued. The reference collection was optimized to a collection of 1,500 items, which meets the College's instructional and reference needs. Older print materials were reviewed and identified either as a classic in the field and retained or available in newer sources and discarded. The circulating print collections were stabilized with 46 percent of the collections at more than 20 years old (II.B.50).

The library employs, the Association of College and Research Libraries' (ACRL) *Information Literacy Competency Standards for Higher Education* as a guide and evaluation tool to inform instructional objectives. The standards were revised in 2011, to reflect the changing educational landscape and focus more on outcomes-based assessment, inquiry based learning, increased student success, and student engagement (II.B.51).

In spring 2012, the library underwent the program review process. A major trend discussed in the report is students' preference for e-resources versus print, which was validated with usage statistics. BI and RAP requests also confirm this trend. Instructors specifically request that students learn how to access and utilize electronic resources when they request BIs since the majority of students requesting RAPs are required to incorporate at least one journal or magazine article found in a College database into their assignment (II.B.51). Another major trend that was confirmed is the demand for reserve textbooks. Both trends result in librarians instructing students, and sometimes faculty and staff, on how to access and search the library's online catalog and research databases during BIs, RAPs, and on-demand reference interactions. The 49-seat smart classroom in LI-207 now allows librarians to accommodate larger class sizes so students can gain hands-on experience using the library's online resources.

Currently, instructional services are somewhat limited for distance education students. Students can find quick answers, directional, and contact information through the library FAQs, available on the library's website. Librarians continue to create subject guides as needed that are available online and are used to assist students with citations and avoiding plagiarism, legal research, and using research databases. As a component of the Title 5 cooperative grant, the library is further exploring an embedded librarian model. Librarians can

embed information literacy into course content through online research guides which are created for specific courses and assignments as well as expand these to meet the research needs of all students ([II.B.52](#)).

Learning Support Services

Over the past ten years, Library and Learning Support Services have continued to grow in respect to materials, programs, and staff. As a division, faculty, and staff have significantly increased the services provided and the number of students served within a very limited space. In 2011, the division finalized two space utilization plans: one for the east side of the building (the WRC, PASS, ETC, Student Success Computer Lab, and TC) and the other for the west side (the first and second floor of the library). For years, the library provided space for classes in Social Sciences, but in 2014, those classrooms were re-dedicated to Library and Learning Support Services. Two classrooms are now used exclusively by ETC and PASS, and the third has been converted into a large smart classroom dedicated to bibliographic instruction. However, space to support the demand for learning support services particularly continues to rank high on the list of division needs.

A collaborative project with the TC and the WRC resulted in the FCCWise website, which provides educational information and support for students, faculty, and staff about tutoring services, resources, and workshops. This web-based service utilized the expertise of faculty and staff to create the content of the website and continues to rely on the expertise of the librarians and Tutorial Center faculty to maintain website content. The site has been upgraded so it is fully responsive and accessible on any mobile device, workstation, or laptop. The site includes campus essentials for student success as they relate to the theme of getting students “in,” “through,” and “beyond.” The site includes accessible and relevant information in a social networking format with an academic twist. For example, the site includes light and easy interaction in the form of polls and interactive “how-to” or “where-to” information, such as the road map to success and virtual tour. There are also links to instructional videos and handouts as well as information about each of the centers. The WRC also provides information on the FCCWise website including a series of educational videos for English, chemistry, mathematics, and various study skills that provide students with short, interactive segments that are accessible 24/7. The educational videos support foundational skills for the identified topics ([II.A.80](#)).

There are 25 tables in the TC, four computers with Internet access for use during tutoring sessions, whiteboards, subject-specific textbooks and reference books, a copy machine, a reception desk, and workspaces for tutors and support staff. The staff consists of three full-time faculty coordinators, two adjunct instructors, two full-time classified staff, and more than 125 student aides. The TC provides supplies, laptop computers, and calculators for tutors and students to support learning. The WRC has five desktops and six laptops that are in constant use. WRC computer workstations are available for independent use and tutoring. There is one pay-to-print station available to students for essays and various homework assignments. The pay-to-print system allows students to purchase a print card from the vend print station at \$0.10 per page. Print cards are used to make prints and photocopies in both the computer lab and library. In a separate location, the PASS program provides the use of 25 laptops purchased by the Basic Skills Initiative, using funds designated for students enrolled in basic skills reading and writing courses, and five desktop computers for students in the PASS program. Additionally, both

programs provide textbooks, handouts, and other physical resources in the centers. These handouts can be either supplemental resources for classwork or information about campus or community programs for students who may have a physical, emotional, or financial need. These resources are also available online through the campus website and FCCWise. The coordinators consult with faculty and deans from the various divisions to identify what other resources are needed at the facility.

Analysis and Evaluation

The College meets the Standard. The division relies on the expertise of librarians, learning support services professionals, and other experts to select and maintain educational equipment and materials that support student learning and contribute to the College mission. Instructional faculty are involved formally and informally in developing library and learning support services and resources to ensure that these services are responsive to changing technologies and the evolving needs of FCC students and faculty.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library Services

Evaluation and assessment of FCC library services can be grouped roughly into two arenas: 1) usage statistics, such as library entrances, circulations, computer and database usage rates, student participation in library instruction, and service desk transactions and 2) student satisfaction surveys used to gather information on user perceptions and self-reported utilization of library services and resources. The statistics based on circulation, databases, web page, reference, and instructional sessions are used in making decisions related to collection development and staffing. Other assessments used by the library include surveys aimed at one or more of the student learning outcomes. Data and other information gathered are regularly discussed among library faculty and used to make improvements ([II.B.20](#), [II.B.21](#), [II.B.22](#), [II.B.53](#)). For example, there has been a major shift from use of print collections including course reserves and onsite, face-to-face library services in favor of online access to electronic, Internet-accessible library services and resources. This shift is evident in usage statistics gathered over the last seven years ([II.B.14](#)). As a result, librarians have reallocated acquisition funds from print collections to electronic to keep up with the demand for electronic access ([II.B.48](#)).

Because the concept of service unit outcomes is new to library staff, the library faculty is in the process of differentiating between service unit outcomes (SUOs) and student learning outcomes (SLOs) in its programs and services and is now adopting a revised SLO/SUO rubric. To date, the library has identified the following two service unit outcomes: 1) 50 percent of unduplicated students (per academic year) will use the computer lab, checkout library materials, and/or use library research databases, and 2) 70 percent of unduplicated students (per academic year) will reach the second level of information competency (acquire and evaluate information and recognize the need for information). A review of the

data for online access versus targeted face-to-face services (checkout of physical materials and usage of the reserve collection and computer lab) for the 2015-2016 academic year revealed that the first of these two SUOs was nearly met and the second exceeded ([II.B.18](#)). An online survey to be distributed to all students who attend face-to-face, hybrid, and/or strictly online classes is being developed as an additional method of assessing these SUOs.

The library acknowledges that surveys of student and faculty satisfaction with library services need to be done on a regular basis. This has not been the case in past years due to various staffing changes and other issues. However, of the surveys administered, students indicated a general satisfaction with library services. In the 2010 college outcomes survey, Library and Learning Support Services were rated number one across the campus with a rating of 4.01 out of 5. In the 2013 college outcomes survey, Library and Learning Support Services dropped to number two but still had a higher satisfaction rating than in 2010 ([II.B.54](#)). The 2016 college outcomes survey indicated that there was a decrease in satisfaction with a 3.97 rating. Although the rating was the lowest received over the last five survey results, the Library and Learning Support Services was again rated number one across the campus ([II.B.55](#)).

In spring 2013, the library posted a satisfaction survey on its webpage so that students on and off campus could respond. Of the students who answered the question, 95.50 percent were satisfied or very satisfied with the library and its services. The 2013 library satisfaction survey also shows that students were satisfied or very satisfied with the ease of access to library online resources (Q9) ([II.B.56](#)). The library plans to revise and administer a new library satisfaction survey in spring 2018.

Quantitative assessments of the library instruction program include counts of classes and students receiving BI, students requesting RAP sessions, and transactions at the instructional service desks ([II.B.15](#), [II.B.16](#), [II.B.17](#)). Qualitative assessments include pre- and post-tests and satisfaction surveys. In the 2013 library satisfaction survey, 90 percent of the respondents rated BI instruction as satisfactory or very satisfactory (Q14) while 87 percent of respondents were satisfied or very satisfied with their RAP experience (Q16). The 2017 RAP survey summaries showed that participants were satisfied overall with the service ([II.B.57](#), [II.B.58](#), [II.B.59](#)).

The quantitative assessments, however, show a gradual decline from 2011 to the present in requests for RAP sessions as well as the use of BI and one-on-one (on demand) instruction. The librarians have identified several factors that could be responsible for this decline, and as indicated earlier, are making plans to address them. An example is the increased availability of RAP sessions. To accommodate evening students, RAP hours were extended to 6:30 pm Monday-Thursday. Other examples include answers to FAQs posted online so students on and off campus can find the information they need and a chat/email/text service that allows students access to information when the library is not open ([II.B.5](#)).

The institutional cycles of formal program and curriculum review provide the most useful evaluation and assessment data and information. A program review of Library Services was completed in spring 2012, and the next review cycle will be completed in fall 2017. A full curriculum review for all LITEC and LIB-SKL classes was completed in spring 2014 to assist in curricular planning ([II.B.46](#), [II.B.24](#), [II.B.25](#)).

Learning Support Services

Because learning support services encompass teaching students as well as supporting learning in other classes, the various units in the division have developed both SLOs and SUOs ([II.B.27](#), [II.B.60](#)). Quantitative and qualitative data are used by each of the units to measure the SLOs and SUOs. Quantitative data is managed and analyzed by the Office of Institutional Research, Assessment, and Planning (OIRAP). The areas examined are GPA, success rates, and retention rates for students enrolled in courses for which learning support services are offered. Qualitative data has been gathered primarily through student satisfaction surveys that are administered by the units that provide the learning support services. However, due to unstable staffing and turnover in recent years, survey administration has not always been well coordinated or routine and results have been uneven. Nonetheless, both quantitative and qualitative data are being used to guide the development and improvement of learning support services, and improvements are being made in the assessment and evaluation processes.

The TC administers student satisfaction surveys and uses comment boxes to collect qualitative data from students who use FCC learning support services. Following each semester, data are summarized and reviewed by faculty and staff and to help guide decisions and improvements regarding training topics for staff, programs, and services offered and the manner of assessment itself ([II.A.78](#)). In spring 2016, the TC came under new leadership. Prior to 2016, qualitative data had not been routinely gathered or archived. A new TC student satisfaction survey has been written. The results will be archived after each semester so that SLOs and SUOs can be regularly and accurately assessed ([II.B.61](#)). CRLA Level I tutor training certification helps to ensure that student aides employed as tutors and service providers are having a positive impact on identified SLOs and SUOs ([II.B.31](#)). All tutors are required to enroll in a tutor training course, either LA-1 for TC/ETC tutors or LA-2A/2B for WRC/PASS tutors, which provides all tutors with CRLA Level I tutor training certification ([II.B.30](#)).

Due to staff turnover, learning support services offered in the ACL have not been adequately evaluated in recent years. Although a SUO was established for the computer lab as early as 2010, it has not been effectively measured. Under the leadership of a new faculty coordinator, a new SUO was developed and a student satisfaction survey was administered to assess it ([II.B.62](#), [II.B.63](#)). As responses from the new satisfaction survey are gathered and analyzed, they will be used as a basis for improvements in computer lab operations and improvements in the evaluation process.

Like the TC and other learning support services, ETC is also guided by outcomes assessment and evidence regarding student achievement. The program has its own SLOs and SUOs ([II.B.64](#)). The achievement of all students enrolled in classes that participate in ETC was tracked by OIRAP for a quantitative assessment of the program's SLOs and SUOs ([II.A.75](#)). Again, due to staff turnover, qualitative data was not routinely gathered or analyzed and is not available for every semester covered by the last five years. With the appointment of a new ETC coordinator in fall 2016 and the development and administration of a new student satisfaction survey, results will be archived so that SLOs and SUOs can be tracked and assessed over time and used as a basis for improvement ([II.B.65](#)). The student aides employed to work as ETC embedded tutors also receive CRLA Level I tutor training certification.

The Writing and Reading Center (WRC) evaluates its program in several different ways. Each method provides an ongoing assessment of the quality of the SUOs and SLOs. One method, a three-step process, provides a form for each step of the tutoring process (intake, tutoring session, and checkout) that follows every student who utilizes the WRC. In this way, students receive verification of their attendance, and the WRC gathers data that can be used to evaluate and assess the effectiveness of its services (II.B.66). Another method involves the distribution of student surveys on an annual basis to all students served. The results of this survey are used for outcomes assessment and to support the five-year program review cycle (II.B.60). WRC program quality is also monitored by using a common rubric to evaluate tutors during at least one observation in each semester. The observations are based on SLOs established for the WRC tutor training course, LA-2A/2B, as stated on the course outline of record (II.B.67, II.B.68). Faculty observe a session, comment on the observation form, and then discuss the findings with the tutor. The process and outcomes are discussed during staff meetings or informal WRC office discussions. Changes or improvements are implemented the following semester (II.B.69).

Quantitative data are also used to evaluate WRC program effectiveness. Student usage data is sent to the OIRAP at the end of every semester. These data are used to determine student success, GPA, retention, and persistence and are disaggregated by demographic to help the program identify disproportionate gaps. At the end of every semester, the center runs an attendance report and sends it to OIRAP. OIRAP then provides data based on the success metrics identified above. Ultimately, this quantitative analysis is used to disaggregate the data, measure the effectiveness of WRC learning support services, and determine to what extent they contribute to student success (II.B.70, II.A.77).

Analysis and Evaluation

The College meets the Standard. Learning support services meet identified student needs by contributing to the attainment of student learning outcomes and service unit outcomes. Instructional and service outcomes for library services are evaluated using quantitative and qualitative measures ensuring that the library adequately supports student learning needs and contributes to the attainment of student learning outcomes. Results of the evaluations are used to improve services and assessment methodologies.

Changes and Plans Arising out of the Self Evaluation Process

The Library and Student Learning Support Services Division will develop mechanisms to accurately and systematically evaluate all programs and services. Although each unit in the division has SLOs that are assessed on a regular basis, SUOs have not been systematically addressed, and assessment and evaluation of learning support services has been weak. Working with the OIRAP and the campus outcomes and assessment coordinator, service unit outcomes that are distinct, measurable, and reflective of the College mission and institutional learning outcomes will be in place for all units and services in the division by fall 2018. This includes development of SUOs and assessment tools for online tutoring and other learning support services provided to distance education students.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library Services

The library purchases access to subscription databases through individual contractual agreements with vendors and a consortium-purchasing program through the California Community Colleges Council of Chief Librarians. All subscriptions are year-to-year (II.B.71). The library is also a member of OCLC, the worldwide online library consortium. This contractual agreement allows for purchase of an integrated library system and use of the company's bibliographic record database and interlibrary loan services. Through the interlibrary loan agreement, the library has agreed to loan materials to other libraries in the United States for no fee. In return, the library may borrow from other no-fee libraries (II.B.72). The library also contracts with OCLC for its EZproxy authentication services to allow off campus users access to its restricted electronic resources (II.B.19). Prior to the renewal of each contract, the service is reviewed by the collections/technical services librarian who gathers input from the other librarians and staff.

The library purchases monographic, media, and standing orders from many vendors. The primary vendor for materials is Ingram Library Services. Elton B. Stephens Company (EBSCO) provides print periodical subscription fulfillment for the library (II.B.73). Library materials are protected by a 3M library security system. The library contracts with 3M Security Systems for maintenance of the security gates situated at the main entrance/exit and other entrances/exits of the library. In addition, to address personal and property security issues and concerns, in 2011 security cameras were installed in various parts of the facility, and updated in spring 2016. Camera equipment is maintained by the Sebastian Company and monitored by the District Police Department.

The library contracts with the Ray Morgan Company for copying and printing services on a year-to-year basis. The contract includes maintenance of copiers and printers, print management software, and print release stations. Copy cards and pay stations are purchased from Jamex Company as needed without a contract. These services have been in place since 2012 and high-volume usage, changes in student needs, and new payment technologies mean that further review will need to take place to determine how the library can best meet students' needs.

Learning Support Services

Equipment and materials in the computer lab and tutoring centers are generally well maintained and secured. Student records are also adequately secured, and staff are instructed about maintaining and securing records and data. Preventative measures have been taken to restrict access to sensitive data

and test information by using a new electronic test log. Student data are gathered using the password protected SARS tracking system and stored securely for five years within the database per regulations for collecting apportionment. All sensitive paper documents and data are appropriately destroyed after each semester. Reports are saved in the N-drive, which is also password protected. An additional level of security is provided by the Tutorial Center coordinator who has been designated and trained as an emergency information officer for the campus in the event of a disaster.

Computer hardware and software is maintained by the campus Technical Support Services (TSS) department. Technical support can be requested as needed from the TSS Help Desk via phone, email, and the FCC website. The TSS department can also troubleshoot problems with photocopiers and printers. The printer/scanner in the Tutorial Center is leased. TSS manages the lease agreement. Additionally, software upgrades and routine maintenance are performed in each of the labs at the completion of the semester as requested by faculty coordinators. Students may check out laptops for use in the TC. They are required to sign an agreement that notifies a student about his or her accountability for use of the equipment ([II.B.74](#)). A scanning procedure is in place, and usage of the service is tracked in a database as a way documenting the use of laptops, textbooks, and calculators ([II.B.75](#)).

Protocols in the TC, WRC, PASS, and ACL have been developed to ensure that all areas are supervised throughout the open hours. Other protocols such as locking cabinets and doors and setting the alarm are also discussed during orientation for new employees and/or at orientation/trainings at the start of the semester. Laptops, calculators, supplies, and confidential student information are stored in locked cabinets located in the TC. The TC also has Excel and Access files located on the division shared drive available on the campus network. The building and adjacent tutoring rooms and computer labs are equipped with an alarm system. All laptops and electronic devices are secured in locked cabinets when the centers are closed ([II.B.76](#)). Security is provided by the campus police department as needed and police support can be summoned at the touch of a button. For added personal security, an escort service is available for faculty, staff, and students from building to vehicle.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 17. Formal agreements are in place for the library's contracted services and are adequate, accessible, and secure. Security measures are in place to ensure the safekeeping of sensitive documents and student records. Learning support services equipment and materials are secured and well maintained. Student data is encrypted and stored securely, and access is available only to FCC faculty and staff.

Changes and Plans Arising out of the Self Evaluation Process

Although maintenance and security procedures and services are well-established and documented and contractual arrangements for library and learning support services are formalized and monitored, no formal procedures for the evaluation of these services have been instituted. Over the next year, the Library and Student Learning Support Services Division Office will assist its units in cataloguing the various external services in use and develop an evaluation process that gathers feedback on their effectiveness from students, faculty, and staff.

IIB Evidence List

- [IIB.1 BP AR 4040](#)
- [IIB.2 LSLSS Div Org Chart](#)
- [IIB.3 Lib Coll Dev Policy](#)
- [IIB.4 LIBD CCCLR DSV 2013-14](#)
- [IIB.5 FCC Library Screen Shot](#)
- [IIB.6 FAQ@FCC Library Screen Shot](#)
- [IIB.7 Canvas Course Shell Screen Shot](#)
- [IIB.8 Collection size 2012-2017](#)
- [IIB.9 PeriodicalList 2017-2018](#)
- [IIB.10 Lib Research DBs v2](#)
- [IIB.11 Comm Mass Media Request](#)
- [IIB.12 ILL Request Form](#)
- [IIB.13 WMS contract 0421 001](#)
- [IIB.14 Circ Stats 1999-2016](#)
- [IIB.15 RAP Stats 2011-2017](#)
- [IIB.16 Ref Stats 2006-2016](#)
- [IIB.17 BI Stats 2010-2017](#)
- [IIB.18 LibSvcsSUOs 2015-2016](#)
- [IIB.19 EZproxy Analysis](#)
- [IIB.20 Librarians10-14-2016](#)
- [IIB.21 Librarians11-18-2016](#)
- [IIB.22 Librarians03-31-2017](#)
- [IIB.23 APRR-LI-207Remodel](#)
- [IIB.24 Library Skills 1](#)
- [IIB.25 Library Skills 2](#)
- [IIB.26 Remote Library Stats](#)
- [IIB.27 Tutorial PR 2017](#)
- [IIB.28 Faculty Referral Form](#)
- [IIB.29 ST-300 Tutoring Data](#)
- [IIB.30 Tutor Training Syllabus](#)
- [IIB.31 CRLA Standards](#)
- [IIB.32 Athletes DSPS Veterans-Tutoring](#)
- [IIB.33 Math Workshop Flyer](#)
- [IIB.34 Math Workshop Attendees](#)
- [IIB.35 Tutorial Center Visits](#)
- [IIB.36 ETC Usage 2011-2016](#)
- [IIB.37 ETC Effectiveness](#)
- [IIB.38 Student Success Lab Events Calendar](#)
- [IIB.39 Computer Lab Usage](#)

[II.B.40 WRC Turned Away List](#)
[II.B.41 WRC Usage Report by Day](#)
[II.B.42 Online Tutoring](#)
[II.B.43 PASS Equity Funding Proposal](#)
[II.B.44 LibGateCounts 2012-2017](#)
[II.B.45 SpaceUtilizationReport2013](#)
[II.B.46 LibraryPR 2012](#)
[II.B.47 LIBD ASCP](#)
[II.B.48 LibMatExp 2012-2017](#)
[II.B.49 LC NF Benchmark 2015](#)
[II.B.50 CollectionAgeReport](#)
[II.B.51 ALA Info Comp](#)
[II.B.52 Title V Coop 2014-2019 \(pg 17-19-43-52\)](#)
[II.B.53 Librarians10-28-2016](#)
[II.B.54 Outcomes Survey 2013 Library](#)
[II.B.55 Outcomes Survey 2016 Library](#)
[II.B.56 LibrarySatisfactionSurvey2013](#)
[II.B.57 2017 RAP Survey Doud](#)
[II.B.58 2017 RAP Survey Kobash](#)
[II.B.59 2017 RAP Survey Yang](#)
[II.B.60 WRC-PASS PR 2017](#)
[II.B.61 TC Satisfaction Survey](#)
[II.B.62 ComputerLabSUO](#)
[II.B.63 CL Satisfaction Survey](#)
[II.B.64 ETC SLO SUOs](#)
[II.B.65 ETC Satisfaction Survey](#)
[II.B.66 WRC STEP forms](#)
[II.B.67 Learning Assistance 2A](#)
[II.B.68 Learning Assistance 2B](#)
[II.B.69 WRC Staff Meeting 9-9-16](#)
[II.B.70 WRC IR Request Online Tutoring](#)
[II.B.71 Library Database Renewal Invoices](#)
[II.B.72 WMS contract 0421 001](#)
[II.B.73 Library List of Monographic Media](#)
[II.B.74 Laptop Policy SP2014](#)
[II.B.75 Tutorial Center Electronic Checkout](#)
[II.B.76 Tutorial Center Laptop Policy and Procedures](#)

[II.A.75 ETC Data Results](#)

[II.A.76 PASS Data Results](#)

[II.A.77 WRC Data Results](#)

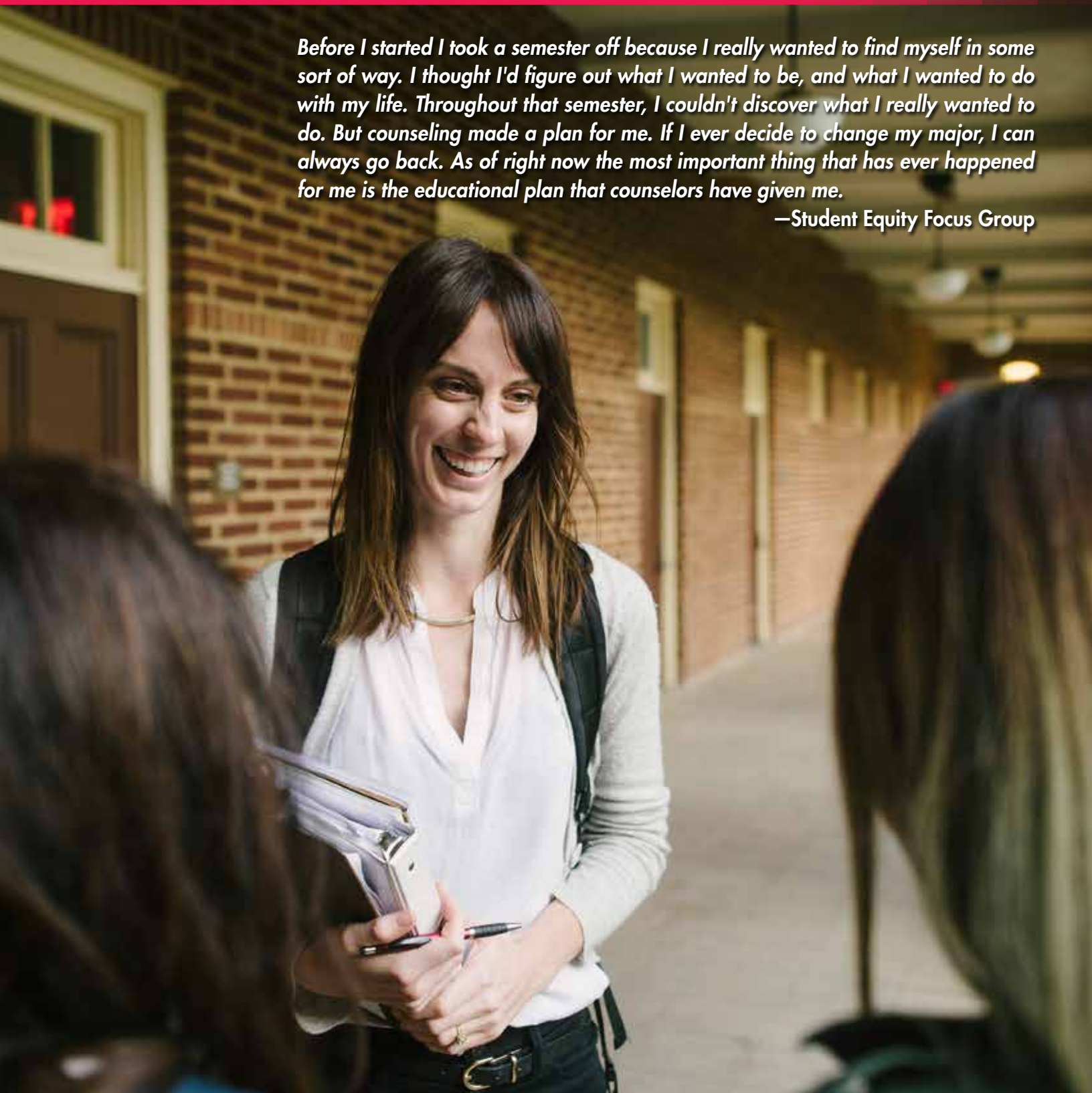
[II.A.78 Tutorial Center Data Results](#)

[II.A.80 FCCWISE Screen Shot](#)

Standard II.C. Student Support Services

Before I started I took a semester off because I really wanted to find myself in some sort of way. I thought I'd figure out what I wanted to be, and what I wanted to do with my life. Throughout that semester, I couldn't discover what I really wanted to do. But counseling made a plan for me. If I ever decide to change my major, I can always go back. As of right now the most important thing that has ever happened for me is the educational plan that counselors have given me.

—Student Equity Focus Group



II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

Fresno City College (FCC) offers a variety of comprehensive student support services. Board Policies and Administrative Regulations provide the foundation for meeting the educational support needs of our students (II.C.1). Service locations include the FCC main campus and the Career and Technology Center. In addition to the main counseling office, counselors are also available in several division offices, at the Career and Technology Center, and on the College mall every Tuesday for “Counselors on the Green” (II.C.2, II.C.3). Students from all locations, including distance education (DE) students, have access to a variety of comprehensive services available in person, by telephone, by email, on the College website, online and at over thirty local high schools (II.C.4, I.C.24, I.A.59, II.C.5). The College catalog provides students with a description of the available student support services. Students may also access information about support services on the FCC web site (I.A.3, II.C.6).

Program review is the primary method through which the College regularly evaluates the quality of student support services and ensures alignment with the College mission. The program review coordinator provides training each year for units that are scheduled to begin writing their program reviews (II.C.7, II.A.2). FCC conducts program review for each student services area on a five-year cycle. Program review provides counselors, coordinators, directors, deans, and vice presidents the opportunity to reevaluate the service area’s purpose, services, and mission. Particular attention is paid to the linkage between the College mission, service unit outcomes (SUOs), and annual unit goals. An extensive review of resources including staffing, facilities, and training is conducted, as well as an analysis of program strengths, challenges, and actions for improvement (II.C.8, II.C.9).

The program review process has led to many program improvements. The 2015 Counseling program review determined that a director position was needed to provide leadership to the department (II.C.10). As a result, a director of counseling and special programs was hired in November 2015 (I.B.83). This review also led to the decision to be one of ten California Community Colleges to participate in the California Education Planning Initiative (EPI). The EPI is an electronic student educational planning tool that includes a student portal, a degree planner, and an Early Alert system. Components of EPI are scheduled for a fall 2017 pilot (II.A.61).

Health Services has made numerous changes resulting from program review. The office has gone paperless with fully integrated electronic health records (II.C.11). Treatment rooms were upgraded to include a workstation and a computer for charting patients. A large-screen TV was installed in the waiting area to feature health information and Student Health 101 (II.C.12).

Another important evaluation method is the assessment and review of service unit outcomes (SUOs). SUOs have been identified for each service unit area and are assessed on a regular cycle. SUO assessment allows for annual review of outcomes and provides data for analysis within program review. In spring 2017, all student service area programs identified and/or updated one to four SUOs, and all SUOs align with the College mission and strategic planning goals ([II.C.12](#)).

The Student Success and Support Program (SSSP) Plan aligns student completion and success with the College mission statement ([I.B.55](#)). The SSSP Plan made several recommendations including the required completion of a Student Educational Plan (SEP). The SEP outlines a suggested sequence of courses according to a student's educational goal and major. In 2015, FCC changed counseling services to provide all students the opportunity to develop a Student Educational Plan - Abbreviated (SEPA), a Student Educational Plan - Comprehensive (SEPC), and a Student Educational Plan – Updated (SEPU). To assist counseling in their evaluation of the change, the Office of Institutional Research, Assessment, and Planning (OIRAP) created a Student Education Plan Dashboard. The dashboard provides the counselors with an actionable data set that can be disaggregated ([II.A.48](#)).

The Student Equity Plan identifies student achievement gaps in access and success for students from underrepresented groups ([I.A.39](#)). The purpose of the plan is to ensure that the College identifies strategies to monitor and address equity gaps and that the College also attempts to mitigate disproportionate impact on student success and achievement. In 2015, a student equity coordinator was hired to facilitate an equity-minded culture and oversee the implementation of the Student Equity Plan ([I.A.46](#)). Outreach activities and support services have been designed to reach target groups. Beginning in spring 2017, the College developed an integrated plan including SSSP, Student Equity (SE), and Basic Skills Initiative (BSI). The integrated plan was broadly discussed with constituent groups and was approved by the Board in November 2017 ([II.C.13](#)).

In 2011, the Enrollment Management Committee (EMC) developed an Enrollment Management Plan, which is currently under revision. The College hired Noel Levitz to consult in order to ensure that continuous improvement of enrollment management strategies is addressed in the revision. The EMC reviews an enrollment management report annually and makes recommendations that support campus efforts to facilitate and improve student enrollment, retention, persistence, and success ([II.C.14](#)).

Surveys are another tool used to evaluate the quality of support services. Student surveys are developed in collaboration with the OIRAP and administered regularly in order to evaluate support services, counseling services, and related campus events. Survey results have led to numerous changes in counseling service operations including: the availability of evening counseling hours, implementation of an online student appointment system (ESARS), and implementation of both same-day and future appointments.

College Relations annually surveys high school seniors who have participated in the assessment, orientation, advising, and registration assistance services provided at the high school. This is a SCCCD survey that measures satisfaction with program services as well as learning outcomes ([II.C.15](#), [II.C.16](#)). Historically, the survey results show a high rating for services and identifies areas needing improvement or additional resources.

In spring 2013, Health Services participated in the American College Association National College Health Assessment II (ACHA-NCHA survey) (II.C.17). The survey identified high anxiety and depression rates in students. Because of these significant findings, Health Services developed a voluntary mental health and depression screening administered when students check in for services, and students are referred to campus Psychological Services when needed (II.C.18).

The Community College Survey of Student Engagement (CCSSE) assists the College in evaluating services. The most recent CCSSE was conducted in 2017 (II.C.19). The results allow the College to gauge and monitor performance in key areas contributing to students' college experiences and educational success. FCC was very close to the CCSSE national average and is aspiring to match and exceed performance targets.

Analysis and Evaluation

The College meets the Standard. Board policies and administrative regulations lay the foundation for student support services. FCC has a well-established program review process, annual review of service unit outcomes, SSSP Plan, Student Equity Plan, Basic Skills Plan, and student surveys, which are used to regularly evaluate the quality of student support services to ensure services support student learning and enhance the College mission. All student support service areas continually analyze data resulting in improvements to services. There is a strong commitment within the College for continuous quality improvement to help students succeed.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

In alignment with the its mission statement, the Student Services Division strives to provide accessible, effective, and efficient services while promoting student personal growth and responsibility (II.C.20). FCC utilizes several methods for identifying and assessing learning support outcomes and uses that data to continuously improve student services. By assessing service unit outcomes (SUOs), student learning outcomes (SLOs), annual unit planning goals, student surveys, and many student success related data reports, FCC works to achieve its mission to enhance student success. The five-year program review provides the process for an in-depth assessment of programs and services. In addition, support service programs that receive funding from federal, state, or other external grants are continually assessed through corresponding reporting requirements. These programs include Financial Aid, CalWORKs, EOPS, Perkins-funded counselors, Psychological Services, and TRIO.

Each student service area compiles annual unit planning goals that align with the College's mission statement and strategic plan (I.A.27). Through this annual unit planning process, service areas list unit goal priorities, activities, action steps and resources needed to achieve the goal, and timelines for completion (I.A.26). After the one-year cycle, review and analysis of each unit goal is completed and the next year's unit goals are determined.

College Relations' 2014 unit priorities and 2015 program review determined a need for an improved online orientation. The College transitioned away from staff-facilitated orientations to a mandated online orientation, and continued to improve online orientation in 2015 and 2016. Many of the improvements were based on orientation student survey results which emphasized the need to shorten and streamline the information provided ([II.C.21](#), [II.C.22](#), [II.C.23](#)).

The creation and implementation of the Student Equity Plan and Student Equity Committee has played an important role in identifying and assessing learning support outcomes and adjusting services accordingly ([I.A.39](#)). Data and statistics are gathered utilizing the Percentage Point Gap (PPG) which identifies student equity gaps and outcome disparities. Several dashboards have been created to assist the institution in analyzing data ([I.B.57](#)). Target groups are evaluated on access, basic skills, course completion, degree/certificate completion, and transfer. Support services and other special programs are enhanced to address equity gaps in target groups. The gaps will continually be monitored to prioritize and improve services based on effectiveness. Equity data is assessed annually and programs and services are adjusted accordingly ([II.C.24](#)).

Extended Opportunity Programs & Services (EOPS) assesses its program every semester by surveying students three times. There is an initial survey after orientation, a mid-term survey after students complete their second contact and a third survey at the end of the semester. The surveys assess student understanding of program requirements and program satisfaction ([II.C.25](#)).

As a participant in the Online Education Initiative (OEI) exchange, the College offers comprehensive student support services for distance education (DE) students, ensuring equitable access. In January 2017, FCC was the first college to make the exchange of students possible through the OEI. By doing so, FCC can offer quality online courses to students throughout the state enabling them to complete their academic goals in a timely manner. Online Learning Support Services are a foundation of the exchange. Students are supported with Quest, an online readiness program, Proctorio online test proctoring, Ally which tests courses for accessibility, Net-tutor online tutoring 24 hours a day/365 days a year, and online counseling ([I.C.24](#), [II.A.80](#)). In addition, FCC provides Hoonuit (formerly Atomic Learning) for all students.

All DE courses have permanent links in their global navigation for library services, counseling, Quest, and tutoring, ensuring available and equitable support services available for all FCC students. New students are introduced to these services at Ram Ready ([II.A.99](#)).

In fall 2016, Quest was made available to FCC students allowing students to assess their online course readiness. The tool provides students and the faculty with assessment results allowing students to decide if DE is currently the right option and provides faculty with information about students' challenges in an online environment. The Research and Planning (RP) Group conducted student surveys on Quest in fall 2016 (78 respondents) and spring 2017 (131 respondents) and results indicated that students who complete Quest modules are more likely to succeed in an online course by as much as ten percent ([II.C.26](#)). To ensure access to the program, beginning in summer 2017, all FCC DE students were auto-enrolled in Quest. In addition, the director of distance education encouraged participation by posting announcements to students. Data will be examined to determine the effectiveness of these efforts.

Students enrolled in DE courses also have access to videos to support their learning with 24/7/365 tutoring. Videos in Hoonuit are available to students and include support modules on subjects ranging from how to use Excel and Canvas, to personal subjects like career planning and resume writing. The data indicate that students watched 13,951 videos, and faculty watched 8,045 videos from May 2015 to August 2017 (II.C.27).

Free tutoring services are also provided to DE students. During regular business hours, DE students can reach FCC tutors who use Linked Systems WorldWideWhiteboard. For subjects not offering face-to-face tutoring, students have free access to Net-tutor, where tutors with a minimum of a Bachelor's degree, assist students in Philosophy, Nursing, Biology and Chemistry (II.C.28). Student usage of Net-tutor has steadily increased from 4,167 minutes in spring 2015 to 113,551 minutes by fall 2017.

Analysis and Evaluation

The College meets the Standard. The College continually evaluates and assesses learning support outcomes and effectiveness of support services by using a variety of assessment methods. Each student service area develops annual unit planning goals that correlate to student learning outcomes (SLOs) and service unit outcomes (SUOs). Through annual unit planning, review of SLOs and SUOs, student surveys and questionnaires, review of student success and equity data, and federal and state reports the College annually evaluates and adjusts to improve student services. The five-year program review process provides long-term evaluation and assessment of services. These evaluations and assessment methods ensure student support services, which support student learning, are available to students and contribute to student success.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

Services and resources are provided in different modalities including: individual and group counseling, online counseling, workshops, presentations, print and online media, website information and resources, and college success courses. FCC has expanded its use of technology to serve students off-campus and make resources more accessible regardless of location.

Online services include the admissions application, college orientation, course enrollment and withdrawal, probation sessions, paying student fees, and viewing class schedules, grades, transcripts, and degree evaluations. The College website includes a directory of on-campus and online student service.

Student Services Division provides the following comprehensive and effective services:

- Academic Counseling for transfer, degree, and certificate completion. Counselors assist students in preparing Student Education Plans (SEPs), and are available for same day and future appointments (II.C.29).

- Assessment Testing is available on the main campus in the Assessment Center and facilitated at feeder high schools. Sample tests are available online and free test prep workshops are offered for math and English. ([II.A.94](#)).
- California Work Opportunities and Responsibility to Kids (CalWORKs) provides comprehensive services to students who have a Welfare-to-Work contract and are receiving cash aid through the Fresno County Department of Social Services (DSS). Services include orientation, specialized guidance studies classes, life skills workshops, ongoing counseling support, and financial assistance for childcare, transportation, books, and supplies ([II.C.30](#)).
- Career Counseling Services are available through the Career and Employment Center. Counselors assist students in choosing a career and selecting a major. Career advising resources are also available on the College website with links to free career planning resources ([II.C.31](#)).
- College Relations provides outreach and matriculation assistance to first time students, high school students, and adult education students. Their services are offered on campus, at the local high schools, adult schools, and throughout the community ([II.C.32](#)).
- College and Life Management and Career Planning and Development Courses are available to all students. These courses focus on developing college success skills and helping students choose a career and major. These courses are available face to face and in a hybrid format ([II.C.33](#)).
- Computer Labs and the Financial Aid Lab are available to all students who need access to computers and the internet for completion of the College application and orientation, financial aid application, WebAdvisor, college email, and Canvas. These computer labs are staffed to provide personal assistance.
- Disabled Student Programs & Services (DSPS) is available to students with learning, physical, and psychological disabilities ([II.C.34](#)). DSPS provides counseling services including Academic Accommodation Plans (AAP), learning disability assessments, Transition to Independent Living and Education (TILE), and a variety of academic accommodations. DSPS offers School to Work programs which provide students with the opportunity to enhance their education ([II.C.35](#)).
- Distance Education (DE) Online Learning Webpage is available to link DE students to student support services. Six steps for online learning success are identified, and step five includes how to access student support ([II.C.36](#)).
- Division Counselors were added in 2012 to improve counselor accessibility on campus. Division counselors are embedded into the Allied Health, Applied Technology, Business, and Social Science Divisions ([II.C.2](#)).
- The Dream Center opened in 2015. It is designed to provide information and academic counseling to new and continuing undocumented students ([II.C.37](#)).
- Dual Enrollment courses were added in 2015. This allows high school students to take courses at their high school while concurrently receiving college credits. The College offers Career Technical Education (CTE) related courses at many local high schools and is currently working to expand the course offerings and develop additional partnerships ([II.C.38](#)).

- Extended Hours are offered for Admissions & Records, Counseling, Financial Aid, Psychological Services, and the Veterans Resource Center. These offices remain open until 7:00 p.m. on Wednesdays and have extended hours during the first two weeks of the semester.
- The Financial Aid Office provides services to students on campus and conducts financial aid workshops on campus, throughout the community, at local high schools, and adult schools. Additional financial aid resources and information are available on the College website. Students can check their financial aid status through their WebAdvisor account ([I.C.15](#)).
- High School Enrichment is available to high school students who wish to take college courses in addition to their high school graduation requirements. A special application and approval from the high school is required to participate ([II.C.39](#), [II.C.40](#)).
- The International Students Program provides services with trained counselors and staff to meet the needs of international students. The office provides supplemental services including the most up-to-date information regarding the Student Exchange Visitor Information System (SEVIS) ([II.C.41](#)).
- Online Counseling is available to students via the College website or Blackboard/Canvas. Online counseling services include a Frequently Asked Questions (FAQ) database and a Live Help System. The Live Help System posts hours of operation each semester on the College website ([II.C.42](#)).
- Q & A Counseling is available five days a week, year-round. Counselors are available at the front counter during normal business hours to quickly and efficiently address student questions. “Counselors on the Green” was implemented in 2016 to make counselors available outside on the College mall every Tuesday. These services were implemented in addition to the appointment system to ensure students have multiple ways to access a counselor ([II.C.3](#)).
- Registration-to-Go (RTG) is a high school outreach program conducted at approximately 40 feeder high schools in the Fresno County area. Counselors and staff from College Relations, the Assessment Center, and Financial Aid provide matriculation services at the local high schools. The staff guide high school students through the online application, online orientation, and financial aid applications. They also facilitate assessment testing and provide advising on first-semester courses. This unique program provides high school seniors with access to the College on their high school campuses ([I.A.59](#), [II.C.5](#)).
- Student Ambassadors assist fellow or prospective students by answering basic questions about the College, facilitating campus tours, and assisting at campus events ([II.C.43](#)).
- The Student Help Desk is phone support made available to students Monday through Friday from 8:00am to 5:00 pm. Students can call the Student Help Desk to get assistance with email, WebAdvisor, Canvas, and obtain general information about College and campus events. Full-time staff are dedicated to answering phone calls, documenting the calls, and developing assessment of usage reports ([II.C.44](#)).
- Special Program Counseling is offered to the following groups: CalWORKs, Basic Skills, Disabled Students, EOPS, Financial Aid, Honors, Foster Youth and Homeless, IDILE, International Students, PUENTE, RAIN, Athletes, SYMBAA, Transfer Center, TRIO, USEAA, and Veterans. ([II.C.45](#))

- The Veterans Resource Center (VRC) has a certification office for veterans to apply for G.I. educational benefits and provides counseling services. The office also includes a kitchen and refrigerator for veteran students, six computers, a tutorial room, and space for students to eat and interact with one another ([II.C.46](#)).

Analysis and Evaluation

The College meets the Standard. As a result of offering student support services online, in person, at local high schools and in the community, extended evening hours, and Saturday events, the College is able to serve more students and bridge the gap for students off-campus or with remote access. Students have equitable access to appropriate, comprehensive, and reliable services through many modalities and student support services programs. The high school enrichment program, an extensive high school outreach program, and the expansion of dual enrollment is increasing opportunities for high school students. The College will continue to monitor the demand for student support services and will improve access, program quality, and effectiveness accordingly.

II.C.4 Co-curricular programs and athletics programs are suited to the mission of the institution and contribute to the social and cultural dimensions of the educational experience of its students. Co-curricular or athletic programs are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs including their finances.

Evidence of Meeting the Standard

FCC offers a wide variety of co-curricular and athletic programs that align with the College mission and provide expanded social, cultural, and educational activities for students. All co-curricular and athletic programs are regularly evaluated through internal and external evaluation processes.

Student Activities is responsible for students' civic, social, and cultural development. Areas operated by Student Activities include the student lounge, the game room, the Student Senate Chambers, and the patio lounge. Student Activities staff provide leadership and mentorship to: Associated Student Government (ASG), campus clubs, Inter-Club Council (ICC), and Student Activities student aides. Campus clubs are governed by ICC, which is governed by ASG. The director of student activities oversees ASG. Student Activities regularly evaluates services through annual unit planning and comprehensive program review processes ([II.C.47](#)).

The following is a list of primary services provided by Student Activities:

- Associated Student Government (ASG) promotes and ensures student involvement in participatory governance processes at the College and District. Board Policy and Administrative regulations provide the foundation for the ASG governance structure ([II.C.48](#), [II.C.49](#), [II.C.50](#)). Students established this organization to enhance sound governance and citizenship, guarantee participatory governance, and to further cooperate with faculty, community, staff, and other educational institutions ([II.C.51](#)).

- Clubs are designed to provide a cultural experience, career or major related experience, or a hobby. Student Activities certifies over forty clubs each semester and provides training in leadership, accounting, promotion, safety, fundraising, and civic and cultural awareness ([II.C.52](#)). Faculty serve as club advisors and mentors to the students ([II.C.53](#)).
- The Event Calendar exemplifies the active and busy campus life available at FCC. The calendar is available on the College website and students receive emails regarding special events and activities. Events range from Speakers Forum, cultural celebrations, and club events ([II.C.54](#)).
- The Student Lounge is a large space dedicated to students where they socialize or participate in activities outside of class. It has nine computer stations for students to complete homework and print school assignments.

Student Activities is responsible for overseeing the following business accounts:

Type of Account	Number of Accounts	Description
Co-Curricular Club Accounts	77	Active/Inactive Club Accounts
ASG Accounts	2	ASG Funding
Student Activities ASB Accounts	7	Business Office Accounts
Foundation Accounts	7	Fundraising Accounts

There are currently 77 club accounts, 37 of which are active accounts ([II.C.53](#)). Student Activities authorizes fund verification and ensures proper fiscal protocol. Board Policy and Administrative Regulation 5420 provide guidance regarding the oversight and usage of associated students finances ([II.C.50](#)). The primary Associated Student Body (ASB) account is funded through ASB card sales, and the other account is funded through the student representation fee. There are currently seven co-curricular accounts for specific campus events such as Homecoming, Cinco de Mayo, and the Renaissance Festival. Foundation accounts support specific events or programs such as the FCC Speakers Forum, Hope for the Holidays, the Veterans Peace Memorial, and the Ram Pantry.

Theatre, Dance, and Music provide a rich variety of programs and activities to acquaint students with the arts. Students have a large variety of opportunities to participate in performances or enjoy them as spectators. The Performing Arts calendar of events is available on the College website ([I.A.23](#)).

Athletic programs according to Board Policy and Administrative Regulation 5700 are to “be compatible with the overall mission of the individual campuses and the District.” The Athletic Department philosophy is aligned with the College mission and states its “goal to challenge student-athletes both academically and athletically so that they may be successful in their future endeavors” ([I.A.18](#)). In 2012, the FCC Athletic Department received the inaugural crowning achievement in college athletics, the Learfield Sports Directors’ Cup, which honors institutions maintaining a broad-based program and achieving success in many men’s and women’s sports ([II.C.55](#)). Athletic programs are considered based on student interest surveys and participation of students in local high school athletic programs. The goal of the College’s athletic program is to engage students in campus activities and to provide opportunities for competing and transferring to a four-year college or university. Consideration is given to

equitable opportunities for male and female athletes as required by Title IX. The programs are evaluated based on their competitive and academic success.

The Athletic Department identifies co-curricular needs through program review and the action planning process. Faculty coaches, with input from athletic support staff and administration, prepare a program review report that identifies equipment, supplies, staffing, facilities, technology, and other resource needs. The Athletic Department monitors the success, retention, and transfer rates of its students by team as compared with the student body and other California Community College athletic teams using Cal Pass Plus ([II.C.56](#)).

Individual coaches, the athletic director, the dean of allied health, physical education & athletics, and the Business Office monitor team accounts. Expenses are reviewed each year and changes in funding amounts are considered based on the number and location of athletic contests per season, number of athletes on the team, conference or officiating fees, supply needs, and equity among men's and women's teams.

The Athletic Department collaborates with the counseling department to offer academic and advising support services. All athletes attend an orientation to review NCAA and CCCAA initial and continuing eligibility guidelines, FCC general education and degree requirements, and transfer information ([II.C.57](#)). Each semester, athletes are required to meet with an athletic counselor to complete or update a student education plan (SEP). Athletic counselors are available to advise athletes throughout the academic year by appointment, drop-in hours, and workshops. Students have access to the "Zone" which is a computer lab facility dedicated to athletes. Athletes are required to complete a specified number of study hours in the Zone depending on their year in college, academic standing, and GPA. Athletes that fall into probation status follow the same process as the general student population, and they are required to complete an online workshop and create a plan with a counselor to return to good standing.

The Athletic Department, with the assistance of admissions & records, ensures compliance with Administrative Regulation 5700 and the Central Valley Conference guidelines. An athlete's eligibility to play is reviewed prior to the start of the sport and eligibility is reviewed weekly to ensure continued compliance. It is required by the Central Valley Conference that staff are trained and certified to determine eligibility. FCC currently has two certified staff to calculate eligibility and the director of admissions & records certifies the documents ([II.C.58](#)).

In 2016, the Central Valley Conference sent a visiting team to FCC for the five-year athletic department observation and review. The Athletic Department received five commendations two of which related to the support provided by admissions & records. These commendations included: "The College's process for reviewing and certifying the eligibility of the student athletes is consistent with generally accepted conference procedures", and "The College's process for monitoring that in-season student athletes maintain 12 units is consistent with generally accepted conference procedures" ([II.C.59](#)).

In addition to providing current student athletes with an exceptional athletic program, the physical education department also provides children from the local community with an opportunity to participate in Ram Camp. This program engages young athletes in a variety of activities to improve their skill

level, develop sportsmanship, fair play, and an increased level of fitness. Four sessions are provided for children age 6-14 ([II.C.60](#)).

Analysis and Evaluation

The College meets the Standard. Co-curricular and athletic programs are aligned with the College mission and contribute to the social and cultural dimensions of a student's educational experience. The wide variety of FCC co-curricular activities are student-centered and focus on student development and success. Through the program review process and the Central Valley Conference Review, the co-curricular and athletic programs undergo an extensive evaluation of services and data analysis. The Athletic Department is committed to retention, graduation, and transfer of its student-athletes as well as the overall performance of its athletic teams. FCC maintains control of all co-curricular and athletic programs including their finances through the strict adherence to policies, procedures, and operational budgets.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Students are provided counseling and academic support through a variety of counseling delivery methods and special programs. Board Policy and Administrative Regulation 5110 establish the expectations for the District's counseling programs ([II.C.61](#)). Counseling and academic support programs are an integral part of student success. Through the Student Success Act of 2012, the College has been able to dedicate additional resources for academic advising. Counselors are provided extensive, ongoing training on the College's certificate, degree, graduation, and transfer requirements and work to ensure students understand the courses needed and support services available to achieve their academic goals ([II.C.62](#)).

Students are required to complete a one-to-two semester student educational plan to be fully matriculated and receive priority registration ([II.C.63](#)). Students meet with a counselor to obtain a list of recommended first-semester courses. Once a student has confirmed a specific educational goal and completed 15 or more units, students are encouraged to meet with a counselor for a comprehensive student educational plan which is a semester-by-semester plan of courses and support services for completion of a specific certificate, degree and/or transfer ([II.C.64](#)).

Students are required to complete the online orientation for College admittance. The FCC Apply Now web page includes a simple step-by-step online matriculation process ([II.C.65](#)). Advising and outreach is provided to new students, including high school students, through the College Relations Office. New student advising is available on campus through workshops, campus events, counseling appointments, and walk in question and answer. An extensive outreach program is conducted at approximately 40 area high schools where students receive advising for first-semester courses prior to registration ([II.C.66](#)).

Many of the special programs, such as IDILE, The Network Scholars, Puente, SYMBAA, Transfer Academy, and USEAA enroll students in a linked group of courses, including a college success course taught by the program counselor. The linked courses include extensive faculty collaboration with additional tutorial support services and are designed to increase student success (I.A.16). The fall 2017 Special Programs course schedule provides examples of the program linked courses (II.C.67). Special Program linked courses are reviewed each year and changes are made to improve or expand course design. As mentioned in section II.C.3, programs such as CalWORKs, DSPS, and EOPS provide focused counseling support services to qualifying student populations. The unique services provided in these programs help students understand the campus resources available as well as clearly outline the educational courses needed to achieve their academic goals. These programs all participate in the annual unit planning process to ensure services are enhancing student development and success.

The Counseling Department assigns specific counselors responsibility for Probation, Early Alert, and Articulation. The Probation Counselor focuses on the specific needs of probation students, monitors progress, follows up with students, reviews and updates the online probation workshop, and evaluates data pertaining to probation students (II.C.68). The counselor worked with the OIRAP to develop an actionable dashboard that provides evidence for decisions to improve support services for at risk students (II.C.69). The Early Alert Counselor is responsible for the process that allows faculty to identify and refer students for additional counseling support, follow up, and resource referrals (II.C.70, II.C.71, II.C.72). The Articulation Counselor is responsible for updating major sheets if there are changes to curriculum, certificates, and programs. The Articulation Counselor is a non-voting member of the Curriculum Committee (II.A.36). This collaboration provides a consistent line of communication to ensure the College provides a clear educational pathway for students.

The Transfer Center provides specialized advising services for students wishing to transfer to a four-year college. Counselors are well trained about transfer requirements and admissions to the CSU, UC, and private colleges. The Transfer Center facilitates an annual “Transfer Day,” and invites colleges from throughout California and the nation to give students the opportunity to obtain information and speak with representatives from numerous institutions of higher education. In summer 2016, in support of the Student Equity Plan, the College implemented the first Transfer Academy. This program allows students to take linked courses in summer and fall designed to support transfer and provide additional counseling support services. The Articulation Counselor worked with the OIRAP to develop a Transfer Academy dashboard that will assist in the evaluation and analysis of this new program (II.C.73).

The annual Majors Fair provides students with the opportunity to learn more about the College’s different majors and programs. Counselors and faculty collaborate to provide written program information and are available to answer questions about specific majors and related careers. Students complete a survey after attending the event and the data are used to enhance future major fairs events (II.C.74, II.C.75).

A variety of college success courses are taught each semester that focus on helping students: transition onto the campus, develop student success behaviors and skills, continue career development and exploration, and student educational planning. The freshman seminar course, Coun-53, is an important

component of the recently developed guided pathway prototype Summer Jam (II.C.76). This program includes an extended orientation to help first-time college students start strong, so they are ready to succeed on the first day of class (II.C.77). Summer Jam is being implemented as a prototype using a Guided Pathway framework that provides more directed, focused activities for new students (I.B.84).

The College website, catalog, major sheets, and other FCC publications provide useful and accurate information about certificates, degrees, and transfer requirements; however, students usually have questions about the requirements and the sequence of courses that can be resolved by meeting with a counselor. The College is working to provide counselors and faculty the opportunity to collaborate and develop clear educational pathways (II.A.57). Initial work has begun in divisions with a dedicated counselor that work closely with faculty to create documentation for CTE programs that informs students of the appropriate course sequence for degrees and certificates (II.C.78). Because the College recognizes the need to ensure students have access to easily understandable information on the sequence of courses and support they need achieve their educational goals, one action project for Quality Focus Essay is focused on identifying specific solutions that will further collaborative efforts and improve student achievement results.

In order to ensure effectiveness of academic counseling services, counselors receive initial training upon hire, job shadow experienced counselors, and continue training each semester. Regular training sessions are scheduled and Counseling Training Modules are available on Canvas (II.C.62). Counselors are also provided information and training to remain knowledgeable about current legislation related to the counseling function in areas such as SSSP, Equity, and AB540. Printed materials and procedures are also provided to counselors. For example, a detailed counseling procedure was updated in 2017 regarding the use of multiple measures when assessing students for course preparedness (II.C.79). Updates related to academic advising are distributed through email and monthly meetings. Counselors also attend off-site professional development conferences and workshops. Special Program counselors in DSPS, EOPS, Financial Aid, and USEAA participate in state and/or federal training specific to their programs.

Analysis and Evaluation

The College meets the Standard. FCC provides comprehensive counseling and advising programs to ensure students understand the requirements related to their program of study and educational goals. Program information is available on the College website, in the catalog, and through many different forms of academic advising. Counselors meet with students to prepare abbreviated and comprehensive student educational plans that include information about required courses, support services, graduation requirements, and transfer requirements. Training and professional development for counselors is conducted upon hire and continuously each semester through campus training, off-campus professional development, and emails with pertinent information and updates.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the Standard, the College recognizes the need for improvement in achievement of institutional set standards. The College seeks to further efforts for continuous improvement as addressed in the Quality Focus Essay.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

FCC is committed to open and equitable access for all students. Education Code 76000 states the governing board of a community college district shall admit to the community college any California resident, and may admit any non-resident, possessing a high school diploma or the equivalent thereof. The governing board may, by rule, determine whether there shall be admitted to the community college any other person who is over 18 years of age and who, in the judgment of the board, is capable of profiting from the instruction offered. FCC admissions practices are consistent with Board Policy 5010, which reaffirms Education Code 76000 (II.C.80). FCC is one of multiple colleges and centers within the State Center Community College District (SCCCD). Students need to only submit one application for admission to any SCCCDC college. In 2015, the District moved to using the statewide CCCApply to participate in the statewide initiative that brings all community college applications together through a common portal.

Special admissions policies apply to international students, vocational students, and high school students. The rules for special admissions are outlined in the College catalog (II.C.81). Furthermore, specific admissions criteria apply to certain programs such as Registered Nursing, Dental Hygiene and other vocational programs.

Beginning in 2018, the College is participating in the Central Valley Promise. Participating students in five central San Joaquin Valley school districts, including Fresno Unified, will be able to receive their first semester of community college tuition free and will later be guaranteed admission to Fresno State if they meet admission requirements (II.C.82).

The College catalog specifies the matriculation process to include: (1) Complete the application for admission; (2) Complete the Federal Student Aid (FAFSA) application; (3) Complete the online orientation; (4) Complete assessment of English Reading/Writing, English as a Second Language (ESL), and mathematics; (5) Meet with a counselor to develop a Student Education Plan (SEP-A); (6) Register for classes; and (7) Follow up with a counselor to discuss academic progress and develop a comprehensive student educational plan (SEP-C). Exemptions to the matriculation process, as well as the registration priority policies, are identified in the College catalog (II.C.83, II.C.84). The SCCCDC office, as directed by Board Policy and Administrative Regulation 5055, assigns registration priority in accordance with Title 5, Section 58108 (II.C.85).

Development of a Student Education Plan (SEP), identified as Step 5 in the matriculation process, is the critical step that links students to advising services resulting in a clear educational pathway. The SEP provides the student with a specific list of courses including remedial English, ESL and math coursework if applicable, general education, and major requirements. Students develop an SEP by

meeting with a counselor, attending an SEP workshop, or by participating in the advising services provided at the high school or adult education school. In spring 2017, the college began the “15 to Finish” campaign to promote the need for full time students to take 15 units each semester to graduate or transfer in two years ([II.A.62](#)).

As mentioned in II.C.5, Summer Jam is an extended orientation to help first-time College students start strong so they are ready to succeed on the first day of class. Summer Jam is being implemented as a prototype using a guided educational pathway framework. The services and resources for Summer Jam are supplemented with funds from SSSP along with SE and BSI. The first Summer Jam was held July 31-Aug 4, 2017 with 63 students recruited from local high school seniors. These students will continue with the guided pathways prototype in the fall which will consist of 15 units including a freshman seminar course of Coun-53, participating in required counseling, tutoring, and special events, and reading/discussing a common book on social issues.

The College maintains updated program information and requirements on the website and in the College catalog ([I.C.12](#)). The catalog identifies course requirements for each certificate and degree, and identifies prerequisite or advisory courses. A select number of programs identify a recommended sequence of courses in the catalog. Major sheets are available on the website and updated each academic year to reflect changes ([II.C.86](#)).

The Career and Employment Center, in alignment with Board Policy and Administrative Regulation 5110, provides career assessments, career exploration, and career counseling ([II.C.61](#), [II.C.31](#)). Career services are available to students who may be undecided on a major or who are seeking career pathway information. The number of career counselors has been increased to two full-time and one part-time counselor to meet the needs of the large number of students who are undecided on a major. Career counselors facilitate several “How to Choose a Major” workshops each month to provide students with an introduction to the career and major decision-making process. ([II.C.87](#)).

Counseling 48 - Career Planning and Development is a two-unit course offered every semester to students who may be undecided on a major or who want to learn more about their personality, skills and abilities, and explore careers. Counselors strongly advise this course to students who are undecided or uncertain about a major during the first year of college ([II.C.88](#)). There are numerous sections of Counseling 48 and it is also offered online.

Associate Degrees for Transfer (ADTs) are available to FCC students and provide a clear pathway for students wanting to obtain an associate degree and transfer to a four-year college. This joint transfer program from the California Community Colleges and the California State University (CSU) makes it easier for students to transfer to a CSU. An ADT website explains the guarantee and helps students identify an AA-T or AS-T that may be right for them. The FCC website provides a current list of ADTs ([II.C.89](#)).

ASSIST.org is an online transfer information system that lists course requirements for specific colleges and majors in California. The ASSIST website shows how course credits earned at FCC are applied for transfer to a public California college or university. ASSIST is the official repository of articulation for

California public colleges and universities and provides the most accurate and up-to-date information about student transfer.

A degree evaluation tool is available to all FCC students through their WebAdvisor account. Once a student declares a major, the system provides the student live data on courses completed, courses in progress, and courses needed. Counselors access this same information through the College database and process degree evaluations while advising students ([II.C.90](#)).

FCC is participating in the statewide Educational Planning Initiative (EPI). The EPI has three main components: a student portal, a degree planner (electronic student educational plan), and an Early Alert system. The degree planner is scheduled for fall 2017, and will allow students to complete automated student educational plans to be reviewed with a counselor ([II.A.61](#)). Once implemented, it will be an additional tool to provide students with a customized list of program requirements and recommended sequence of courses.

FCC offers cohort model programs of study such as the 25-Month Business Program and 25-Month Social Work Program. Cohort classes are offered on Tuesday and Thursday evenings, and Saturday mornings in a short-term course format. Students can earn a Social Work AA Degree or a Business Administration AS for Transfer ([II.A.69](#), [II.A.70](#)). The College is currently developing a 25-Month GE cohort to allow students who have completed a certificate or majority of major courses to complete their general education requirements in this short-term course format. Implementation is scheduled for fall 2018.

Many of the Special Programs offered at FCC (IDILE, The Network Scholars, PUENTE, RAIN, SYMBAA, Transfer, and USEAA) include required registration into a cohort of classes designed specifically for that program ([II.C.45](#)). Students take two to three courses together in a semester and receive additional tutorial and counseling support. The Network Scholars Program was developed by two Humanities faculty members in 2011 to assist students taking basic skills math, EMLS or English courses. This program provides students with a three-semester coordinated sequence of classes leading to graduation and/or transfer. Data analysis indicates that students participating in these programs often have higher rates of course completion and overall student success ([II.C.91](#), [II.C.92](#), [II.A.47](#)).

Design Science High School is a unique partnership with FCC and Fresno Unified School District that allows high school students to take courses at FCC while completing high school. Fresno Unified School District recently committed substantial funds to demonstrate its commitment to the program ([II.C.93](#)). The courses taken at FCC fulfill high school A – G requirements and give the student college credits. Students take a portion of their classes at the high school and attend FCC to complete college courses. The college courses are designed to link students to engineering, education, and business pathways ([II.C.94](#)).

In addition to traditional college majors and degrees, FCC offers over 150 Career Technology Education (CTE) certificates and degrees. CTE options are identified on the College website and in printed brochures ([II.C.95](#)). FCC has dedicated counselors, funded through Perkins allocations, who advise students on the course requirements for CTE programs as well as the pathways to CTE related careers.

Analysis and Evaluation

The College meets the Standard. FCC has adopted and adheres to admissions policies consistent with its mission to provide open access and complies with the California Education Code admissions policies. The College has quickly adapted to the increased requirements of the Student Success Act of 2012 to complete SEPs and ensure students have a structured pathway to obtain their educational goal. Additional counselors were hired over the last two years to ensure completion of SEPs, provide career advising, and facilitate workshops and events that provide clear pathway information to students. The College is committed to providing advising services, developing clear educational pathways, and expanding learning communities that lead to increased completion of certificates, degrees, and or transfer.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

FCC maintains an open enrollment policy and does not have an admissions test. Admission to the College is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older. Special admissions policies apply to international students, vocational students such as Registered Nursing and Dental Hygiene, and high school students. The rules for special admissions are outlined in the College catalog and are consistent with state regulations ([II.C.81](#)).

Students submit one application for admission to any State Center Community College District (SCCCD) college. In 2015, the District began using CCCApply, which is a California Education Code compliant online admission application that uses a single-sign-on and is available to individuals of all abilities. The CCCApply Steering Committee members, who are appointed by the California Community College Chancellor's Office (CCCCO), govern CCCApply. The CCCApply Steering Committee meets quarterly to review updates, make recommendations for application improvement, and respond to special accommodation requests.

The College's placement instruments are from the State Chancellor Approved List. From 2010 to 2016, the following assessment instruments were administered: College Tests for English Placement (CTEP) for native-speaker English placements (2002-Feb 2016); Combined English Language Skills Assessment (CELSA) for EMLS students (1993-Feb 2016); CSU/UC Mathematics Diagnostic Testing Project (MDTP) for algebra readiness, elementary algebra, and intermediate algebra (July 2006-present). In February 2016, the College began utilizing Accuplacer for both English and English as a Second Language (ESL) testing, and continues to use MDTP for math.

Since 2015, all students taking placement tests are referred to a counselor who applies multiple measures criteria, along with the placement test scores if needed, for course-level placements. Title 5 Educational Code 55502 requires California Community Colleges to use multiple measures in their assessment process. The multiple measures approved by the College are outlined in the "Counselors Guide to Using Multiple Measures for Course Placement" ([II.C.79](#)). FCC is also a pilot college with the Multiple Measures Assessment Project (MMAP).

As part of MMAP, faculty are highly engaged in discussions and activities designed to support student placement and advancement from pre-collegiate into college level curriculum. To ensure a faculty perspective, in fall 2016, the Academic Senate established the Assessment and Placement committee which is responsible for making recommendations “for the assessment and placement policies and procedures that will place Fresno City College students into appropriate English, EMLS, and math courses” (II.A.42).

Extensive research is conducted to evaluate and validate the College’s assessment tests. Cut-scores are evaluated on a systematic basis. Multiple meetings and collaboration between the assessment center, office of institutional research, assessment, and planning, and instructional departments take place each year (II.A.98, II.C.96). The group reviews historical placements and cut-scores, Accuplacer data, English, EMLS and Math course content, and similar data from Reedley College. Further analysis of Accuplacer test scores and placements will not continue as the use of Accuplacer is short-term. The Assessment Center staff were participates in the Common Assessment Initiative implementation taskforce; however, in October 2017 the Chancellor’s Office made the decision to terminate the project. The decision was based upon the passing of Assembly Bill 705, which requires the use of high school information for assessments and placements. The Chancellor’s Office no longer advocates the use of standardized skills exams as the primary tool to place students in college courses. FCC will continue to utilize Accuplacer as an assessment tool; however, placements will be done primarily utilizing multiple measures.

To improve the assessment process with feeder high schools, the College is working with Fresno Unified School District (FUSD), California State University Fresno (CSUF), and SCCC. Data is shared to accurately identify students who need placement testing and streamline the assessment process (II.C.97). An MOU is in place with FUSD to allow the sharing of pertinent student data for placement purposes. FCC accepts California Assessment of Student Performance & Progress (CAASPP) results as an exemption to English and Math testing and applies multiple measures when assessing high school students. The details of test exemptions are identified in the “Counselors Guide to Using Multiple Measures for Course Placement.”

Additionally in 2015, Admissions & Records and the Assessment Center completed program review. The 5-year program review process evaluates program processes, and uses data to assess program effectiveness (II.C.98, II.C.99).

Analysis and Evaluation

The College meets the Standard. The College has processes in place to regularly evaluate admissions and placement instruments. Because the College uses CCCApply, the College application is evaluated and improved accordingly by the State Chancellor’s Office. Additionally, the program review process evaluates the effectiveness of the practices, policies and procedures, and instruments used by Admissions & Records and the Assessment Center. Mechanisms exist for dialogue and collaboration among campus constituents and with K-12 partners to improve assessment procedures and services to students during the matriculation process. Multiple measures are used for placement and the College uses data analysis to continually improve its use of multiple measures as appropriate.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

FCC maintains student records securely and confidentially in accordance with California Educational Code 76220 and 76246, and SCCC Board Policy 5040 (II.C.100). The guidelines provided by the Family Education Rights and Privacy Act (FERPA) are strictly followed and outlined in the College catalog (I.C.21). The student record confidentiality policy and information is available on the College website (II.C.101). The website information provides details regarding FERPA and answers common questions regarding educational records. FCC students must consent to the release of educational records, except for directory information, which is clearly defined in the above referenced guidelines. Records are maintained in hard copy and/or electronic format in accordance with the records retention guidelines set forth in Title 5 59020 – 59023.

Admissions & Records has a procedure in place for students to request a review of or challenge their records. This procedure includes everything from an appeal of residency status to challenging a grade issued by an instructor (II.C.102).

When a lawfully issued subpoena or a court order is served upon SCCC, the College provides those records in accordance with Education Code 76245. FCC also sends an affidavit certifying the copy is a true copy of the original record on file at the College. Transcripts requests and/or enrollment verifications are processed online (II.C.103).

In November 2015, SCCC upgraded to an electronic system named On-Base to maintain student records and documents. While this system is used throughout SCCC, access is tightly controlled and accessible to authorized staff only. For example, Admissions & Records, Counseling, Financial Aid, and EOPS use On-Base; however, access to financial aid records is strictly limited to Financial Aid Office staff.

SCCC utilizes Colleague UI as the student records system. All electronic student records under the Colleague UI system are maintained on servers at the District Office. The servers are backed up electronically and sent off-site every 30 minutes.

The Student Service Programs listed below have their own record keeping, confidentiality procedures, and provisions for secure backup of files:

- Disabled Student Programs & Services (DSPS) keeps all student files in a locked metal file cabinet. Information and service notes maintained in the Colleague UI system are accessible by authorized DSPS staff only.
- Extended Opportunity Program and Services (EOPS) maintains separate student records, follows specific State mandated confidentiality procedures, and has secure electronic back-up files.

- Financial Aid ensures student records are maintained to comply with FERPA, as well as Title IV regulations. Hard-copy files containing tax returns, transcripts, and verification forms are secured in a file room and locked every evening. Institutional Student Information Records (ISIRs), financial aid award package, and needs-analysis components information are maintained in the Colleague UI system. As discussed above, in 2017, the Financial Aid transitioned from hard-copy files to On-Base.
- Health Services uses the MEDICAT software program for appointments and patient visit documentation. MEDICAT is a product that is compliant with Federal Regulations related to patient documentation including the Health Insurance Portability and Accountability Act of 1996 (HIPAA). All students receiving services are provided a copy and sign the District “Statement of Confidentiality and Patient Rights” form ([II.C.104](#)). Information regarding confidentiality rights is provided on the College website ([II.C.105](#)).
- Psychological Services also uses MEDICAT for appointments and patient visit documentation. All students receiving psychological services are informed of their federal rights to confidentiality and are provided the District “Request for Psychological Services” form which includes the confidentiality statement: “Psychological Services staff are mandated reporters, so information related to suicidal and/or homicidal thoughts, child neglect and/or sexual abuse, elder abuse, or dependent adult abuse or neglect may result in staff contacting the proper authorities” ([II.C.106](#)). Information regarding record confidentiality and therapist-client confidentiality is provided on the College website ([II.C.107](#)).
- The Dean of Students & VP of Student Services Offices are, respectively, responsible for disciplinary and grievance issues and maintain hard-copy files in locked file cabinets. Electronic copies of specific student records are maintained in a secure College network drive to which select authorized staff are allowed access.

Analysis and Evaluation

The College meets the Standard. Through well-established student record-keeping policies and procedures that are available in print and on the College website, FCC maintains student records permanently, securely, and confidentially. The majority of student support services programs utilize the Colleague UI system for the maintenance of student records, which is secure and backed up every 30 minutes on off-site servers. FCC follows published guidelines to comply with student record-related Education Codes, FERPA, and HIPAA. The implementation of these policies and procedures is taken very seriously, and continually reviewed for accuracy and efficiency.

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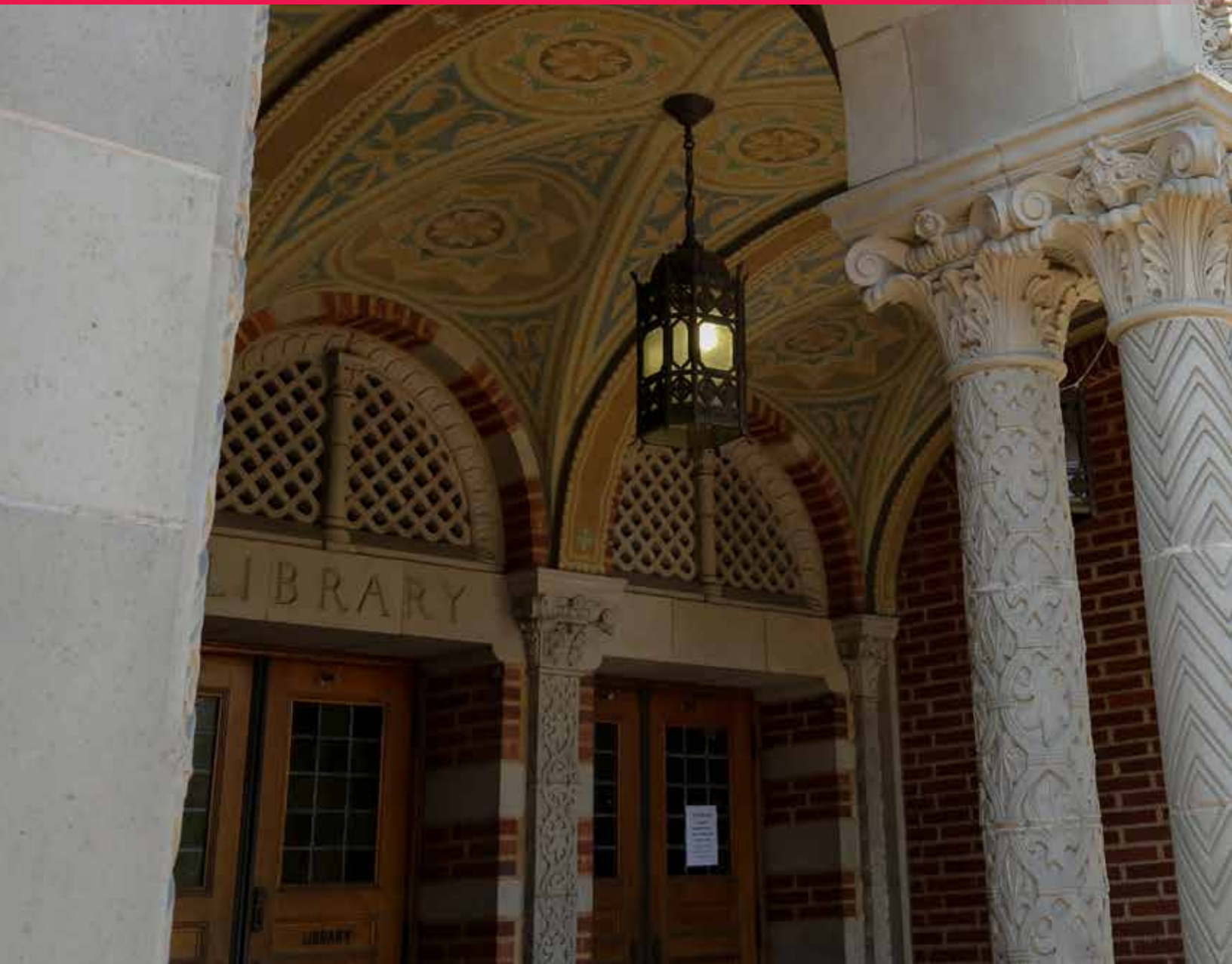
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Standard III Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems maybe organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).



Standard III.A. Human Resources

It was mandatory for us to do community service and it was awesome! I got to speak to kids, and I got to help kids.

—Student Equity Focus Group



III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

At Fresno City College (FCC), human resources activities, which include hiring and evaluating employees, maintaining employee records, and managing other human resources matters are centralized at the State Center Community College District (SCCCD) office. FCC employs qualified personnel to support student learning programs and services, wherever offered and by whatever means delivered, to improve institutional effectiveness. The College employs three categories of personnel including administrators, faculty, and classified professionals. Board policies (BP), administrative regulations (AR), and personnel commission (PC) rules describe the hiring of each of the three groups ([III.A.1](#), [III.A.2](#)).

Administrator hiring is coordinated by the District Human Resources (HR) Office in accordance with AR 7220 ([III.A.3](#)). Clear and complete job descriptions are developed by the chancellor or college president, often in coordination with the vice chancellor of human resources, with input from the department administrator ([III.A.4](#)). The job descriptions include the minimum qualifications for educational administrators as established and adopted by the Board of Governors of the California Community Colleges ([III.A.5](#)). The equal employment opportunity/diversity and staff development manager reviews each position announcement and job description to insure conformity with the District's equal employment opportunity and non-discrimination guidelines.

Strict confidentiality governs all applicant files, reference checks, and search committee discussions relative to hiring educational administrators. The Human Resources Office screens all applications to verify all applicants meet minimum educational qualifications as set by AR 7220. The process of selecting the search committee and its membership shall be developed and approved by the college president. A request for representatives from the constituencies and affected areas is sent out to create the search committee. The college president and/or the chancellor or designees pre-screen the applicant pool and narrow the field to twenty applications to be forwarded to the search committee.

Once the selection pool has been agreed upon, the search committee screens the pool, and at least the top five qualified applicants are invited for an interview. The search committee selects those applicants for an interview who best meet the desired qualifications listed on the job description. The college pres-

ident has the right to add additional names to the list of individuals being invited for interview from the selection pool. After the candidates have been interviewed, the search committee recommends and forwards three to five unranked candidates to the college president. The president interviews the recommended candidates, but may choose to interview all candidates from the selection pool. Depending on the level of administrator, the chancellor may also interview the recommended candidates. With concurrence of the chancellor, the president's recommendation is forwarded to the Board of Trustees (BOT) for consideration and approval. The formal offer of employment is prepared and issued from the District Human Resources Office following the Board of Trustees' approval.

Full-time faculty hiring procedures are outlined in AR 7120 ([III.A.6](#)). The procedures specifically address the District's philosophy, equal employment opportunity, position identification/approval, job descriptions, search procedures, applicant screening, selection and interview process, notification of applicants and candidates, and equivalencies.

Primary to the selection process is the role of the faculty in providing input for job announcements in their discipline. Faculty selection committees are composed of the area administrator and faculty from the hiring discipline, but may include classified professionals from the division or service area if appropriate. Faculty have a central role in the selection process by reviewing application files, developing screening criteria and interview questions, and recommending finalists to the college president.

Verification of degrees and any corresponding experience is done at the District Human Resources Office. If the applicant does not meet the minimum qualifications, a petition for equivalency must be completed. This allows applicants to list course and work experience they believe demonstrates the equivalent mastery of the discipline. Faculty submit these on behalf of the person requesting equivalency. The faculty must state the rationale for considering the person's course/job experience. The Academic Senate is responsible for reviewing the equivalency applications for full and part-time faculty ([III.A.7](#), [III.A.8](#)).

The hiring of part-time faculty is coordinated by the instructional deans in consultation with the department chair and discipline faculty. The procedure for hiring part-time faculty is outlined in AR 7121 ([III.A.9](#)).

A personnel commission governs the use of a merit system through which all classified professionals and classified administrators are hired. The merit system is a process that ensures the selection of employees is based on established minimum qualifications and experience required for open positions, and ensures that the retention of employees is based on merit and fitness. Classified employees' minimum qualifications are guided by the rules and policies established and approved by both the PC and the BOT ([III.A.10](#)). Minimum qualifications are identified in every job description. ([III.A.11](#)).

The Personnel Commission Office also coordinates the hiring of classified administrators. The classification specifications for each position are determined by the BOT and the PC. The College provides input on the position announcement, advertising plan, written test questions, and questions for the oral panel that includes representatives from the College, District, and outside agencies depending on the position.

The procedures for the hiring of classified, confidential, and classified management employees are documented in the SCCCDCD PC rules (III.A.12). The Office of the Classified Personnel Director receives application materials from candidates and verifies degrees, certificates, and minimum qualifications, conducts testing to determine relative qualifications as required by specific job descriptions, and screens and interviews candidates to establish an eligibility list, which is effective for one year (III.A.13). In-house employees are given an opportunity to request lateral transfers and must be interviewed (III.A.14). The classified personnel director forwards the top three candidates plus ties to the position's supervisor who may include other department or division employees on the interview panel. If a candidate waives or is a no-show for the interview, the supervisor requests the next ranking from the established list. Experience and references are verified by the interviewing program area/department. The Office of the Classified Personnel Director extends the formal offer of employment. Employment must receive final approval from the Board of Trustees and the Personnel Commission.

SCCCDCD maintains a human resources website where all job openings are listed (III.A.15). All open position descriptions including criteria, qualifications, and selection procedures are available through a downloadable PDF file containing the same information. Classified, confidential, and classified management job announcements are posted on a variety of websites including colleges, community groups, agencies, and associations as appropriate. For administrators, recruitment ads are placed in the *Chronicle of Higher Education* as well as several other publications and recruitment websites. Full-time faculty job announcements are posted on a variety of websites and in some publications including, but not limited to, EdJoin, HigherEdJobs, and InsideHigherEd. Full-time faculty job announcements are also posted on a number of websites such as Asian-jobs.com, disabledperson.com, blacksinihighered.com, hispanicsinihighered.com, wihe.com and triblacollegejournal.org. All positions are posted on the California Community Colleges Registry's website (III.A.16).

Finally, the College and District typically send representatives twice a year to the statewide California Community College job fairs. These job fairs are held for the recruitment of faculty and academic management positions.

Analysis and Evaluation

The College meets the Standard. The College and District comply with the stated hiring standards. The District hires qualified faculty, administrators, and classified professionals who are selected according to board policies, administrative regulations, and the personnel commission rules all of which comply with the Education Code and Title 5 hiring requirements.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning (ER 14).

Evidence of Meeting the Standard

As outlined in Standard III.A.1, search committee members play an integral role in the development of job postings for faculty positions. Job announcements are a collaborative effort between faculty, the District Human Resources Office, and administrators.

Faculty job announcements state the level of assignment, course offerings to be taught, and/or student support services. Job announcements also list examples of duties and specify responsibilities including continued professional development, participation on institutional committees, development and revision of curriculum, participation in program review processes, evaluation and development of student learning outcomes (SLOs) and assessments, community engagement, and participation in faculty recruitment and interviews (III.A.17). Currently, the College is in the process of updating job descriptions to include equity-mindedness and distance education experience requirements.

Minimum qualifications for faculty are recommended by the Academic Senate of California Community Colleges in accordance with Title 5 and adopted by the Board of Governors of the California Community Colleges. These are reviewed and modified regularly to ensure they are appropriate to standards within higher education and reflect current discipline practices. FCC clearly states the minimum qualifications for faculty positions in all job postings. As permitted by California Education Code, FCC has adopted an equivalency process for applicants who believe they possess equivalent qualifications to those identified by the California Community College Chancellor's Office (III.A.19, III.A.20). Applicants who believe they meet equivalency requirements may provide evidence of equivalent coursework and/or professional experience, which is reviewed by the Equivalency Committee of the Academic Senate during the screening process (III.A.21, III.A.22, III.A.23).

In addition, job postings include a list of personal and professional desirable qualifications. The willingness to work cooperatively with colleagues on matters regarding course offerings, programs and activities that promote the discipline as a field of study, the knowledge of and commitment to teaching strategies and methods that enhance student success, and the ability to provide services to nonnative English speakers are examples of desirable qualifications. Job skills may be very specific. For example, the posting for automotive technology adjunct instructors lists industry certifications as a requirement. Minimum qualifications require that faculty members have degrees from accredited institutions of higher education, which is verified by human resources' transcript review at the time of hire. Human Resources staff also verifies stated professional experiences through letters or conversations with potential employees' previous employers.

The following criteria is also listed as a minimum qualification on all full-time faculty announcements: All candidates must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students (III.A.24). Applicants demonstrate this qualification through a written statement submitted during the application process and during face-to-face interviews. If applicable, a teaching demonstration is also part of the interview process.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 14. Qualifications for faculty include meeting minimum qualifications and demonstrating subject matter knowledge, discipline expertise, and professional experience as well as teaching skills. Selected faculty also demonstrate the ability to participate in curriculum review and development and assessment of learning outcomes.

Changes and Plans Arising out of the Self-Evaluation Process

As the College hires new and replacement faculty positions, job descriptions are being rewritten to include equity-minded language as well as being updated to include distance education experience as either a required or a desirable quality for potential candidates.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators responsible for educational programs and services include the president, vice presidents, deans, directors, and classified administrators. Some educational programs and services are managed by coordinators, either faculty on release time or classified professionals hired specifically within the coordinator classification. SCCC follows hiring procedures that ensures administrators and other employees possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

BP 7250 outlines that educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District (III.A.25). Applicants are subject to the minimum qualifications for educational administrators as described in the California Code of Regulations, Title 5, Section §53420 (III.A.5). Minimum qualifications consist of a master's degree and "one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment."

Desirable qualifications, knowledge, and abilities for educational administrators are determined based on department and college needs, goals, and priorities and are identified in job descriptions. Clear and complete job descriptions are developed by human resources, in coordination with the college president, and the immediate supervisor. Job postings include essential functions of the position, minimum qualifications, desirable qualifications, and current opportunities and challenges related to mission critical needs at the College (III.A.4).

Fresno City College employs classified administrators to provide leadership and management of day-to-day operational areas, including Administrative Services, Admissions and Records, Bookstore, Building Services, College Business Office, College Relations, Print Media and Communications, and the Public Information Office. Job descriptions describe responsibilities and duties, knowledge and abilities, education, training, and experience required to perform the essential functions of the positions (III.A.26). Qualifications include a combination of experience and education and/or training pertinent to the position. Annual goals are part of the evaluation process to assess classified administrators' performance and ongoing ability to support institutional effectiveness.

Faculty coordinators are responsible for not only instructional and student support service areas such as basic skills, tutorial center, and student equity but also for institutional service areas such as outcomes and assessments and program review. Some are hired specifically as program coordinators while others are instructional faculty who receive reassign time. Program coordinators go through the same hiring process as full-time faculty. Institutional service area coordinators are hired from current full-time faculty. An email announcement for institutional service area positions, which includes the position details, is circulated, and interested faculty submit a letter of interest (III.A.27). The vice president of instruction reviews the letters and makes the appointment.

FCC employs classified coordinators to manage the day-to-day operations for professional development, institutional research, the career and employment center, veterans' resource center, and the assessment center. Duties include coordinating and developing program activities to support the program, work with instructional areas, local high schools, and the community to further the program's function and goals, and evaluate program processes and procedures. Classified professionals also support learning objectives in laboratory environments across the curriculum including chemistry, biology, nursing, welding, and costume making. Classified professionals are hired through the Personnel Commission as outlined in III.A.1.

Analysis and Evaluation

The College meets the Standard. FCC administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Degrees held by faculty and administrators are from accredited institutions and are listed in the College catalog ([III.A.28](#)). Applicants with degrees from non-U.S. institutions are referred to an evaluation service to establish equivalency with minimum qualifications ([III.A.29](#)).

In accordance with Title 5, §53400, Fresno City College ensures that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. FCC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements for administrators, full-time, and adjunct faculty.

Sealed, official transcripts are required at the time of salary placement. Human Resources staff verifies that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements. Human Resources uses the U.S. Department of Education website to verify institutional accreditation ([III.A.30](#)). The search results indicate the accrediting agency's name and verify the institution's most recent date of accreditation.

FCC requires applicants with foreign degrees submit their transcripts directly to an evaluation service. This requirement is specified in job announcements. Applicants receive an official document from the selected service that recommends an equivalent U.S. education level. An unofficial copy of a foreign degree evaluation may be used for application purposes, and a sealed, official copy of the evaluation is required at the time of salary placement. Human Resources staff verifies that an official copy of the evaluation has been received as part of its onboarding procedures.

Analysis and Evaluation

The College meets the Standard. All Fresno City College faculty, administrators, and other employees hold required degrees from institutions accredited by recognized U.S. accrediting agencies, or equivalency has been established for those degrees from non-U.S. institutions.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The College regularly evaluates all personnel on established criteria. The evaluation process for all employee groups is designed to measure the effectiveness of employees, as well as to encourage and promote professional development and improvement.

In accordance with BP 7125 and AR 7125, the College evaluates personnel systematically and at stated intervals ([III.A.31](#)). In accordance with the collective bargaining agreements, full-time tenure-track faculty are evaluated once a year, in the fall, for four years. Regular tenured faculty are evaluated once every three years ([III.A.32](#), [III.A.33](#)). The evaluation committee consists of two tenured peer evaluators and the immediate supervisor, and includes classroom visitations and observations, student input, and peer and supervisor evaluations. The Office of Instruction coordinates workshops for all new contract faculty, their peer evaluators, and a union representative to review the evaluation process. The workshops are held every fall to provide this information to all newly hired faculty.

Part-time faculty are evaluated during their first semester of employment, once during their second or third semester of employment, and once over every six semesters of employment thereafter ([III.A.34](#), [III.A.35](#)). If evaluations are less than satisfactory, the deans work with the faculty to develop an improvement plan. If adjunct faculty receive consecutive poor or unsatisfactory evaluations, they are not invited back for employment in subsequent semesters.

AR 7125 outlines the evaluation of academic administrators. It states that after completion of their first year, academic managers are evaluated at least once a year during their second and third years. Thereafter, academic managers are evaluated no less than every two years. The performance evaluation is based on the job description of the position held and is completed by the immediate supervisor with review by the next higher level of administration. The evaluation of academic administrators must include a performance evaluation survey by other employees, a self-evaluation, and a performance evaluation summary.

Probationary classified professional employees are evaluated by the end of the fourth and twelfth month of service. Permanent classified professional employees are evaluated at least once a year ([III.A.36](#)). Confidential employees, in compliance with PC rule 13-3(c), are evaluated three times during their first year and then once a year for the next three years ([III.A.37](#)). Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor but not less than every two years.

The evaluation of classified managers is outlined in PC Rule 13-3(b). Managers are evaluated three times during their probationary year then once a year for the next three years. Subsequent evaluations may be deemed appropriate at any time but not less than every two years.

District Human Resources has also conducted several workshops for district managers to review the CSEA contract, full-time and part-time contracts, and the evaluation process for all classified professionals ([III.A.38](#)).

Evaluation for distance education (DE) faculty is specified in the full-time SCFT Contract. When training and evaluation processes are approved on a district wide basis, an agreement between the District and the federation will be sought through a memorandum of understanding ([III.A.39](#)). The College has developed separate DE evaluation forms for both peer evaluations and student responses.

Analysis and Evaluation

The College meets the Standard. Fresno City College has written policies in place for the evaluation of all personnel. The evaluation process follows accepted contractual agreements, and assesses the effectiveness of the individual in his or her respective position or assignment.

Faculty evaluations are documented through an evaluation schedule that is tracked by either the Office of Instruction or the Vice President of Student Services Office. Classified professional evaluations are documented through an evaluation schedule that is tracked by the Administrative Services Office and District Human Resources. Administrator's evaluations are documented through an evaluation schedule that is tracked by District Human Resources.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

At FCC, faculty have been identified as the personnel group with direct responsibility for student learning. They are responsible for developing learning outcomes, determining the methods used to assess attainment of learning outcomes, and using the results to guide improvements to teaching and learning ([III.A.40](#)). While faculty are not specifically asked as a part of the evaluation process to provide comment on how results of the assessment of learning outcomes are used to improve teaching and learning, the opportunity for comment is provided in the self-evaluation component. Faculty participate in the assessment of SLOs and the use of assessment results to improve student learning through the self-evaluation process. The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in assessments of learning outcomes and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning.

Faculty evaluation processes are governed by the current collective bargaining agreement, which does not directly reference SLOs. However, discussion of learning outcomes is an integral part of the institution's ability to maintain the highest standards of quality among faculty. During the faculty evaluation process, all full-time faculty (including counselors and librarians) complete a self-evaluation that provides an opportunity to discuss participation in the assessment of SLOs and how results of learning

outcomes assessment have informed changes to pedagogy or service delivery. Additional questions in the self-evaluation prompt faculty to discuss the effectiveness of their assessment methods, any changes they have made during the evaluation cycle that could affect teaching and learning (e.g., new teaching techniques, tools, lecture topics), and rationale for those changes. Syllabi, which are required to list SLOs, are part of the evaluation process required documentation. It is further expected that faculty demonstrate “evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines” which include SLOs. Per Article XIII of the SCFT contract, the records, evaluation of student progress, and the self-evaluations are required components of the evaluation. The self-evaluation component will be brought to the bargaining unit in fall 2017 for consideration for implementation in the following spring.

Additional personnel on campus, such as administrators and classified professionals, generally have an indirect yet critical role in student learning. Since most of these personnel do not have direct responsibility for student learning, consideration of learning outcomes assessment results does not appear as a required element of the standard evaluation instruments for classified and managerial personnel.

Another method by which program faculty and staff are evaluated with respect to student learning outcomes is through the College’s program review process ([II.A.73](#)). Program review includes a component that requires reflection on assessment results and progress in following calendared assessment plans for SLOs. The Outcomes and Assessment Committee (OAC), in coordination with the outcomes and assessments coordinator, review SLOs implementation, assessment, and improvement processes. The OAC provides faculty with suggestions for improvement to be used in preparation for program review ([I.B.16](#), [II.A.6](#)).

Analysis and Evaluation

The College meets the Standard. The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in assessments of learning outcomes and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning. Per contract, the self-evaluation is a required component of faculty evaluation. Although the College meets the Standard, it has revised the evaluation form and is currently following the negotiation process to formally recognize and implement its usage.

In cases where administrative positions have a more direct responsibility for student learning, outcomes assessment is addressed within regular evaluation of the employee’s overall job performance. The managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities.

III.A.7 The institution maintains a sufficient number of qualified faculty which includes full time faculty, and may include part time and adjunct faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (ER 14).

Evidence of Meeting the Standard

Fresno City College maintains a sufficient number of full-time faculty to effectively maintain the academic programs and services in support of the College’s mission. The College meets the fall 2016 faculty obligation number (FON) of 547.13 for SCCC as required by the California Community Colleges Chancellor’s Office. Table 1 compares Fresno City College with other colleges of similar enrollment numbers that are also part of multi-college districts. These data indicate that Fresno City College has comparable numbers of faculty working toward accomplishing its mission.

Table 1

College	District	Fall 2016 Student Count	Tenure/Tenure-Track Faculty	Part-Time Faculty
Fresno City	State Center	22,924	313	585
De Anza	Foothill-De Anza	21,255	274	514
Orange Coast	Coast	21,659	258	543
Sacramento City	Los Rios	21,694	321	402
San Diego Mesa	San Diego	22,330	254	570
Bakersfield	Kern	22,467	286	303
Fullerton	North Orange County	23,897	348	583
<i>Mean of Comparable Colleges</i>		22,318	293	500

(Evidence: Source: California Community Colleges Chancellor’s Office Data Mart)

New staffing recommendations are typically made based on program review recommendations. Prioritization of these recommendations is done through the Human Resources Committee (HRC) (I.B.121). In early fall, the District determines the number of new full-time faculty and classified professional positions for Fresno City College for the subsequent academic year. This is in addition to replacement positions due to employee retirement and other vacancies.

Determining a sufficient number of faculty to accomplish the College mission and meet the District’s annual FON begins at the departmental level. Each department goes through its scheduled program review cycle and data is evaluated in specific sections to identify the need for additional faculty (I.B.119). If a need for additional faculty is identified, a faculty request form is submitted with the program review (III.A.41). The form includes a description of and rationale for the position including relationship to the College and District strategic plans, program review recommendations, and enrollment trends. The Program Review Committee analyzes the program review and determines if there is sufficient evidence to support the request. Areas then submit the request to the HRC, which uses a rubric to prioritize requests and submits a final list to the Strategic Planning Council for consideration.

The annual process by which faculty positions are filled or created after being supported through program review, or in some cases outside of program review, begins with submission of a completed request for faculty form to division deans in May. The form is completed by discipline faculty or department chairs in coordination with the division dean (III.A.42). The form includes a description of and rationale for the position including relationship to the College and District strategic plans, program review recommendations, and enrollment trends. In late fall, during their regular meetings, department chairs discuss requests with their division dean and develop a prioritized list that is presented to the vice president of instruction. The vice president of instruction meets with the deans of instruction and develops a final prioritized list that is then forwarded to the HRC. The process for non-instructional faculty follows the same process.

The HRC has the task of assessing requests for new faculty and classified positions (II.A.26). The HRC evaluates human resource requests and prioritizes them using a rubric that includes analysis of program review, strategic planning, and any other relevant information (I.B.122).

The committee determines the prioritization of new positions after reviewing the faculty and classified professional requests. Requestors are also given the opportunity to present to the HRC. The prioritized list is forwarded to the Strategic Planning Council (SPC), which makes a recommendation to the president (I.B.124). New positions are also ranked separately by the college deans. The president discusses the HRC, SPC, and deans' recommendations with her leadership team, President's Executive Council (PEC). PEC reviews the requests from a broad college wide perspective and makes its final recommendations to the president.

The president makes the final decision, which is brought to the district chancellor for consideration and submission to the Board of Trustees for approval. Once approved, the positions are submitted to the District Office (DO) via the certificated human resources software, PeopleAdmin, where it is approved by the dean and executive leadership. The recruitment process begins upon vice chancellor of human resources approval.

All full and part-time faculty members meet or exceed the minimum qualifications adopted by the Board of Governors of the California Community Colleges. Any prospective faculty member who does not meet minimum qualifications, but who has equivalent experience and education, is required to verify their equivalency through the Academic Senate's Equivalency Committee. All departments and disciplines have equivalency policies that have been deemed appropriately comparable to the state minimum qualifications for education and experience by the Equivalency Committee. The committee compares a candidate's education and experience with the applicable department's equivalency policy to verify their qualifications to teach at Fresno City College.

Distance education (DE) courses comprise four percent of FTES at Fresno City College (III.A.43). Appropriate staffing levels for DE are determined by the same process described above. The Fresno City College Distance Education Advisory Committee developed the 2015-2018 distance education plan, which was approved by all relevant stakeholders and provides a vision for providing quality DE services for the community (III.A.44).

California Community Colleges require formal training for meeting minimum standards for delivery of online classes. The FCC Distance Education Advisory Committee accepts the following certificate programs to meet the requirement for online teaching at FCC.

- Modesto Junior College Online Teacher Certification program.
- @ONE Introduction to Teaching with Canvas, a four-week facilitated course.
- @ONE Online Teaching Certification Program, a six-week online course being phased out over the 2016-2017 academic year. The DE Committee now recommends this program only for those who have started it, and can complete it with the next year.
- Online Education Standards and Practices from @ONE: a new 12-week online program.
- The FCC OLTT - Online Learning Teacher Training Program - a one-month hybrid training program specifically for SCCC faculty-*no longer available*
- Cerro Coso Online Teaching Certificate-*no longer available*.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 14. Fresno City College continually evaluates staffing needs both in discussion at President's Executive Council and through annual program review activities. Each year, the Human Resources Committee develops a full-time faculty hiring priority list for recommendation to the president to ensure the College is prepared to hire the number of full-time faculty required to meet the District's annual faculty obligation number. The College also hires part-time faculty on an ongoing basis to meet student demand for course offerings.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The Office of Instruction and the division offices assume responsibility for orienting newly hired adjunct faculty members. Each fall semester, the Office of Instruction conducts an adjunct orientation ([III.A.45](#)). Most divisions also offer an orientation specific to their respective faculty populations ([III.A.46](#), [III.A.47](#)). Adjunct faculty are encouraged, though not required, to attend. Orientation includes topics such as obtaining keys, adding and dropping students, disabled students services, grades, rosters, and technology. Although the Office of Instruction does not offer adjunct orientations in the spring, the divisions convey orientation information individually as needed for mid-year hires. Fresno City College's website has substantial orientation information accessed via the new faculty guide. Adjunct faculty have access to answers for questions as they arise, and all the aforementioned orientation information is available at this online resource ([III.A.48](#)).

Each division oversees and evaluates adjunct faculty. Those who are still active graduate students are

hired as faculty interns. They are assigned a full-time faculty mentor and are evaluated every semester until they have completed their Master's degree. For all other adjunct faculty, each division office maintains a database that includes their last evaluation and when their next evaluation is scheduled. Each division follows Article XII of the SCFT Part Time contract agreement regarding the purpose and criteria for part-time and adjunct evaluation (Section 1, A-B) and the process/schedule for same (Section 1, C-G) ([III.A.34](#)). As such, all are evaluated in the first semester of their employment at Fresno City College, once more over the next two semesters, then every six semesters thereafter.

The College has worked to formalize procedures for ensuring ample professional development opportunities for all FCC employees. In early 2013, the newly formed Professional Development Committee, comprised of three faculty members, three classified professionals, two students, and one administrator, began developing a three-year professional development plan ([III.A.49](#)). The plan was approved in fall 2014 by all relevant campus stakeholders. In fall 2017, the College hired a limited term professional development coordinator with the intent of this becoming a permanent position.

At the beginning of each semester, Fresno City College provides diverse faculty development opportunities through flex day, an all-day calendar of presentations primarily related to instructional improvement, student success, and institutional effectiveness. Adjunct faculty are encouraged to attend presentations most relevant to their instructional needs including areas such as writing across the curriculum, serving students with disabilities, serving students from historically-underserved populations, distance education, and technology in the classroom ([II.A.25](#)). The College also provides paid training for adjunct faculty for some professional development activities such as SLO assessments and Canvas training ([III.A.50](#)).

Hoonuit, formerly Atomic Learning, an online technology training and professional development tool for educators, is available to all SCCCD employees ([III.A.51](#)). Through this tool, faculty have access to professional development tools toward improving teaching such as writing, math, classroom management, and instructional technology.

The Academic Senate Travel and Conference Committee allocates financial support for full-time and adjunct faculty seeking professional development opportunities ([III.A.52](#)). Faculty members apply to the committee, which approves applications that merit those expenditures. Some departments offer individual professional development opportunities such as speakers and workshops relevant to their respective disciplines.

The Den, located in LI-141, is an additional professional development resource available to all faculty to support the pursuit of excellence and innovation in teaching, student learning, and the effective use of technology. Faculty also work with instructional technology staff to develop the tools and resources to respond to constant changes in instructional technology. During training, faculty have access to tools such as document cameras, web cams, white boards, and iPad stations so they can test and experiment in a supported environment. Faculty can receive training on tools and technology to facilitate learning in both distance education and traditional classrooms. Faculty also have access to professional development on specific topics facilitated by fellow faculty based on actual classroom experience ([II.A.16](#)).

Adjunct faculty are invited and encouraged to actively participate in the functions of Fresno City College. They are encouraged to attend opening day convocations as well as flex day professional development presentations. Many adjunct faculty regularly serve the campus community through participation in work such as Academic Senate and curriculum development. In addition to these professional development opportunities, the College has a long-standing practice of including adjunct faculty in the life of the campus by extending invitations to campus wide events and various functions such as music and theatre performances, speech and poetry events, and the campus lecture series.

Analysis and Evaluation

The College meets the Standard. The College provides professional development opportunities for adjunct faculty through conference funding and through scheduled presentations and seminars during flex days. The College ensures they are integrated into the life of the College by encouraging them to serve on committees, including them in SLO assessment activities, and encouraging participation in College events.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution (ER 8).

Evidence of Meeting the Standard

Table 2 compares Fresno City College with other colleges of similar enrollment that are also part of multi-college districts. This data indicates that Fresno City College employs comparable numbers of classified professionals working toward accomplishing its mission.

Table 2

College	District	Fall 2016 Student Count	Classified Employee Count
Fresno City	State Center	22,924	314
De Anza	Foothill-De Anza	21,255	272
Orange Coast	Coast	21,659	317
Sacramento City	Los Rios	21,694	254
San Diego Mesa	San Diego	22,330	181
Bakersfield	Kern	22,467	355
Fullerton	North Orange County	23,897	294
<i>Mean of Comparable Colleges</i>		22,318	284

(Evidence: Source: California Community Colleges Chancellor's Office Data Mart)

Requests for new classified position within an area where previously none existed is initiated in one of two ways. If the administrative unit is in the program review cycle, an action plan is developed to request the position. As described in III.A.7, the Human Resources Committee has the task of assessing requests for new faculty and classified positions ([I.B.121](#)). Classified positions requested through program review follow the same process as faculty position requests ([II.A.26](#)).

Positions requested outside the program review cycle must be taken by the appropriate administrator to the area vice president for approval who then brings the request to PEC to discuss with the College's leadership team. If approved, an electronic requisition is created in the District's classified human resources software, NeoGov and it goes through the electronic approval work flow. Once it passes through all the College approvals, it goes through District approvals, where it ultimately goes before the BOT for final approval. Replacing classified professionals due to resignation or retirement also requires a requisition in NeoGov where it follows the same process as above except it does not require BOT approval.

As explained in III.A.1, SCCCDC is a merit system district. The merit system is a process that ensures the selection of employees is based on established minimum qualifications and experience required for open positions, and ensures that the retention of employees is based on merit and fitness. Classified employees' minimum qualifications are guided by the rules and policies established and approved by the Personnel Commission and the Board of Trustees (III.A.10). Minimum qualifications are identified in every job description (III.A.11).

In June 2012, the PC approved a district wide classification study to address outdated job descriptions. The study focused on changes in District organization and operations over the last several years, which may have affected the type and level of work being performed. Work has evolved and while the classification study may not result in classification changes for some positions, many current specifications no longer reflect the actual work being done. After numerous delays and postponements by the PC staff, the District hired outside consultant Reward Strategy Group, Inc. to undertake the classification and compensation study (III.A.53). The final report is expected in early May 2018.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 8. Compared to other colleges that are a part of a multi-college district, Fresno City College has similar ratios of classified employees to students. However, the College has not adequately taken into consideration the ratio of classified staff to faculty, both full-time and adjunct. With the infusion of state categorical funding drastically increasing faculty numbers, as well as the addition of coordinators and administrators to oversee these categorical programs, classified hiring has not been proportional. The College lacks a formal staffing plan to ensure an appropriate ratio of faculty and administrators to classified professionals is in place.

Changes and Plans Arising out of the Self-Evaluation Process

The College will develop a staffing plan to ensure staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

Table 3 compares Fresno City College with other colleges of similar enrollment numbers that are also part of multi-college districts. These data indicate that Fresno City College employs comparable numbers of administrators working toward accomplishing its mission.

Table 3

College	District	Fall 2016 Student Count	Educational Administrator Count
Fresno City	State Center	22,924	25
De Anza	Foothill-De Anza	21, 255	25
Orange Coast	Coast	21,659	28
Sacramento City	Los Rios	21,694	22
San Diego Mesa	San Diego	22,330	14
Bakersfield	Kern	22,467	20
Fullerton	North Orange County	23,897	22
<i>Mean of Comparable Colleges</i>		<i>22,318</i>	<i>22</i>

(Evidence: Source: California Community Colleges Chancellor’s Office Data Mart)

Fresno City College’s administrative structure has increased since its last self-evaluation. Four new director positions have been created in the areas of distance education, fire academy, counseling and special programs, and college relations and outreach. Financial aid added a classified manager to assist the director with operations, personnel, and reporting duties. In spring 2017, the College employed 35 administrators, 26 certificated, and nine classified professionals. Of these, 31 percent hold doctorates and 49 percent have master degrees. Fresno City College administrators average 13.9 years of service to Fresno City College (III.A.54).

In spring 2017, the College invited former California Community College Chancellor, Dr. Brice Harris to conduct an assessment of organizational structure. Due to the size and complexity of the College, the assessment resulted in a recommendation for increased administrative capacity in instruction and student services (III.A.55). The College is currently exploring the possibilities for increasing the administrative capacity to further advance the College mission.

AR 7220 dictates the rules and procedures for hiring administrators with appropriate qualifications (III.A.3). Qualified candidates must demonstrate excellence in educational leadership, expertise in administering district/college programs, positive personality traits, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.

Administrators at all levels of the College are required to attend regularly scheduled training on various personnel and legal issues, new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. Administrators attend conferences, workshops, and trainings to maintain currency in the field and to ensure compliance with new laws and regulations. Administrators attend on-going mentor training with the Association of California Community College Administrators. A significant number of administrators are members of professional organizations to remain current in their field.

In April 2015, the College's president died unexpectedly. Staff, faculty, administrators, and students were shocked and saddened by the sudden loss of their campus leader. A search was conducted, and an interim president stepped in and served in the role through May 2016. In December 2015, the College's vice president of student services accepted another position in Southern California, and the vice president of instruction accepted a different assignment. During this time, other key administrators either retired, resigned, or stepped down for personal reasons.

In 2015, the Clovis Community College Center officially became Clovis Community College. This further impacted staffing at Fresno City College as some administrators accepted positions at the new campus leaving vacancies at Fresno City College. The College has been promoting interims from within to fill the vacant roles. This unfortunately leaves gaps in programs and departments.

In July 2016, the search for a permanent campus president concluded with the hiring of Dr. Carole Goldsmith. In spring 2017, the interim vice president of instruction was hired into the permanent position. Unfortunately, the search for a vice president of student services has not been successful. The College has had four interim vice presidents of student services, two internal and two external. As of fall 2017, the College is conducting its third search for a permanent vice president of student services. The College expects the successful candidate to begin employment in January 2017.

The College had been waiting to fill administrator vacancies in student services until a new vice president of student services was chosen; however, in April 2017, the president opted to hire a permanent dean of students. The College hired a permanent director of CalWORKs shortly thereafter. As of August 2017, five administrative positions are still filled with interim appointments including the vice president of student services, dean of library, student learning, and support services, director of technology services, director of the training institute, and custodial manager. Of these, both the director of technology services and director of student activities positions are in recruitment.

Many of the new administrators are former faculty and classified professionals, who although new to the administrative ranks, have demonstrated their commitment to Fresno City College. The College realizes it needs to address specific training needs for its new administrators.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 8. The College has an appropriate level of administrative staffing as compared to community colleges of comparable size. However, based upon an analysis of current administrative structure, the College is exploring options for increasing capacity.

Changes and Plans Arising out of the Self-Evaluation Process

The College will work collaboratively with the District to develop a new employee orientation program for newly hired administrators.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

In accordance with BP 2410 and AR 2410. SCCCDCD establishes, publishes, and adheres to written policies and procedures (I.B.88). The BOT is responsible for board policies and Chancellor's Cabinet develops administrative regulations. Revisions to administrative regulations may be proposed by Chancellor's Cabinet or by any campus constituency group. The vice presidents' group has an ongoing charge to review administrative regulations and propose necessary revisions to Chancellor's Cabinet through the vice chancellor of educational services and institutional effectiveness.

The vice chancellor of human resources is the officer responsible for the administration of District personnel policies and procedures, which are outlined in board policies and administrative regulations (III.A.56). Administrators are charged with following employment procedures to ensure fair treatment of all employees.

Analysis and Evaluation

The College meets the Standard. The College establishes, publishes, and adheres to personnel policies and procedures. All personnel policies are publicized on the SCCCDCD website and the College implements them on a fair and equitable basis. With the recent hiring of a permanent vice chancellor of educational services and institutional effectiveness, meetings are scheduled for fall 2017 to review and update the District's administrative regulations as appropriate. The initial focus will be on those that have undergone changes in their corresponding board policies.

Changes and Plans Arising out of the Self-Evaluation Process

Although the College meets the Standard, at present, the responsible group does not consistently review and revise administrative regulations. The District is in the process of instituting a board policy and administrative regulation review cycle coinciding with the district wide accreditation cycle.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

All screening committee members must receive in-service training at least every other year to be eligible to serve. This training is done by the District Human Resources Office. The training covers: federal and state laws that prohibit discrimination, Title 5 language, BP 3420 - Equal Employment Opportunity, BP 7100 - Commitment to Diversity, and AR 7120 - Procedures for Recruitment and Employment of College Faculty ([III.A.57](#), [III.A.58](#), [III.A.6](#)). Additionally, the training covers applicant screening criteria, constructing interview questions, teaching demonstrations, writing samples, follow up questions, and confidentiality.

Fresno City College maintains and follows all SCCCDCD policies regarding equity and diversity. The College subscribes to, advocates for, and demonstrates integrity in the treatment of its employees, students, and the community. BP 3410 states the District “is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities” ([III.A.59](#)). BP 3420 and equal employment opportunity indicates that SCCCDCD Board of Trustees’ intent is compliant with California legislature “to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students.”

AR 3435 ensures the District and the College have developed policies and procedures that provide for prompt and fair investigation of any allegation of discrimination by a student, employee, or an applicant ([III.A.60](#)). AR 3450 outlines the complaint procedure for alleged violations of statutes, state regulations, board policies, or administrative regulations ([III.A.61](#)).

As illustrated in the chart below, Fresno City College employees represent a diverse population.

Chart 1

FCC Full-Time Employee by Ethnicity



Source: SCCCD District Human Resources, as of 3/22/2016

(Evidence: FCC Ed Master Plan, page 98)

Chart 1 provides FCC full-time employee data disaggregated by ethnicity. The data reflects a consistent pattern over a six-year period. It is important to note that the ethnic makeup of employees is not reflective of the Hispanic, White/non-Hispanic, and Asian/Pacific Islander student population. The College recognizes the need for increased diversity among faculty and staff and is providing various opportunities for professional development through the Center for Urban Education (CUE). In fall 2017, ten staff, faculty, and administrators from Fresno City College and the District Office participated in the fall 2017 CUE workshop “Faculty Diversity: Hiring Practices.” The institute focus was about faculty diversity hiring practices to ensure diversity and increasing student success.

Table 39: FCC Student Enrollment Trends by Ethnicity

ETHNICITY	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
Total Headcount	25,622	26,237	24,563	20,481	22,067	21,839	22,984
African-American/non-Hispanic	8%	8%	8%	8%	8%	8%	7%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	1%
Asian/Pacific Islander	15%	16%	17%	18%	17%	16%	15%
Hispanic	38%	39%	42%	45%	47%	50%	51%
White/non-Hispanic	26%	26%	25%	24%	24%	23%	23%
Unknown	12%	11%	6%	4%	3%	2%	2%
Total	100%	100%	100%	100%	100%	100%	100%

(Evidence: Source: FCC Ed Master Plan, need page number)

Per Title 5 and in order to track and analyze its employment equity record, the Equal Employment Opportunity (EEO) Advisory Committee reports ethnicity/race data to the California Community Colleges Chancellor's office annually. In addition, human resources systematically monitors applicants for employment to assess implementation of the EEO plan. In June 2016, the Board of Trustees approved the revised EEO plan ([III.A.62](#)). To ensure that personnel are treated fairly, the District has two complaint processes: one to address harassment/discrimination, and another to address other complaint concerns ([III.A.63](#)).

Fresno City College strives to foster a climate of tolerance and acceptance, and the College provides a well-rounded environment through organizations promoting diversity. For the staff, there is the Latino faculty and staff association which was nominated for the Stanback-Stroud diversity award in 2015, the African American faculty and staff association, and the Asian American faculty and staff association ([III.A.64](#), [III.A.65](#)).

Jerry Thurston, a communication arts instructor, was the co-advisor of the diversity club from 2004 until 2013. In spring 2014, he conducted sabbatical research to create the Safe Space Ally Program, a campus wide network of faculty, staff, and students who serve as first points of contact for members of the lesbian, gay, bi-sexual, trans-gendered, and queer (LGBTQ) campus community. The program provides a safe, caring individual to find additional information, connect individuals with resources, or simply talk ([III.A.66](#)). As of August 2017, 17 Safe Space Ally trainings have been offered and 276 employees. Student leaders have also participated ([III.A.67](#)). Program training is a regular session for flex and staff development days ([III.A.68](#)).

Analysis and Evaluation

The College meets the Standard. The College consistently follows District policies, guidelines, and procedures while engaging in continual dialogue regarding issues of equity and diversity. The ethnic makeup of employees is not reflective of the Hispanic, White/non-Hispanic, and Asian/Pacific Islander student populations. The College is making efforts to facilitate further dialogue regarding issues of equity and diversity through participation in activities such as the fall 2017 CUE workshop "Faculty Diversity: Hiring Practices."

III.A.13 The institution upholds a written code of professional ethics for all of its personnel including consequences for violation.

Evidence of Meeting the Standard

BP 2715, which defines the SCCC Board of Trustees' code of ethics/standards of practice, was adopted in 1993 and last revised in 2006 (III.A.69). This policy reflects the expectation that each board member maintains "high standards of ethical conduct" in their "actions, behaviors, and verbal statements" with the understanding they "must be a positive reflection of those" whom they represent. BP and AR 2710 describe conflict of interest (III.A.70). Additionally, AR 2712 requires board members, administrators from the dean-level and higher, and selected classified manager positions to annually verify and sign a statement of economic interests (III.A.71, III.A.72). BP and AR 3150 were adopted in 2004 to establish the administrators' code of ethics as well as define ethics, explain the importance of ethics, establish the expectations for ethical behavior, and define the rights and responsibilities of administrators regarding ethical behavior (I.C.56).

Faculty adhere to an ethical standard in accordance with the full-time faculty agreement between the SCCC and the State Center Federation of Teachers. Article XIII.E.2.b regarding the evaluation of faculty states, "Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement." Article XIII.E.2.d states, "Demonstrates commitment to the profession (Code of Ethics)." (I.C.46). An evaluation standard in the part-time faculty agreement between the SCCC and the State Center Federation of Teachers Article XII.1.B.3 states, "Maintenance of ethical standards" (III.A.73).

Although SCCC's Personnel Commission rules do not contain a specific ethics statement, Education Code sections 88080, 88081, and 88087, covering classified employees in a merit system, and the California School Personnel Commissioners Association (www.meritsystem.org) contain the philosophy and purpose of the merit system, which includes ethical practices. The CSEA contract (Article 35.D.2, Personal Conduct) lists behaviors which are unacceptable in the workplace (III.A.74).

The Fresno City College 2013-2017 strategic plan includes the following ethics statement:

The principles and values of the Fresno City College Code of Ethics and Excellence guide the faculty, students, and staff in the achievement of a profound appreciation of and respect for the dignity and worth of each member of our community of learners in responding to the trust conferred on the college by the public. We are guided by the standards and principles established by our respective professional associations and organization in our effort to create an ethical college community.

These ethics standards including fairness, civility, integrity, respect, and trust are further defined in the strategic planning brochure (I.A.64). The faculty handbook includes a section on Campus Code of Ethics (III.A.75). Consequences for violations of ethics are outlined in AR 7360 and AR 7365 as well as procedures for discipline and dismissal (III.A.76, III.A.77).

Analysis and Evaluation

The College meets the Standard. There are written codes of professional ethics for all employees that are widely publicized and disseminated. The College values ethics and these principles are an integral part of the Fresno City College strategic plan as well as the stated mission, vision, and core values of the institution.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College has a strong, if somewhat decentralized, commitment to the professional development of employees and students. Campus professional development opportunities occur in four primary categories: professional development for the entire college community, constituent-specific professional development, professional development unique to a unit, and highly individualized professional development opportunities. Three formal groups provide the guidance and planning of FCC's professional development efforts, the Professional Development Committee, the Academic Senate, and the Classified Senate. Additional professional development is offered by other means and service areas such as 24/7 online training, categorical grants, administrative services, office of instruction, and student services to name a few. It is a College priority to centralize all professional development under one department.

In fall 2012, the Professional Development Committee (PDC) was formed consisting of a constituency-based membership. The constituency-based membership is responsible for overseeing planning, reporting, and surveying the direction of professional development activities for all College employees as well as writing and updating the College's professional development plan ([I.B.5](#)). The primary goal of the 2014-2018 Professional Development Plan is to create, promote, facilitate, and share professional development events and activities that contribute to the enrichment, knowledge, and growth of FCC employees by developing and implementing a formal organizational structure to facilitate PD opportunities. The plan considers professional development for all constituency groups including faculty, administrators, and classified professionals. Every two years, the PDC conducts a campus wide employee survey regarding professional development participation as well as their training wants and needs ([III.A.78](#), [III.A.79](#)).

In fall 2015, the PDC assumed responsibility for flex day, which includes a variety of learning opportunities for all employees. Funded primarily through the President's Office and the Office of Instruction, there are two negotiated flex days for faculty, although all constituent groups can participate. In spring 2016, the PDC implemented a criteria-based call for a proposal process by which the committee solicits, reviews, and scores proposals for flex day ([III.A.80](#), [III.A.81](#)). Proposals are submitted online and are reviewed and scored by the PDC. The committee continuously refines the submission process and criteria based on flex day evaluations. The committee meets in April and October to discuss and select the

final programs.

Each flex session is also individually evaluated. Results are reviewed by the PDC and shared with the presenters for continuous improvement. In addition to facilitating improvement in future sessions, the committee uses these evaluation results to assist in the selection of future proposals. As of spring 2017, the PDC posts all presentations and any accompanying handouts on its Blackboard page ([III.A.82](#)). The PDC also engages the assistance of the student ambassadors' program to facilitate this day, which has been highly rated in evaluations.

There are many faculty specific professional development opportunities. The president's office funds professional development for FCC Academic Senate leadership to attend Academic Senate for California Community Colleges (ASCCC) events. The Academic Senate president and president-elect attend the ASCCC fall and spring plenary as well as the accreditation institute in February. The career and technical education liaison attends the CTE institute in May. The president-elect (or officer-at-large) attends the ASCCC leadership conference in June, and the curriculum chair and curriculum chair-elect, when applicable, attend the curriculum institute in July. ASCCC will occasionally sponsor other events such as the academic academy. Academic Senate will send faculty who are interested depending on availability of funds.

The Academic Senate Travel and Conference Funding Committee is an Academic Senate sub-committee responsible for reviewing and approving faculty requests for travel and conference funds allocated to the Academic Senate. It provides faculty with opportunities to attend professional meetings and conferences that are relevant to their discipline ([III.A.52](#)).

The FCC campus and community colloquium was created by faculty in 2006. It provides a forum for FCC faculty to present and discuss their research with students, colleagues, and the entire campus community ([I.A.24](#)).

AR 7341 outlines faculty sabbatical leaves ([III.A.83](#)). Any academic employee who has rendered service to the District for at least six consecutive years preceding the granting of the leave may apply, but not more than one such leave of absence shall be granted in each six-year period ([III.A.84](#)). The District allocates funding for a maximum of twelve sabbatical leaves per year that are divided between the colleges within the District.

Each fall semester, the Office of Instruction sends out a call for sabbatical leave applications. Applications are forwarded to the Sabbatical Leave Committee for review and selection based upon established criteria ([III.A.85](#)). The sabbatical leave policy requires faculty submit a written report of their activities to the Office of Instruction within one semester after the completion of their leave ([III.A.86](#)). The report is posted to Blackboard for review by the Sabbatical Leave Committee and is also placed on file in the library archive for future use.

In respect to distance education, the director of distance education and instructional technology offers technology workshops on campus in the Den. Software trainings include Blackboard, Canvas, and many other programs ([II.A.16](#)). The online learning and instructional technology team has greatly

expanded the professional development opportunities available to distance education instructors. These opportunities include four workshops a month to support the use of instructional technology as well as a biweekly newsletter focused on online learning and instructional technology best practices ([III.A.87](#)).

Annual advisory committee meetings allow faculty to meet with professionals in their respective fields ([III.A.88](#)). Program-specific discussions provide valuable input regarding curriculum and other opportunities contributing to student success. Over the years, this FCC culinary student-catered event has featured guest speakers and lecturers, Q&A panels, round-table discussions, open forums, and video and PowerPoint presentations centering on learning objectives and curriculum development for the various disciplines. Focus groups have even been developed out of advisory committee meetings allowing faculty to dig further into areas of concern or emphasis.

The College also encourages classified employees to participate in ongoing training and professional development. There are numerous training activities, seminars, and events offered to classified staff including but not limited to Classified Senate officer and senator training, Classified Senate travel and conference, training institute seminars, leadership program, annual mega conference, staff development day, flex day presentations, and Hoonuit.

The Fresno City College and District Office Classified Senate offers classified professionals the opportunity to become involved in participatory governance and decision-making at Fresno City College. In July 2017, the senate's executive board inaugurated its first officer and senator training at their monthly general meeting. Topics covered included how participatory governance works, the various constituency groups on campus, how Classified Senate fits in, senator and office duties, and committee training ([III.A.89](#), [III.A.90](#)).

The Travel and Conference Funding Committee is a sub-committee of the Classified Senate. This committee oversees the granting of travel and conference funds to classified professionals who wish to improve themselves, their job skills, or participate in a specific conference ([III.A.91](#)).

Classified Senate Staff Development Day is an annual event organized and sponsored by the Classified Senate and held on Veterans' Day. In spring, the senate president calls for volunteers to chair the committee. Committee members assist in the planning and logistics of the day. The day includes food, keynote speakers and a variety of fun and educational workshops ([II.A.74](#)). Sessions are individually evaluated and there is a comprehensive evaluation sent out the following Monday ([III.A.92](#)). Each year, the new committee reviews the evaluation results and adjusts the event's programming accordingly.

Each year, California Community Colleges Classified Senate (4CS) holds its classified leadership institute (CLI) focusing on effective classified participation in participatory governance processes at the state, district, and college levels ([III.A.93](#)). In 2015, Fresno City College Classified Senate instituted a practice whereby administrators are asked to nominate classified professionals with leadership potential in their area to attend the CLI ([III.A.94](#)). Nominees who attend typically become classified senators. The 4CS also hosts retreats throughout the year that senators are encouraged to attend ([III.A.95](#)). All expenses are covered by the Classified Senate budget.

Based out of the District Human Resources Office, the district wide Classified Professionals Steering

Committee plans classified professional development ([III.A.96](#)). Under the leadership of the District's EEO/diversity and staff development manager, the entire program is run by classified professional volunteers. The committee cultivates effective leaders and fosters individual leadership skills. Its mission is to empower classified professionals through the implementation of programs that provide professional, educational, and personal growth in support of the District's strategic plan. Committee projects include the annual mega conference held during spring break, leadership state center, onsite technology training and workshops, educational achievement and recognition, and the classified professional of the year award ([III.A.97](#)). The committee also maintains a lending of library books on professional development and leadership ([III.A.98](#)). The mega conference, leadership state center, and technology trainings are consistently evaluated. The results used for program improvement. Recognized as a best practice throughout the state, this program has been presented at the Association of California Community College Administrators' (ACCCA) conference as well as at the CLI ([III.A.99](#)).

Administrators are also offered opportunities to participate in professional development and training through the SCCCD EEO/Diversity & Staff Development Office. Additionally, administrators are required to attend training on topics such as sexual harassment (once every two years), district wide managers' meetings (half day trainings held twice per year), and convocation. The District has also provided a series of workshops for all administrative and management staff ([III.A.100](#)). These workshops have covered personnel topics such as Fair Labor Standards Act; preventing harassment, discrimination, and retaliation in the academic setting; leave laws such as Family and Medical Leave Act; Pregnancy Disability Leave Act, privacy issues, and diversity issues ([III.A.101](#)). Additional topics have included conducting investigations, FRISK approach to documentation, Title IX, understanding union contracts, and progressive discipline. In September 2015, the College held a two-day senior management retreat to discuss improving professional development ([III.A.102](#)). The District and College also participated in training to improve diversity practices through attendance at the Center for Urban Education conference. Future joint training will be held for all classified staff.

The College also has an informal yet robust professional development program for student employees. The Office of Administrative Services provides a new hire orientation to all new student hires ([III.A.103](#)). Student Activities, the Tutorial Center, and College Relations all provide regular professional development for their student aides.

Student Activities also provides five hours of training for new student employees ([III.A.104](#)). They also hold a weekly two-hour staff meeting every Friday, where they cover the student activities employee handbook in detail and provide campus tours of areas of interest specific to their department's needs such as a visit to the President and Vice President of Student Services' Offices, the Public Information Office, and the mailroom ([III.A.105](#)). They also provide professional development for members of Associated Student Government and the Inter Club Council, as well as holding on campus student leadership institutes ([III.A.106](#), [III.A.107](#), [III.A.108](#)).

The Tutorial Center houses four programs that employ student workers to promote student success. These programs include tutoring, extending the classroom (ETC), the Writing and Reading Center (WRC), and peer-assisted study sessions (PASS). All hold initial orientations for their student employees as well as regular trainings throughout the semester ([III.A.109](#)).

College Relations is the home of the student ambassadors, a team of student employees who assist with outreach and other activities on campus. The ambassadors attend regular professional development activities throughout the year related to their assignments ([III.A.110](#)).

In summer 2011, FCC partnered with Hoonuit (formerly Atomic Learning) to provide access to software training and support the moment it is needed. Utilizing short, one to two-minute videos, Hoonuit provides a wide variety of training on many topics including but not limited to the Microsoft Office Suite, the Adobe Creative Suite, Google Docs, and Canvas. All District employees, as well as students, have 24-hour a day at home or on campus access to over 50,000 how-to tutorials on over 250 applications ([III.A.51](#)). For 2016-2017, Hoonuit reported 215 employee participants accessing 3,496 trainings for a total of over 104 hours of instruction ([II.C.27](#)).

The California Community Colleges' Professional Learning Network (PLN) was launched in April 2016 to provide information and resources to college personnel on improving operations and student success ([III.A.111](#)). All California Community College (CCC) employees and trustees are eligible to access the PLN and may sign up using their college email address and CCC affiliation. The PLN portal is designed to supplement and complement the in-person trainings and technical assistance provided to colleges. It provides one location to document practices and provide instructional and informational videos. Currently, the PLN offers online trainings through Skillsoft, Lynda, and Grovo. It offers employees the opportunity to create a personalized professional development plan and provides a resource database, speakers' bureau, discussion board, and events calendar.

Each year, the Office of Administrative Services develops and offers a monthly training series on administrative procedures and processes. Past trainings have included Datatel budget reports, travel and conference, expenditure and budget transfers, grants, independent contracts, time allocation, purchasing and accounts payables, and hiring student aides ([III.A.112](#)).

Professional development is written into almost every College and District grant. Various categorical professional development is offered and paid for by programs such as the student equity grant, the student support and success program (SSSP), the basic skills grant, financial aid, CalWORKs, and various STEM. In 2015, the Student Equity Committee implemented the institutional development for equity, access and success (IDEAS) summit ([I.B.26](#)).

In March 2016, the dean of student services offered a day-long employee training day, the Office of Instruction in collaboration with Administrative Services offers training for action and unit planning in preparation for upcoming planning cycles ([I.B.114](#)).

In September 2016, the District Office sent out the 2016-2017 staff development calendar, catalogue, and program details ([III.A.100](#), [III.A.113](#)). Trainings and workshops included trainings provided by

the Classified Professionals Steering Committee, new employee orientation, new deans' orientation, the leadership academy, Liebert Cassidy Whitemore, equal employment opportunity trainings for hiring committee members, Halcyon online training programs, and the alliance of schools for cooperative insurance programs (ASCIP) online courses.

Analysis and Evaluation

The College meets the Standard. The quality of the College's flex day program has increased with the implementation of a call for proposals process and individual session evaluations. The committee continues to improve flex day in response to evaluation comments.

The College offers a wide breadth and depth of professional development for its full-time and part-time faculty, classified professionals, administrators, and student workers. Adjunct faculty are encouraged to attend flex day, convocation, and other professional development activities throughout the year. The College consistently evaluates its professional development activities and uses the evaluation results for improvement.

Although the College has provided a wide breadth and depth of professional development offerings to its employees, as evidenced by the increasing level of fiscal support of professional development, the trainings were not well coordinated. The lack of coordination resulted in an acknowledged loss of economy of scale making the institutionalization of research-driven practice difficult. In response to this, a primary recommendation of the 2014-2018 professional development plan was the establishment of a formal professional development program with a dedicated director or coordinator, administrative staff, and budget ([III.A.49](#)).

In June 2016, the BOT and PC approved a professional development coordinator position. In August 2017, to minimally meet the College's professional development needs, a six-month limited term professional development coordinator was appointed by the president ([III.A.114](#)). This position is tasked with coordinating professional development workshops and conferences offered throughout the year. In alignment with the College's professional development plan and educational master plan, the professional development coordinator is working to develop a robust program that provides College personnel with multiple opportunities for individual growth as identified in various plans that advance the College's goals. The goal of the College's professional development plan is to better leverage significant investment afforded through categorical programs including SSSP, student equity, basic skills, EOP&S, strong workforce, and the general fund and coordinate this significant investment to ensure maximum participation of full-time and adjunct faculty and classified professionals in the College's professional development opportunities. These efforts will also result in improved coordination between the College and District's professional development programs. Specific examples of this new level of effective coordination resulted in expanded professional development opportunities such as the Center for Urban Education conferences, increased data analysis capacity, and support for the development of guided pathways. These opportunities support best practices in student learning and success.

Changes and Plans Arising out of the Self-Evaluation Process

The College is in the process of institutionalizing and centralizing professional development by establishing a formal professional development program. The College will develop a mechanism to measure the impact of professional development activities on the improvement of teaching and learning once the new professional development program is firmly in place. In 2018, the College will recruit for a full-time permanent position to coordinate staff development efforts.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Official personnel records of all full-time academic staff are housed in the president's office. Part-time academic files are housed in the division offices. These files contain official evaluations, job performance-related data, directives, and any other personal communications. The District Human Resources Office houses all official personnel records for full-time and part-time classified professionals, confidential employees, and academic and classified managers. These files contain initial employment records, job performance evaluations, salary advancement information, personal employment agreements, and any written communication.

The vice chancellor for human resources, general counsel, and director of human resources provide an annual training session for the classified employees' leadership state center class regarding the evaluation process and personnel files. Evaluations are also completed for each of these sessions. Personnel files are also covered in the new employee orientation ([III.A.115](#)).

In accordance with Education Code 87031, AR 7145, and applicable bargaining union contracts all employees have the right to examine their individual personnel file at any time mutually convenient to the employee and the District ([III.A.116](#), [III.A.117](#), [III.A.118](#), [III.A.119](#)). The unit member may be accompanied by a union representative, if desired, or a union representative may inspect such materials individually with the written consent of the employee. Any time someone other than a human resources or personnel commission employee views an individual's official personnel file, that person must sign and date a document kept in the employee's personnel file keeping an accurate record of who viewed the file. Bargaining unit members may request pertinent information or material be added to their file. They may also request copies of any material from their file. Also, in accordance with Education Code 87031, AR 7145, and applicable bargaining union contracts, information of a derogatory nature may not be placed in an employee's personnel records until the employee has been given notice and an opportunity to review and comment in writing. Any response by the employee to the derogatory materials must be placed in the official personnel file.

Analysis and Evaluation

The College meets the Standard. The District complies with education code, administrative regulation, and collective bargaining requirements in regard to security, confidentiality, access, and placement of information in official personnel files.

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[II.C.27 DE STATS Hoonuit Usage \(May 2015-2017\)](#)



Standard III.B. Physical Resources

What's been helpful for me on this campus is the supportive centers. I'm terrible when it comes to homework and tests. I'm terrible at it, but when I go there they break it down to where I understand it.

—Student Equity Focus Group

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthy learning and working environment.

Evidence of Meeting the Standard

Fresno City College (FCC) values transparent communication and frequent collaboration in its partnership with State Center Community College District (SCCCD) District Operations to assure safe and sufficient physical resources. The commitment to this partnership is demonstrated by the FCC Facilities/Environmental Health & Safety Committee (FAC/EHS) which is comprised of faculty, classified professionals, administrators, and students. Committee members discuss all aspects of facility maintenance, safety, and services to support the College mission ([III.B.1](#)). In fall 2016, with the support of the FCC Strategic Planning Council (SPC), the FCC Environmental Health and Safety Committee (EHSC) requested to fold into the FCC Facilities Advisory Committee. This structure provides for strategic planning input regarding health and safety as the FAC/EHS is an advisory committee of the FCC Strategic Planning Council ([III.B.2](#), [III.B.3](#), [III.B.4](#)). The inclusion of environmental health and safety within the Facilities Committee supports strategic plan goals and objectives by actively promoting a healthy and safe, working and learning environment. The committee reviews the results of routine safety inspections and makes recommendations regarding facility and equipment maintenance, repairs, and improvements ([III.B.5](#), [III.B.6](#)).

An important component of the FCC FAC/EHS structure is the inclusion of District personnel. The committee includes ex-officio members from the District including a District operations designee, safety officer, the police chief, and the director of environmental health and safety. This membership ensures ongoing conversations that facilitate integrated planning between the College and District Operations. The FAC/EHS's purpose is to "serve as an advisory committee to the Strategic Planning Council by supporting the College's Strategic Plan goals and objectives of promoting safe, adequate, well-maintained facilities that support excellence in education and maintain the beauty and historical significance of our facilities."

Fresno City College Administrative Services works closely with District Operations and seeks to uphold Administrative Regulation 6520 which states, "All employees are responsible to help protect District property including buildings, grounds, and equipment" ([III.B.7](#)). The vice president of administrative services is a regular member of several District committees including: Districtwide Facilities Committee, District Budget Resource Allocation Advisory Committee (DBRAAC), District VP Committee, and District Finance & Administration Committee. The custodial manager of the FCC Building Services department reports to the vice president of administrative services. The custodial manager serves on the FCC Management Council and FCC FAC/EHS Committee.

Administrative Services conducts a semi-annual Facilities Review which includes a visit to each room on campus. During this review, the paint, flooring, ceiling, furniture, and other room attributes are scored according to a rubric developed in collaboration with the Facilities Committee. This is used in prioritization of projects in the upcoming year ([III.B.8](#)).

FCC is committed to providing a secure environment for students and employees. As part of the growing concerns around a possible active shooter, the campus changed almost all of the door locks to be easily secured from the interior of a room. The remaining doors are all fire rated and will need further analysis to determine the best solution ([III.B.9](#)).

The institution realizes that regular professional development opportunities are one of the most effective means to empower employees with the skills needed to maintain a safe and secure environment. The campus, often in collaboration with the District, offers safety training each semester. These efforts align with District policy and regulations that address safety ([III.B.10](#), [III.B.11](#), [III.B.12](#)). The topics include but are not limited to, emergency preparedness for fires, earth quake preparedness, student mental and physical health concerns, and active shooter scenarios ([III.B.13](#), [III.B.14](#)).

District Operations support all colleges and campuses ([III.B.15](#)). The vice chancellor of operations and information systems provides oversight for several District departments including: Construction Services, Maintenance and Operations, Environmental Health and Safety, the Police Department, and the Grounds Department ([III.B.16](#)). The vice chancellor facilitates the Districtwide Facilities Planning Committee (DFPC) meetings. The DFPC provides Fresno City College with an additional opportunity to engage in a collaborative process that supports integrated planning efforts ([III.B.17](#)).

The District's Construction Services Department is part of the District Operations team which includes maintenance, grounds, transportation, police, and environmental health and safety. Each department within District Operations works together in a collaborative effort to ensure that facilities are safe, well-maintained, and upgraded to accommodate the changing needs of students, faculty, and staff. The District's Construction Services Department works with Fresno City College to identify, plan, coordinate, and implement construction and renovation projects to ensure that facilities meet student needs and appropriately support educational programs. Changes and upgrades, including those to support distance education, are facilitated through the Facilities Modification Request system ([III.B.18](#)). The Facilities Modification Request system supports increased instructional capacity and support services and fosters student learning within the distance education model by expediting technology upgrades such as, improving fiber and increasing data and electrical capacity, modernizing of instructional space, and modifying existing unused spaces. Faculty and staff are able to submit a Facilities Modification Request to their supervisor for approval. Upon supervisor approval, it moves forward to the area vice president and the vice president of administrative services for final approval before being submitted for a construction quote. This process provides a system of checks and balances to ensure the project meets appropriate criteria to move forward. In addition, the District created an Americans with Disabilities (ADA) Database which assists the District in recognizing, prioritizing, and tracking the progress of facility upgrades to ensure compliance with ADA guidelines and Title 24 of the California Building Code.

The District's Department of Environmental Health and Safety (DEHS), under District Operations and Information Services is responsible for ensuring that the College's occupational safety and environmental health regulatory requirements are met. Administrative Regulation 6850 provides the district policy for hazardous materials. Programmatic oversight, including routine reviews are managed by the DEHS. Such reviews intended to comply with Cal/OSHA and Cal/EPA occupational and environmental regulations. Reviews include the Fresno City College Hazardous Materials Business Plan annual submittal, Injury and Illness Prevention Program safety inspections, and Chemical Hygiene inspections. Additionally, the DEHS performs workplace hazard evaluation for the purpose of preventing employee occupational exposures to hazardous materials such as lead, mold, and asbestos ([III.B.19](#), [III.B.20](#)).

The Maintenance and Operations Department implemented an electronic maintenance service request system in fall 2014 called SchoolDude ([III.B.21](#)). The District has utilized this system to make services more widely available to the Fresno City College campus. Through this system, departments are able to quickly submit and track requests for service and repairs ([III.B.22](#)). The SchoolDude system also contains a preventative maintenance (PM) program. The PM program was developed to generate routine work orders for preventative maintenance tasks that are due on a wide variety of equipment and building infrastructure, such as emergency power generators, HVAC equipment, plumbing systems, and fire and security systems. Scheduling preventative maintenance tasks and implementing the SchoolDude system enables the Operations department to ensure the Fresno City College campus is well-monitored and maintained to ensure continuous improvement of College facilities ([III.B.23](#)).

The District Department of Environmental Health and Safety supports Fresno City College's commitment to providing an accessible, safe, and healthy environment for students and employees by:

- Establishing policies and programs designed to protect the health and safety of faculty, staff, and students ([III.B.24](#)),
- Providing information to faculty, staff, and students about health and safety hazards,
- Identifying and correcting health and safety hazards, and encouraging faculty, staff, and students to report hazards ([III.B.25](#)),
- Providing information and safeguards for those on campus regarding hazards arising from operations at State Center Community College District ([III.B.26](#)), a
- Developing and implementing programs to ensure compliance with applicable local, state and federal health, safety and environmental regulations and requirements ([III.B.27](#)).

As directed by BP 6800, the SCCCDC Injury and Illness Prevention Program is a mechanism and regulatory framework that provides for routine facility inspections with follow up corrective actions to ensure that access to facility safety components remains unobstructed and accessible to employees, students, and guests. The Injury and Illness Prevention Program contains the inspection protocols and safety procedures. These safety features include, but are not limited to, safety shower and eyewash stations, energized electrical panels, fire extinguishers, fire alarm pull stations, and emergency egress. In addition, online safety training is available on the Department of Environmental Health and Safety's webpage ([III.B.28](#)).

District Grounds Services and Maintenance Operations are also responsible for overseeing safety and sufficiency requirements prescribed by the District Office and the campuses. Facilities are subject to regular annual review such as the annual sidewalk inspection review. This further ensures safe and sufficient campus and off-site facilities ([III.B.17](#)).

SCCCD Grounds Services staff uses Integrated Pest Management practices required under the Healthy Schools Act for District Child Development Centers ([III.B.29](#), [III.B.30](#)). Grounds Services employees are licensed by the State of California - Department of Pesticide Regulation for the application of herbicides and pesticides ([III.B.31](#)). Grounds Services has weekly communication with the College's Athletic Department, the college facilities assistant, and Student Activities to ensure coordination among classes, events, and student activities.

The District provides policy and regulations to guide the SCCC Police Department ([III.B.7](#), [III.B.12](#), [III.B.32](#)). The State Center Community College District Police Department's mission is to provide a safe environment for students, faculty, and staff at each District campus and satellite location ([III.B.33](#)). To support this mission, the police department provides a 24-hour dispatch center for police, ambulance, and fire response ([III.B.34](#)). The dispatch center monitors panic buttons located in each office and classroom allowing dispatchers to listen in during an emergency situation. Dispatch also monitors an intrusion alarm system, CCTV cameras, and fire alarms at all campuses so that police and fire can be made quickly aware of emergency issues. The intrusion alarm system provides dispatchers access to real-time activity within the buildings, and allows officers to review alarm activations post-event for criminal investigations.

In addition to dispatch, officers are present in vehicles, on foot, and bicycle patrol. This enables the police department to provide access on all parts of each campus and establishes a police presence ([III.B.35](#)). The District Police Department website provides greater access to the department's resources and services. The website also includes links to valuable resources, crime statistics, parking and traffic policies, and personal safety tips ([III.B.36](#), [III.B.37](#), [III.B.38](#), [III.B.39](#), [III.B.40](#)).

Dispatch issues crime and emergency alerts for activity on or near the campus vicinity through a text alert system. This program is also used for email notifications of emergency alerts or "Timely Notification" bulletins to alert staff and students of potential on-going dangers. It also maintains contact information for all enrolled students, employees, as well as vendor information ([III.B.41](#)).

Verex, also monitored by the Dispatch Center, is the primary system for monitoring the ingress and egress of buildings and selected rooms. This system maintains a safe environment through the identification of occupants and allowing or denying access. Training is currently being developed for use of the system.

Emergency notification is available in offices and classrooms through the VOiP telephone system, and a separate radio-telephone system is used for exterior notification. Both systems are designed to be used by the Dispatch Center, or through remote access by either computer or smartphone for the VOiP system, or a telephone call in for the exterior radio system. The external speakers are not as effective as planned, and are being evaluated for an upgrade with the current bond funds.

All campus phones have two-way communication capability with the Dispatch Center in the case of an emergency. To ensure the caller's safety, the initial call is muted at the Dispatch Center to allow for the safe relay of information in an emergency situation. This allows the caller to advise the dispatcher of a potentially dangerous situation as it occurs without alerting a potentially violent or dangerous subject. The campus' emergency exterior site phones allow campus staff, students, and community visitors to activate and open direct communication to the Dispatch Center ([III.B.42](#)).

Cameras are installed throughout the campus and are connected back to the Dispatch Center. Video is stored for 30 days. The cameras can be focused to watch specific areas of the FCC campus as well as capture crimes or disturbances as they are occurring. Campus plans include expanding the number of camera locations ([III.B.43](#)).

The Avigilon system at the Career & Technology Center allows verbal communication through speakers to subjects on the campus. The system also allows the administrator to change the settings for options such as boundaries for motion sensors, times of day it records, etc. It can distinguish between people and vehicles as well as track movement on the campus.

The police department has had several vacancies in the last two years. In response to these vacancies to ensure campus safety, the District has entered into a contract with the Fresno Police Department to patrol the campus during non-peak times, including the early morning and the evenings ([III.B.44](#)).

Equipment and facilities that support distance education courses are evaluated through the same processes as traditional programs. However, distance education equipment needs are determined through the Program Review process and feedback from the Distance Education Advisory Committee. The director of distance education utilizes the action planning process for one-time equipment purchases. The Distance Education Plan allows the College to maintain and plan for campus facilities to meet the needs of faculty in support of student success and learning ([III.A.44](#)).

The College provides an open computer lab known as "Den" for faculty." Faculty can receive individual support with open lab hours or participate in group training on Canvas and other instructional software ([II.A.16](#)). A calendar of events is available at the beginning of each semester. In addition to training and technical support, faculty also have access to critical student support services including student readiness modules and statistics, online proctoring, Net-Tutor, ADA compliance software applications, such as ALLY, plagiarism detection, and instructional design experts.

On-the-ground proctoring is also available at the Fresno City College Assessment Center. Outside approved proctored sites are part of an agreement through the Online Exchange Initiative (OEI), which FCC has joined as a geographical center for students taking DE classes outside the area that require proctoring. Partner institutions will provide the same service to Fresno City College students. Proctorio provides a Chromebook device for the assessment center with necessary software.

In 2012, ACCJC approved a substantive change proposal for several existing programs offered 50% or more online. In July, 2017 the College received notice from ACCJC that additional programs are approved under the existing agreement ([III.B.45](#)).

Analysis and Evaluation

The College meets the Standard. The District and College's commitment to assuring safe and sufficient physical resources is demonstrated through collaborative committee work, well-structured departments, and regular evaluation processes that occur on all locations. Integrated planning between the District and College ensures that proper maintenance, improvements, safety reviews, and reports occur to ensure a safe environment for learning.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College mission is the central focus of its integrated planning process. This process provides academic and administrative units the opportunity to analyze evidence and determine resource needs that support programs and services ([I.A.26](#)). Units identify facility needs in annual unit planning goals and use the action plan resource request form to request funding ([I.A.27](#), [I.A.29](#), [II.A.26](#)). The FCC Integrated Planning Process informs both College and District facilities planning.

Board Policy 3250 states that “appropriate segments of the college community be involved with integrated planning. Administrative Regulation 3250 further states that the development of institutional plans “will provide for the involvement of faculty, administration, classified staff, students and member of the community, as appropriate” ([II.A.18](#)). In 2012, State Center Community College District developed a Districtwide Facilities Master Plan (FMP) based on the needs identified in the FCC Educational Master Plan ([III.B.46](#), [III.B.47](#)). Districtwide constituent groups participated in the FMP including faculty, administrators, students, and classified professionals representing various facilities committees. The initial focus was to align the FMP goals with the SCCCDC Strategic Plan Goals and Objectives. Additionally, the committee analyzed several factors including site assessments, demographic analysis, educational program needs, prioritization and funding analysis, and staff and community dialogue. The District's 2012 Facilities Master Plan details recommended modifications for each campus including on-site improvements, modernization projects, and potential new buildings. It is also used to plan for new state and local bonds. In spring 2014, the priorities in the FMP were reviewed by the FCC Facilities Committee. The review included four campus forums where all members of the campus community were invited to voice their opinions and concerns ([III.B.48](#), [III.B.49](#)).

With the passage of Measure C in June 2016, efforts are underway to revise the District's 2012 Facilities Master Plan. The bond measure provides over \$485 million to improve facilities district wide ([III.B.50](#)). The approved bond projects aligned with the District's 2012 Facilities Master Plan with the addition of a Southwest Fresno center ([III.B.51](#)). The bond will fund a new science and engineering building, additional parking, space for the fire and police academy, improvements for the Career and Technology Center, ADA improvements, and technology improvements ([III.B.52](#)). Originally, the academies were

to be located at a Southeast site. However, due to changes in city planning in the past ten years, site selection will be added to future plans. The College has selected a planning firm to assist in identifying the locations of all FCC facilities projects ([III.B.53](#)). In spring 2017, three special meetings were held so members of the community could provide feedback on bond projects ([III.B.54](#), [III.B.55](#), [III.B.56](#)).

Originally, the academies were to be located on a 120 acre Southeast site purchased by the District in 2009 using Measure E funding (Measure E passed in 2002). However, due to significant changes in city planning in the past ten years, the selection of a new First Responder Academy site, formerly Police and Fire Academies, will be added to future plans for Southeast Fresno.

On March 7, 2017, the SCCC Board of Trustees voted to install solar panels project that covers most of the parking along McKinney Avenue. This action represented another departure from the District's 2012 Facilities Master Plan which has significant impact on planning the placement of the new Science and Engineering building, as well as the proposed parking structure. This solar system is estimated to provide 30 percent of the campus power needs.

In spring 2017, faculty, staff, community and two board members engaged in initial planning sessions for proposed placement of the new Science and Engineering building, the Career Technical Center, the First Responder Academy, and additional parking. Additionally, in spring 2017, three special meetings were held so that community members and College personnel could provide feedback on bond projects. During the summer and early fall of 2017, the College along with community partners held close to a dozen community meetings in Southwest and Southeast Fresno to solicit input regarding programming. In fall 2017, College administration and leadership worked with architects to finalize proposed placement plans for the Science and Engineering building, and plans will continue in spring 2018.

In an effort to leverage external funding for facilities, the College engaged with the Fresno Transformative Climate Communities (TCC) Collaborative, which is a participatory process to invest in a series of projects that will result in significant environmental and economic benefits for people who live or work in downtown, Chinatown, and southwest Fresno. College staff, faculty, administration, and District representatives met regularly with the Collaborative from July through September 2017 to develop a proposal that will be submitted to the state for \$70 million from the Transformative Climate Communities Program (TCC). The subsequent proposal includes \$16.9 million in state TCC funding and \$11.5 million from the City of Fresno for Fresno City College, and a philanthropic offer for land for a FCC Southwest Fresno center. ([III.B.57](#)).

Through Measure C and other external funding, Fresno City College will develop a satellite campus in West Fresno, providing residents with workforce training and educational pathways leading to high-demand, high-quality jobs. The site will offer technical certificates and degree programs leading to traditional and "green economy" employment outcomes, as well as increased community health benefits. The West Fresno satellite will inspire entrepreneurship to transform the region and serve as a Magnet Core to catalyze improvements in the overall environmental health of the region. Confirmed matching funds include \$40 million in funding via the SCCC Measure C initiative, supporting construction of a career technical education facility and the West Fresno education center. The planning

for the satellite campus has had widespread community input. In fall 2017, the College hosted three open forums to encourage involvement of faculty, administration, classified staff, students, and community members.

Another evolution of the 2012 Facilities Master Plan is seen in the expansion and fruition of a partnership between Fresno Unified School District and Fresno City College that was originated in a 2004 Memorandum of Understanding for an Early College initiative. Design Science High School is one of Fresno Unified School District's magnet high schools, providing mostly first generation college students an opportunity to concurrently enroll in Fresno City College and graduate from high school as college sophomores ([II.C.93](#)). Students average 50 units of college credit upon high school graduation.

In February 2017, the Fresno Unified Board of Education approved a \$6 million District contribution for future construction of a new Design Science High School on the Fresno City College campus. Now an official "Middle College High School," Design Science High School has been housed in temporary portable buildings east of the College across Blackstone Avenue on Cambridge Avenue. The high school shares a space with Patiño School of Entrepreneurship, next to the FCC Police Academy. Plans are moving forward to relocate Design Science Early College High School to a permanent facility at Fresno City College.

In October 2017, the next phase of collaborative planning began with Fresno Unified and Fresno City College during the College's master site planning process, reflecting the strengthened partnership between Fresno Unified, Fresno City College, and the State Center Community College District.

Strategic planning is at the foundation of the District Operations Department as it supports the College's programs and services ([III.B.58](#)). Each facility is evaluated according to its use, age, and its effectiveness in supporting campus needs. Maintenance personnel provide valuable input on the condition and expected lifespan of equipment. The overall condition of campus facilities and equipment is determined during the preventative maintenance (PM) process. PM results, campus needs, and budget considerations provide the framework for developing the Five Year Scheduled Maintenance Plan, which is implemented as the budget allows and is updated and revised as needed. The Maintenance and Operations Department maintains the ongoing and adaptive Five Year Scheduled Maintenance Plan. This plan provides a comprehensive list of facilities and equipment that are scheduled for replacement or major overhaul within the next five years. The five-year Scheduled Maintenance Plan ensures that each facility is evaluated and funds are appropriately allocated toward repairs, upgrades, and remodeling. Typical projects include structural and mechanical repairs, re-roofs, upgrades, and remodels necessary to keep College facilities safe and sufficient to meet the needs of students and staff.

The SCCCD Operations and Maintenance Office maintains a campus facilities/equipment database to track the relative condition of assets and determine an appropriate replacement timeline which informs the annual Five-Year Equipment Replacement Plan ([III.B.59](#), [III.B.60](#)). ADA compliance, key issuance, new technical tools and input from staff are all considered in the development of the plan.

Analysis and Evaluation

The College meets the Standard. The College uses its integrated planning process to inform facilities planning. The College and District committees serve as a means of regular communication regarding the status of projects that support the needs of programs and services. With the passage of Measure C and the remaining funds from Measure E, resources are available to implement many of the College's planning priorities. In addition to new construction, priorities include ADA and technology improvements. There are systems in place to effectively address the ongoing maintenance and safety needs of the College to ensure that resources and space are effectively utilized.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs services, the institution plans and evaluates its facilities and equipment on a regular basis taking utilization and other relevant data into account.

Evidence of Meeting the Standard

As discussed in section III.B.1, the FCC Facilities Advisory Committee serves as a means of regular communication and collaboration with District Operations. The meetings provide the opportunity to inform constituency groups regarding the status of facilities and equipment ([III.B.1](#)).

Every three years, the Foundation for California Community Colleges conducts a Facilities Condition Assessment to document physical or operational deficiencies for each building. An average life and cost of replacement is estimated based on the date of construction or the last documented renovation of the building system. The information generated by the life cycle cost model and modified by the site assessment is used by the assessment team to calculate the facility's repair and replacement cost. The assessment is reviewed and incorporated into the planning and development for each campus and assists in prioritization ([III.B.61](#)).

The District Operations Department works diligently to ensure that campus facilities meet the needs of the students, faculty and staff. As discussed in III.B.1, the SchoolDude system generates routine work orders for preventative maintenance to ensure regular and ongoing maintenance of campus facilities and related equipment. In addition, the SchoolDude system allows quantification of District Operations Department staff workload by tracking the number of calls for service, labor hours spent, and wait times for service ([III.B.62](#)). The District Operations Department reviews staffing levels regularly to ensure that they are sufficient to meet the needs of the main campus as well as the offsite facilities ([III.B.63](#)). Although staffing has increased appropriately with campus needs, the College seeks to employ additional qualified maintenance staff as needed.

The District Five-Year Scheduled Maintenance Plan is continually revised based on changing needs and as projects are executed. Recent examples of completed projects include re-roofing the theatre/arts building and installing new air handler units on the cafeteria in addition to numerous remodel/ repair projects in the planning stages ([III.B.17](#)). As funds become available, the College will move forward with completion of the planned projects.

To ensure that student and employee safety needs are met, the campus conducts three different, but complementary, facility and equipment hazard identification inspections under provisions established pursuant to the Injury and Illness Prevention Program. The first type of inspection involves the monthly examination of fire extinguishers and testing and evaluation of safety showers and eyewash stations (III.B.64). The second type of inspection evaluates high-hazard areas and equipment such as those found in science and CTE laboratories. Specifically, equipment is checked for working condition and continued suitability. Hazardous materials are evaluated for proper storage and function, and personal protective equipment is assessed for sufficiency and suitability. The third type of inspection includes an annual comprehensive facilities evaluation designed to assess general campus areas such as classrooms and offices (III.B.65). The general safety and suitability of items such as flooring, desks, chairs, storage cabinets, and sidewalks is evaluated.

The SCCCD Department of Environmental Health and Safety inspects, tests, and certifies Fresno City College's chemical fume hood ventilation systems located in the Math, Science, and Engineering and Health Science buildings. The certification process is essential for the offering of chemistry, biology, and allied health programs (III.B.66).

Fresno City College is permitted by the County of Fresno Environmental Health Department to store and use hazardous materials and dispose of hazardous waste. The SCCCD Department of Environmental Health and Safety works directly with College staff to inventory and categorize hazardous materials and to classify and track hazardous waste generation and disposal. These measures ensure that campus facilities meet current standards of regulatory compliance and support educational programs (III.B.67).

SCCCD also participates in Joint Powers Authority insurance pooling. The JPA consists of a Board of Directors and a Safety and Loss Control committee (III.B.68). The SCCCD Director of Environmental Health and Safety chairs the committee, and on a routine basis, reviews insurance claim loss data from property, liability, and Workers Compensation programs. To ensure continuing quality, these data are analyzed for trends at the campus level frequently resulting in facility and equipment improvements. Improvements have included upgraded lighting, sidewalk replacement, and upgrades to the campus utility cart fleet. Information about the Joint Powers Authority can be found through a link on the Health and Safety website (III.B.69).

As part of the College equipment inventory review, each area reviews the condition of their equipment and determines the estimated useful life. When replacements are needed, the information is used to write an Action Plan for funding. The results of the inventory review are also used to complete the Chancellor's Office annual instructional equipment review. With the return of state Instructional Equipment Funds, the College has made significant progress in funding the replacement of outdated instructional equipment.

As stated above in section IIIB.1, every other year, the College's vice president of administrative services, the custodial manager, and area manager walk each room to determine the condition of the paint, flooring, furniture, whiteboards, and other room characteristics. This information is used to determine College priorities for addressing classroom and office remodel projects (III.B.8).

In February 2017, the District proposed the addition of solar panels to the College parking lots on McKinley Avenue to the College Facilities Committee. The FCC Facilities Committee voted to delay the project due to the timing with the campus bond planning. Delaying the project was a concern for District Operations because if the project is not completed and closed out by the Department of State Architects by December 2017, then the College's electric billing cycle would not have peak pricing during maximum solar productivity. After weighing the College and District Operations concerns, the Board accepted the solar proposal at the March 2017 Board of Trustee's meeting. This project is anticipated to provide long-term cost savings ([III.B.6](#), [III.B.70](#)).

Analysis and Evaluation

The College meets the Standard. The District and College work collaboratively to continually review and assess facilities for safety, maintenance, and aesthetics. These reviews are used to ensure a proper work and learning environment, and to identify needed improvements. Equipment is reviewed to ensure proper planning for replacement.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

As new capital projects are constructed to meet the needs of the District, the total cost of ownership (TCO) is evaluated and utilized in the determination process. The TCO model includes the cost to design, build, maintain, and operate. Specifically, when determining the TCO of a new capital project, routine maintenance, minor repairs, major modernizations (5-25 years), preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology, and life cycle cost are all factors in the analysis.

The District works with the State Chancellor's Office for ongoing planning and development. Long range needs are identified utilizing the information provided in the Five-Year Construction, Scheduled Maintenance, and Equipment Plans, and updates to Space Inventory. As needs are identified, these plans are updated, revised, and re-prioritized for annual submission to the state. The information is continually updated and uploaded to the State Chancellor's Office Fusion website ([III.B.61](#)).

As directed by AR 3250, the Five-Year Construction Plan includes both local and state funded projects. It is approved through the Board and due every year to the State Chancellor's office by June 30 ([III.B.71](#), [III.B.72](#), [II.A.18](#)). Potential state funded projects are submitted as an Initial Project Proposal (IPP) to the State Chancellor's Office and, once approved, are submitted as a Final Project Proposal (FPP) to the state to request funding ([III.B.73](#)).

The College's long-range capital plans include maintaining an ongoing and adaptive Five-Year Scheduled Maintenance Plan ([III.B.23](#)). The Maintenance and Operations Department provides input essential to the planning and execution of the five-year plan. Maintenance personnel provide valuable input on the condition and expected lifespan of facility equipment. This information, along with Col-

lege needs and budget considerations, is analyzed for the development of the five-year plan. The plan is implemented as the budget allows, and is updated and revised throughout the year. In addition to considering the TCO, needs for specialized equipment and/ or training in order to properly maintain the upgraded facilities are also considered. For example, Energy Management Systems (EMS) training is provided as upgrades are implemented. In December 2012, the Board approved the security systems specialist position which is responsible for “the programming and scheduling of the District’s energy management systems” and provides “assistance, information, and technical expertise to site personnel” (III.B.74). Also, a new single-man lift with outrigger system was purchased for the OAB Auditorium after construction in order to change lightbulbs above the sloped floor. Training is provided to employees on the use of new equipment and systems installed during construction or remodel projects, such as training on, a new lighting control system at OAB, new wheelchair lifts at OAB, and new campus-wide access control and fire systems.

Long-range capital plans require the District Maintenance Department to think about staffing as it seeks to continue to maintain an aging campus. Through the District administrative services unit review process, the department underwent a thorough staffing review. In order to assure necessary staffing to maintain the campuses, the overall square footage maintained per full-time employee was compared and reviewed against the statewide averages. Through this analysis funding was secured for maintenance personnel (III.B.75). In addition, in the fall 2013 Building Services program review, a need for additional staffing was established. As a result, an action plan was forwarded through the human resources request process, prioritized, and funded. Although additional positions are still needed, the department works to maximize efficiency and current resources (III.B.76, III.B.77, III.B.78).

Analysis and Evaluation

The College meets the Standard. The District and College work collaboratively to review and assess staffing and building conditions in order to effectively maintain and expand College facilities. As part of comprehensive short and long-term planning processes, a Total Cost of Ownership evaluation is done to determine the need for additional staff, training, and equipment to effectively maintain the planned facilities.

Standard IIIB Evidence List

- [III.B.1 FAC EHS Draft Operating Agreement](#)
- [III.B.2 EHSC Minutes 4-6-16](#)
- [III.B.3 EHSC -Recommendation to Dissolve](#)
- [III.B.4 SPC Minutes 10-20-16](#)
- [III.B.5 FAC Minutes 1-19-17](#)
- [III.B.6 FAC Minutes 2-23-17](#)
- [III.B.7 BP AR 6520](#)
- [III.B.8 FCC Master List of Rooms 2016](#)
- [III.B.9 EHSC Minutes Locks](#)
- [III.B.10 BP AR 6800](#)
- [III.B.11 AR 7122](#)
- [III.B.12 BP AR 3500](#)
- [III.B.13 Active Shooter Training Announcement](#)
- [III.B.14 Fire Extinguisher Training Announcement](#)
- [III.B.15 District Operations Screen Shot](#)
- [III.B.16 SCCCDC Business and Operations Org Chart](#)
- [III.B.17 SCCCDC DFPC Minutes 2015](#)
- [III.B.18 Facilities Modification Form](#)
- [III.B.19 AR 6850](#)
- [III.B.20 External Agency Reports](#)
- [III.B.21 FAC Minutes 10-2-14](#)
- [III.B.22 School Dude Work Order Request Form Screen Shot](#)
- [III.B.23 SCCCDC Scheduled Maintenance 2016-2022](#)
- [III.B.24 Environmental Health and Safety Screen Shot](#)
- [III.B.25 SCCCDC Safety Report Form](#)
- [III.B.26 Emergency Procedures Screen Shot](#)
- [III.B.27 EHS Programs Screen Shot](#)
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Standard III.C. Technology Resources

In the lab, the professor comes around and helps us with our computer programs. If we have any problems, he's there to troubleshoot. I've always felt that the professors never make us feel stupid for asking a question or for making a silly mistake. I've felt that almost all the professors are very supportive in that way.

—Student Equity Focus Group



III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Fresno City College's Technology Support Services Department (TSS) is responsible for the College's operational technology functions. The department is supervised by the director of technology who reports to the college president. The director of technology oversees the Fresno City College main campus and the offsite Career and Technology Center (CTC). The department is staffed by seventeen full-time employees, one part-time employee, and numerous student aides ([III.C.1](#)). TSS installs, supports, and maintains many functions including, but not limited to: instructional and administrative computing support, audio/visual technology, wireless network connectivity, the campus data center, VoIP phone system, video surveillance, ADA classroom technology support, faculty, staff and student help desks, and mobile device management ([III.C.2](#), [III.C.3](#), [III.C.4](#), [III.C.5](#), [III.C.6](#)).

The director of technology and lead TSS staff meet weekly to discuss campus and departmental issues, as well as develop the weekly departmental meeting agenda. Regularly scheduled department meetings provide continuity for operational functions ([III.C.7](#), [III.C.8](#)).

TSS provides updates on projects and work completed through several reporting mechanisms. Specific reports include fall and spring convocation updates, surveys after help desk work orders are closed, and departmental surveys for the administrative services program review for TSS ([III.C.9](#), [III.C.10](#), [III.C.11](#)).

To support participatory governance and planning, the Technology Advisory Committee (TAC) forwards recommendations to the director of technology. TAC is comprised of faculty, staff, students and administrators. It provides guidance on technology and serves as a policy recommendation body for campus wide technology matters ([III.C.12](#)). TAC also creates the Campus Technology Plan, which was approved by the Strategic Planning Council in December 2015 after full constituent review ([III.C.13](#), [I.B.125](#)).

In addition to serving on TAC, the director of technology is a liaison to several campus and district wide committees ([III.C.14](#)). This assists in ensuring campus wide consistency in the application of technology and prevents the adoption of technologies that cannot be properly supported or maintained. The director of technology is also a member of the President's Executive Council providing an additional venue for input in ongoing planning efforts as well as immediate decision making.

The Technology Advisory Committee conducts an annual faculty and staff survey as well as a student survey to assess trends and changes of campus end-users ([III.C.15](#), [III.C.16](#), [III.C.17](#), [III.C.18](#), [III.C.19](#), [III.C.20](#)). This survey provides campus constituents with the opportunity to provide input on campus needs as well as assess current campus technology use. Results are shared with the Strategic Planning Council which disseminates the information to advisory committees as appropriate ([III.C.21](#)).

Fresno City College administration prioritizes technology in its funding decisions which is reflected in the budget ([III.C.22](#), [III.C.23](#), [III.C.24](#)). Campus computer hardware, instructional and non-instructional software, peripherals, and audio-visual equipment have been centralized and purchased through the TSS department. Technology purchase requests are managed with the Technology Request Form (TRF) ([III.C.25](#)). Divisions and departments submit TRFs to Technology Support Services, who review the request and makes recommendations for appropriate solutions. Once the TRF is reviewed by TSS, it is returned to the requesting department and a requisition for a purchase order is created to finalize the purchase. The TRF process ensures that all new technology meets campus standards and can be appropriately supported. Departments requesting equipment that does not meet campus standards must be cleared through the director of technology prior to being implemented to confirm the ability to provide technical support.

TSS ensures that campus wide academic and administrative software needs are met. Academic software needs are identified through lab setup forms which academic divisions complete each semester to provide input on software installation and configuration in campus computer labs ([III.C.26](#)). TSS works closely with faculty to ensure the process is completed in a timely fashion for the semester opening.

Administrative software needs are met primarily through the action plan process with the addition of a Technology Request Form ([II.A.26](#)). Units determine goals and associated technology needs through the annual unit planning process. TSS then works closely with administrative units as they develop action plans to ensure the software will meet the desired need, and ensure that TSS can support the software. Technology Request Forms are created by the administrative unit with assistance from TSS, and are attached to the action plans. Action plans are submitted through the integrated planning process, and upon approval, requisitions and purchase orders are created, and software is ordered and installed.

In addition to individual requests, TSS creates an annual action plan for campus wide instructional and non-instructional software needs ([III.C.27](#), [III.C.28](#)). As new software needs are identified, they are added to the list. As old software is retired, it is removed. This annual evaluation of software needs ensures that campus requirements are being met.

Hardware needs are also identified through the action planning process. The need for new faculty and staff computers is established through an annual assessment which includes factors such as the age of the equipment and the computing needs of the faculty or staff member. The Action planning process has supported significant funding over the past five years to upgrade campus computers ([III.C.23](#)). Virtualizing workstations has extended the life of campus computers as the need to accommodate software has lessened. Not only does this result in significant savings but also less interrupted instruction time in classrooms for updates.

To support students enrolled in Disabled Students Programs and Services (DSPS), the College has purchased over 250 iPads for classroom use and for student checkout. UbiDuo devices have also been implemented in every division and department office to enhance the College's ability to communicate with hearing impaired students.

Fresno City College's 2015-2018 Distance Education Plan, the Educational Master Plan, and the 2013-2017 Strategic Plan support the expansion of distance education programs and recognize the role of technology support ([I.A.6](#), [I.A.64](#), [III.C.29](#)). The College provides support for Distance Education programs through several mechanisms, including Distance Education Advisory Committee, flex day sessions, and ongoing professional development activities ([III.C.30](#), [II.A.25](#), [II.A.16](#)).

Distance education is a College priority, and in order to provide the appropriate leadership and support to facilitate these efforts, the College hired a director of distance education in 2014 and an instructional designer in spring 2015 ([III.C.31](#), [II.A.31](#)). In addition, the distance education instructional technician position now reports to the director of distance education which helps support the Online Learning/Instructional Technology (OLIT) training program. These changes in College organizational structure have resulted in planning of more specific and direct educational opportunities as detailed in the FCC 2015-2018 Distance Education Plan ([III.A.44](#)).

The director of distance education is actively involved in the distance education community throughout the state. She is a member of the Online Educational Initiative (OEI) Consortium Committee and the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC). She is currently serving as the vice president of California Community Colleges Distance Education Coordinators (CCCDECO). In addition, she manages the adoption, training, communication, and continued support of OEI provided services including faculty training and support, ADA compliance with Ally software, proctoring through the California Community College's on the ground proctoring network, online proctoring with Proctorio, Quest for Success, EPortfolios with Portfolium, OER grant interest and application, and 24/7 tutoring with Net-Tutor.

In support of the growing demand for online education, the College has augmented its distance education offerings through two statewide initiatives: the Online Education Initiative (OEI) and the Common Assessment Initiative (CAI). The College seeks to improve retention and success rates in courses using distance education through professional development that fully trains faculty to develop courses around the OEI rubric and provides equitable availability of student support services ([II.A.15](#), [II.A.82](#)).

The FCC Distance Education Advisory Committee includes discipline and constituent group representation. The director of distance education meets regularly with the vice president of instruction to ensure regular communication and address ongoing challenges. The vice president of instruction also serves on the district wide Technology Committee and coordinates district wide solutions to the technical management of Canvas. In addition to supporting Fresno City College, the College's technology support technician assists the District by coordinating solutions with the District database administrator as well as managing WebAdvisor and its integration with Canvas in the display of data and student enrollment. He also manages Learning Tools Interoperability (LTI) integrations within Canvas, such as Turnitin, Turning Technologies, and Ally.

Through the use of state funds, the College moved its Course Management System (CMS) from Blackboard to Canvas. This move was implemented district wide in spring 2017. Canvas provides a quality common interface for students as the OEI gains traction. Extensive Canvas training was provided to

faculty. There continues to be ongoing communication and support to ensure quality as distance education expands on the Fresno City College campus.

District wide technology planning provides opportunities for important discussions in a variety of forms. In December 2016, the District Technology Advisory Committee was reconstituted (III.C.32). Membership is comprised of district wide constituencies including faculty, staff, administrators, union representation, and students (III.C.33). Prior to the reconstitution of this committee, the vice chancellor of operations and information systems solicited district wide input and recommendations through a variety of venues. For example, the campus information technology directors, the District information systems director, and the vice chancellor meet monthly to discuss technology issues and projects (III.C.34). The District Distance Education Committee met to discuss the migration of Blackboard to Canvas, as well to make a decision on implementation of Board Docs. Finally, the District Web Committee reviewed RFPs and presentations to select a web developer for creation of a web presence for each campus and the District Office.

Analysis and Evaluation

The College meets the Standard. Appropriate and adequate technology resources are provided by Technology Support Services under the supervision of the director of technology. Institutional technology needs are identified through the annual unit and action planning processes. The Technology Advisory Committee regularly evaluates effectiveness through an annual survey. Campus wide dialogue to ensure consistency in application of technology occurs through constituency representation on TAC and the director of technology's involvement on campus and District committees. The director of technology also provides oversight to ensure there are mechanisms in place for reliability, disaster recovery, privacy, and security. The recent reconstitution of the District Technology Advisory Committee should provide appropriate opportunities for consistent dialogue regarding technology planning.

Changes and Plans Arising out of the Self Evaluation Process

The College will continue to work collaboratively with the District through the District Technology Advisory Committee and other venues to ensure open lines of Communication and effective technology planning.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Technology Support Services Department maintains a ten-year plan for replacing technology infrastructure, computers and technology related equipment (III.C.23). This plan aligns with the campus planning process to support campus wide technology (I.A.26). For example, the action planning process was followed to secure funds for implementation of the required bandwidth, computing capacity, and network storage to meet campus backend needs (III.C.27, III.C.28, III.C.35, III.C.36, III.C.37, III.C.38, III.C.39, III.C.40, III.C.41). Projects completed through this process include:

- Completed campus wide migration from a Cisco network infrastructure to Juniper Networks (III.C.3).
- Upgraded from dual 1 to dual 10 GB connections to each building from our data center
- Expanded the growth of the wireless network to over 250 wireless access points (III.C.4).
- Refreshed the entire data center with new servers (III.C.42).
- Added additional data storage to meet campus needs.
- Continued the campus five-year plan to replace and upgrade instruction stations with smart technologies and control systems in all computer and lecture labs (III.C.43).
- Added a Mobile Device Management (MDM) solution to better manage the tremendous growth in campus mobile devices.
- Acquired JunosSPACE to monitor network utilization and management for network planning and maintenance.

In 2012, TSS commissioned a consultant to write a College network plan (III.C.44). The plan clearly identified the following:

- Switches needing replacement and the replacement order for the switches.
- IP address schema needed updating.
- Costs associated with the access and distribution switch.
- The foundation for further expansion of security principals to implement a “zero-trust” infrastructure.
- The process for a district wide move from Cisco to Juniper network switches.

The Fresno City College network plan anticipated the future needs of the College, and in some cases, the District. For example, the document set the district wide standard for network/IP design and provided direction for development of the College ten-year plan for network infrastructure expenditures. Moreover, it currently drives future network security design. Discussions resulting from the plan regarding a wireless solution resulted in the move to Aerohive. Security, network growth, innovations and costs were all considered in development of the plan. IP schemas (the IP addressing and VLAN tagging of nodes on the campus network) were designed to take advantage of future security considerations such as Zero Trust; 802.1x authentication. An infrastructure was chosen that could easily be upgraded between buildings changing from 1 GB connections to 10 GB connections. The College moved from a switch vender requiring costly maintenance contracts to a vendor offering a quicker, less costly switch with lifetime warranties. Aerohive was chosen because it was the best product available at the time of purchase and has ultimately been adaptable to campus needs.

The District has worked with the State of California (CENIC project) and its Internet provider to expand Internet and data connections between the District and its campuses and centers. New fiber optic lines provide direct physical connections between all of the District sites and the District Office.

These connections have increased to a 10 GB connection for the District to the Internet and a fiber connection between the FCC campus and Career and Technology Center (CTC). The College went from a 20 MB wireless connection at CTC to a 1 GB physical connection. As part of this process, additional fiber optic lines are planned for installation at the FCC data center. This solution will provide redundant connection for all District campuses as well as provide a diverse District Internet connection in the event of issues with the District's main data center. The network and Internet have the future capacity to be easily expanded with the tremendous increase in fiber connections. This infrastructure provides a solid foundation to support the growth and development of emerging technologies.

In addition to maintaining the campus' physical infrastructure, TSS maintains the large virtual infrastructure including virtualized desktops, servers, and the software running on virtualized solutions. With over 100 servers, 200 plus virtual desktops, and 1200 virtualized lab computers, TSS dedicates considerable time and effort to ensuring the systems run effectively. The support needed for backend software such as virtualization, disaster recovery, and software solutions has grown rapidly. Action planning forms have been submitted to request funding required to secure appropriate human resources and to implement advanced technical training for TSS personnel.

In 2016, TSS presented a request to the College Human Resources Committee for a SQL Database Administrator, a SharePoint Administrator, and a second Systems Technical Resource Analyst ([III.C.45](#), [III.C.46](#), [III.C.47](#)). The committee ranked the requests first, sixth, and thirteenth respectively ([III.C.48](#)). It is anticipated that administration will begin the process for hiring additional TSS personnel as funding becomes available. Through the annual unit planning process, TSS will seek to acquire additional personnel for day to day operations and end user assistance as well as funding for higher-level technical staff training ([II.A.26](#)).

The District's successful efforts to pass Measure E in 2002 brought millions of dollars in technological improvements to the College. The recent passage of Measure C in 2016 will also result in significant technology funding for the campus ([III.B.52](#)). Monies are earmarked for:

- Safety and security
- A new Math, Science and Engineering building
- Improvements to the Career and Technology Center and Police and Fire Academies
- A new parking structure.
- A West Fresno instructional center.

The areas identified in Measure C will be designed with the latest technologies to meet student needs. The College's integrated planning process provides the structure for TSS and TAC to ensure technological infrastructure to support the mission, operations, programs, and services of the College well into the future.

Analysis and Evaluation

The College meets the Standard. Fresno City College has successfully planned for network infrastructure improvements, capacity and security preparation, and district wide wired and wireless network standardization. Through the integrated planning process, positions have been requested in order to maintain quality services. The passage of Measure C will secure necessary funding for technology initiatives. TSS will continue to follow the action planning process in order to secure funding for training as well as additional personnel to sufficiently support the current and future technology needs of the College. The College will also continue working with the District to maintain network designs standards and security initiatives.

Changes and Plans Arising out of the Self Evaluation

Technology Support Services will continue to advocate for a SQL database administrator, a SharePoint administrator, and a second systems technical resource analyst to support the growing infrastructure of the College.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Fresno City College TSS is responsible for supporting the main campus, as well as the Career and Technology Center (CTC). The same standards for support and equipment are equally considered for both locations, and the College's integrated planning process ensures transparency in the distribution of resources.

A portion of a computer technician is assigned to CTC to support both administrative and academic activities (III.C.1). When the site creates a work order for service, the technician who is located at the main campus responds. Depending on the importance of the request, a technician is typically dispatched within 15 minutes. It takes roughly 10 minutes to get to the site. In anticipation of increased Career and Technical Education through the Strong Workforce Initiative, TSS is examining the possible impacts on technology. There may be need for an additional full-time technician to expand technology support for the main campus, CTC, and the future West Fresno campus.

Increased safety and security on all campuses is a District priority as part of the Measure C bond initiative. Prior to the passage of Measure C, Fresno City College developed a Security Master Plan, the foundation for many of the needs identified in the bond measure (III.C.49). Funding has been earmarked for video surveillance upgrades as well as building access control systems throughout the District. In November 2016, a meeting of district wide constituents was called to assist in the planning of security technology expansion, including video surveillance, building access and control, and the installation of fire suppression systems and environmental controls in all data rooms throughout the District.

As discussed in Standard III.B., Facilities Resources, Measure C includes funds to upgrade the CTC campus and build a new West Fresno Campus. As part of the planning for these capital projects, the

College will ensure technology resources are effectively implemented and maintained to assure reliable access, safety, and security.

Analysis and Evaluation

The College meets the Standard. The College and District have mechanisms in place to ensure that technology resources are equally implemented and maintained at all locations. Safety is a College priority, and security technology concerns are effectively addressed at the main campus and CTC. Planning structures are in place to ensure effective implementation of expanded security and safety features as the College moves forward with new technologies.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

There are multiple strategies in place to ensure that faculty, staff, students, and administrators receive the necessary technology training to support student learning. Each semester, the College's flex day program provides faculty training on relevant technologies, such as Open Education Resources, proctoring online exams with Proctorio, data dashboards and Curricunet ([II.A.25](#)). In addition to flex day, the College provides faculty training throughout the year ([II.A.16](#)). Classified professionals receive training through the SCCCD Classified Professionals Technology Training Series ([III.C.50](#)).

To effectively plan training programs, the Technology Advisory Committee has conducted end user surveys over the past five years to identify training needs and wants. Each fall, the TAC has conducted freshman student surveys, and each spring, TAC surveys faculty, staff, and administrators ([III.C.15](#), [III.C.16](#), [III.C.17](#), [III.C.18](#), [III.C.19](#), [III.C.20](#)). The TAC communicates the results to the appropriate constituent groups ([III.C.21](#)).

In addition to TAC, other committees have conducted surveys to identify training needs. The Professional Development Committee uses survey results to plan faculty flex day ([III.C.51](#), [III.C.52](#)). The district wide classified professionals organization uses survey results to identify training needs for classified professionals.

To further expand technology training, in 2008 Atomic Learning was provided to all faculty, and staff. In 2012, it was extended to students. Atomic Learning includes short video segments demonstrating application of programs such as Microsoft Office Suite and Office365. This training program originated at FCC, but expanded district wide. In addition to Atomic Learning, the Chancellor's Office and Professional Learning Network (PLN) have made Lynda.com available to faculty and staff. Administrators can assign professional development video modules and units to faculty and staff, or individuals can self-enroll. While students have not heavily used the program, the College plans to train faculty on opportunities to integrate it into their curriculum; thus, ultimately reaching the student directly ([III.C.53](#), [III.C.54](#)).

An area of concern is insufficient training for TSS staff. Currently, there is only enough professional development funding in the TSS budget to send two staff members to conferences. This is not enough particularly with emerging technologies. TSS will utilize the action planning process to address this issue.

Over the past four years, there has been a tremendous influx of new software applications to enhance integrated planning, data driven decision making, and student learning in online and face-to-face environments. Each of the following applications was adopted district wide, and the solutions, including training, were funded through statewide initiatives including the Online Education Initiative (OEI), the Education Planning Initiative (EPI), and the Common Assessment Initiative (CAI). Training has been provided through several venues, including flex day, scheduled training throughout the semester, and one-on-one assistance. The applications are as follows:

- Tableau –used by institutional research for statistical analysis.
- TracDat –used for program review, action planning, and outcomes and assessment.
- Zogotech (Data Warehouse) – used in planning stages to facilitate data driven decision making. It will enable trend analysis and assist in making scheduling decisions.
- OnBase – used in scanning and imaging of student information that is then available to counseling and other areas in a digital format.
- CollegeNET – once implemented it will improve the efficiency and effectiveness of class scheduling.
- Starfish – used to support student success and retention (not yet implemented).
- Canvas – used for classroom management.
- Net-Tutor – used as a tutoring platform for students.
- Protorio – used for online proctoring using a student webcam with criteria established by the professor.
- Portfolium – used as a digital portfolio showcasing multi-media student projects with their resume connected to LinkedIn. Free to students, Portfolium will connect current and graduating students with employers.
- Ally – used for ADA compliance. Used to scan each page in an online course for ADA compliance. The course receives an ADA compliance rating and is provided with details on how to remedy non-compliant components.
- Zoom – used as a virtual meeting space for faculty, staff, and students.
- 3C Media – used for transcription and closed captioning of videos created by faculty or obtained from copy write free websites.
- Quest for Success – used in student readiness modules for new and experienced online students. Students are automatically enrolled each semester.

Training is a critical component of the College’s rapidly expanding distance education program. Canvas training is provided through Atomic Learning and Quest for Success learning modules. Students are automatically enrolled in Quest for Success which includes 11 modules with topics such as “How

to Be a Successful Online Student”, “Time Management”, and “Career Planning”. The RP Group conducted a study of these modules. The results indicated that students who followed them and completed the assessments were 10 percent more likely to be successful in their online courses.

Training for faculty and staff is available in group and individual training sessions. However, attendance at scheduled trainings during the semester has been low. Offering training in webinar format is a possible solution that the College plans to implement. In addition to making training more convenient, this format will be more accessible to adjunct faculty.

Prior to the College implementing Canvas in January 2017, the College offered a series of Canvas Basics for full and part-time faculty. A variety of training formats were offered to increase accessibility including group, online, individual, and even Saturdays. Adjunct faculty were paid for attendance.

The College has also adopted the Online Education Initiative (OEI) which is an online course development rubric, and designed a certification program for faculty desiring to teach online ([II.A.82](#)). The instructional designer teaches this voluntary program over a six-week period, and in addition to in-depth Canvas training, participating faculty develop a course shell that they can use after certification. In the spring 2017 pilot, 12 faculty completed certification, and the June 2017 cohort will certify 30 more faculty. The program will be offered on an ongoing basis and the next cohort begins fall 2017 with 20 participants.

Analysis and Evaluation

The College meets the Standard. The College successfully identifies the needs of constituents and implements training to address those needs. Routine assessments are in place in order to continually improve faculty, staff, and student training to ultimately improve student learning.

Changes and Plans Arising out of the Self Evaluation

TSS will utilize the action planning process in order to increase the funding for necessary training of technical staff.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Board Policy 3720 and Administrative Regulation 3720 define appropriate use of technology for the District and are published on the District website ([III.C.55](#), [III.C.56](#)). In addition to finding these policies on the website, they are discussed as part of our New Employee Orientation. The Computer Use Policy is also available to new employees when their active directory account is created.

Analysis and Evaluation

The College meets the Standard. The appropriate board policies and administrative regulations are made available on the District website and updated as appropriate. In addition, new employees are oriented to the District and College computer use policies.

Standard IIIC Evidence List

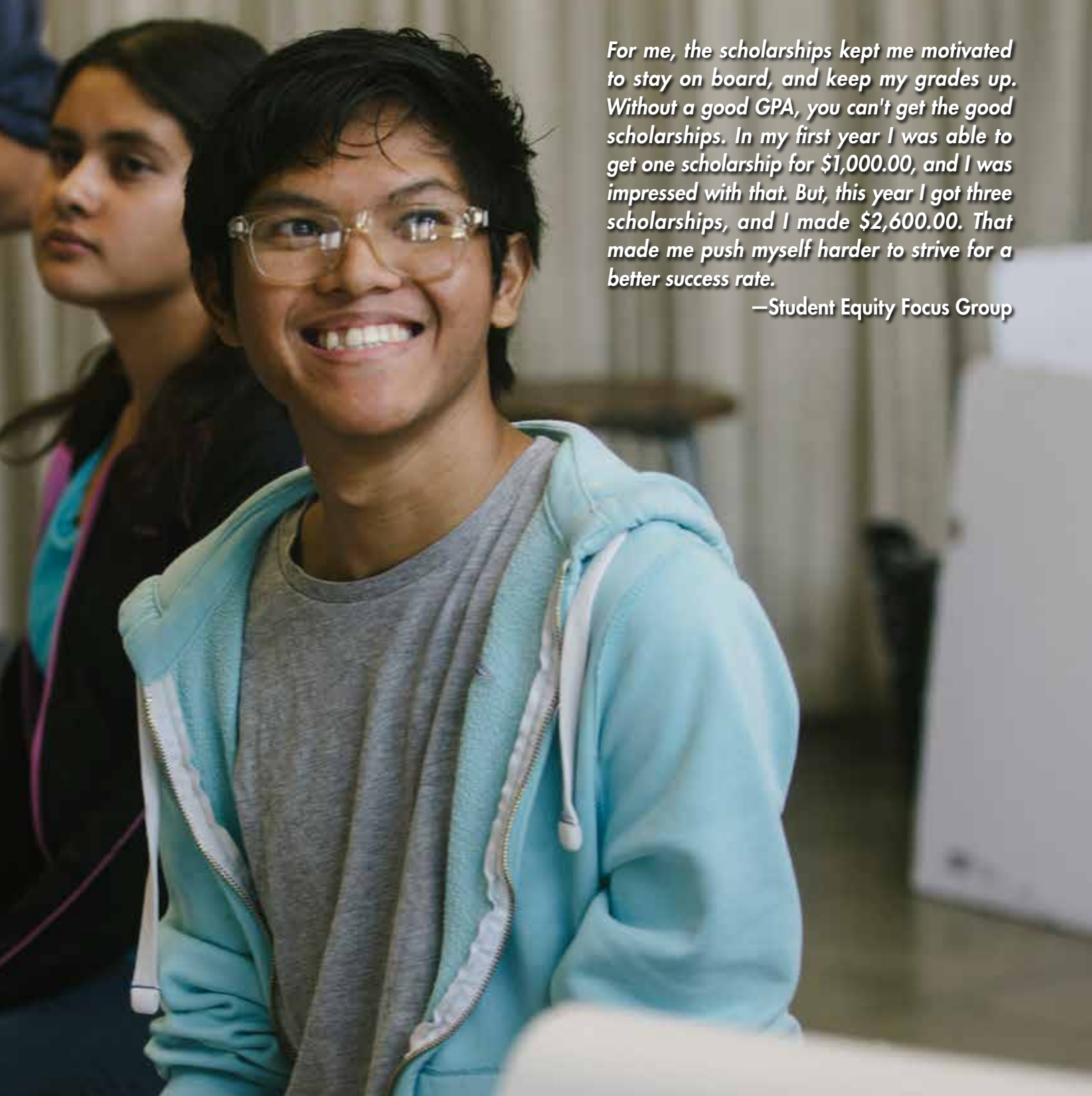
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[III.C.46 APFR SharePointAdmin](#)
[III.C.47 APFR STRA](#)
[III.C.48 HR Committee Classified Ranking Memo](#)
[III.C.49 FCC Security Master Plan](#)
[III.C.50 CP Tech Training Schedules](#)
[III.C.51 PDC Minutes 09-21-2017](#)
[III.C.52 Flex Overall Survey Results FA17](#)
[III.C.53 CP Tech Training Sessions](#)
[III.C.54 Atomic Learning Student Use](#)
[III.C.55 BP AR 3720](#)
[III.C.56 SCCCDC Use Policy Screen Shot](#)
[I.A.6 2015-2018 FCC Distance Education Plan Goals](#)
[I.A.26 FCC Planning Process Diagram](#)
[I.B.125 FCC Campus Technology Plan 2015-2019](#)
[I.C.52 Faculty Handbook](#)
[II.A.15 OEI Course Design Rubric](#)
[II.A.16 DE Trainings](#)
[II.A.25 Flex Day Brochures 2012-2017](#)
[II.A.26 FCC Action Plan Resource Request Handbook](#)
[II.A.31 Board Minutes Instructional Designer](#)
[II.A.82 Online Training Announcement](#)
[III.A.44 FCC DE Plan 2015-2018](#)
[III.B.52 FCC Bond Project Information Screen Shot](#)

Standard III.D. Financial Resources

For me, the scholarships kept me motivated to stay on board, and keep my grades up. Without a good GPA, you can't get the good scholarships. In my first year I was able to get one scholarship for \$1,000.00, and I was impressed with that. But, this year I got three scholarships, and I made \$2,600.00. That made me push myself harder to strive for a better success rate.

—Student Equity Focus Group



III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institution effectiveness. The distribution of resources supports the development, maintenance, allocation, and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The majority of the District’s resources are received through the State of California apportionment process known as SB 361 Funding. SB 361 funding is allocated to California community college districts based on the number of colleges and centers they support and the number of full-time equivalent students (FTES) they serve. State Center Community College District resident Full Time Equivalent Students (FTES) reported for the 2015-16 fiscal year was 29,194 (III.D.1).

The District combines an estimate of projected state and local revenues to determine those available for district wide allocation to the colleges and District Office cost centers and posts the documentation on its website (III.D.2, III.D.3, III.D.4, III.D.5, III.D.6, III.D.7). Fresno City College’s current funding is sufficient to support its existing financial commitments. The 2015-16 general fund budget of \$109,544,801 is comprised of \$82,384,762 in unrestricted funds and \$27,160,039 in restricted funds. The District resource allocation model determines the unrestricted general fund budget allocation (III.D.8).

Fresno City College Unrestricted General Fund including Lottery as of June 30					
Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17**
Budget	71,299,790	77,421,127	79,321,468	82,384,762	79,862,761
Expense	69,801,492	74,044,586	78,176,491	82,376,523	79,701,235
Balance	1,498,298	*3,376,541	*1,144,977	8,239	161,526
FTES	16,585	16,222	16,624	17,124	16,787

Fresno City College Categorical and Grant Funds as of June 30					
Fiscal Year	2012-13	2013-14	2014-15	2015-16	2016-17
Revenue	16,231,703	17,208,068	21,532,356	27,160,039	34,039,778
Expense	13,229,163	14,050,367	17,074,593	20,360,968	24,212,429
Balance	3,002,540*	3,158,031*	4,457,763*	6,799,071*	9,827,349*

*Includes planned use of reserves ** Not yet audited

The balances remaining are primarily contributed to the year-end close dates. Most federal grants have September or October end dates. Newer state categorical programs have been given extended deadlines.

In May 2011, the District Resource Allocation Model Taskforce was formed and charged with development of a District resource allocation model (III.D.9, III.D.10). In spring 2012, the taskforce became the District Budget and Resource Allocation Advisory Committee (DBRAAC) (III.D.11). In fall 2013, DBRAAC and constituent groups approved the model. In January 2014, the Board of Trustees approved the model for the 2014-15 fiscal year implementation (III.D.12). In May 2014, under the

guidance and direction of the interim chancellor, the resource allocation model was modified because the adopted model did not provide the stable funding needed to sufficiently fund the District campuses. Now, the modified model provides for base funding equal to last year's allocation plus additional funds to cover new fixed costs, salary and benefit related increases, new positions, and district wide initiatives. The District allocates any remaining funds available to the campuses on an FTES basis. The interim chancellor presented the modified model to DBRAAC, which approved it by acclamation (III.D.13). The campus presidents also presented the model to their constituent groups (III.D.14). In September 2014, it received Board of Trustees' approval with the adopted budget for the 2014-2015 fiscal year (III.D.15). The model was evaluated through a district wide survey during the 2014-2015, 2015-16 and 2016-17 fiscal years, and the results are posted on the District intranet under the DBRAAC folder (III.D.16, III.D.17, III.D.18).

District board policy and administrative regulations provide the foundation which ensures integrity and stability in the planning and management of financial affairs. The District values integrity and states, "We are accountable, transparent and adhere to the highest professional standards" (III.D.19). The District demonstrates its commitment to integrity through policy and regulations which include 22 policies and 33 administrative regulations specific to business and fiscal affairs (III.D.20). These policies and regulations provide clear guidance and establish practices that safeguard the institutions ability to remain in compliance with local, state, and federal regulations.

Analysis and Evaluation

The College meets the Standard and ER18. Fresno City College and the District provide sufficient resources to support and sustain student learning programs and services, improve institutional effectiveness, and assure financial stability. The College and District have resource allocation models to provide for stable and appropriate allocation, and reallocation of resources.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The Fresno City College mission statement is the result of dialogue and collaborative efforts. It reflects a strong commitment to student learning, educational quality, and the needs of the local community (III.D.21). The College's mission and goals, in alignment with District planning, are the foundation of the decision-making process for financial planning. At the college-level, financial planning is linked to funding programs and services that are congruent with the achievement of institutional goals and objectives (III.D.22, I.A.26). College and District plans are used to inform the development of strategic goals (III.D.23). The integrated planning process links unit goals and resource requests not only to the mission aligned strategic goals but also to specific institutional plans (I.A.27, I.A.29, II.A.26).

As part of the action planning cycle, funding requests are ranked at department and division levels. After division rankings, the vice presidents and deans/managers rank the division requests (III.D.24). The final list is presented and reviewed at the Budget Advisory Committee (BAC) to ensure that the process was followed and then forwarded to the Strategic Planning Council (SPC) and placed on the consent agenda where it can be pulled for further review if needed (III.D.25). The final prioritized list of recommendations is sent to the president for consideration. Once the president finalizes the list, it is funded in the order that is established with the resources that are available for the requested plans (III.D.26, III.D.27, III.D.28, III.D.29).

The College strives to maintain a balanced budget while continuing to serve students in accordance with its mission and goals. Fresno City College serves approximately 31,486 students, and generates approximately 17,124 FTES (III.D.30). During the 2001-2010 fiscal decline, to stabilize funding by ensuring that Reedley College maintained middle sized college funding level, a strategic decision was made to reduce the FTES at Fresno City College to preserve college status for the other site. Since 2012, the College has been slowly increasing FTES back to prior levels. However, with the increases in the Clovis Community College FTES, the demand to increase FTES is not as great as it was in 2008-2009.

The District's Office of Finance and Administration is primarily responsible for ensuring that District colleges and centers management of state funds comply with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office (III.D.31, III.D.32, III.D.22). In addition, the District colleges and centers manage funds received from federal resources and from private sources according to the respective funding agency's fiscal requirements (III.D.33, III.D.34). Financial planning is an ongoing process subject to adjustments as funding dictates. Due to the State of California's annual appropriation process, the volatility of state revenues, and other unknown economic factors, the colleges and District use conservative resource projection models.

As part of the budget development process, the vice chancellor of finance and administration presents a detailed report to the Board of Trustees each fiscal year outlining anticipated financial projections, state budget details, facilities construction and deferred maintenance plans, salary and benefit impacts, long term obligations, Governmental Accounting Standards Board statements 45/75 and 68, and a variety of other factors that could affect District budget resources (III.D.22, III.D.35). In this manner, the Board gains an overview of the current and anticipated financial impacts facing the District. The District Office and the colleges submit the final District budget to the Board of Trustees for approval in September.

In accordance with the California Code of Regulations, State Center Community College District schedules the tentative budget for adoption on or before July 1 with the final adoption on or before September 15 (III.D.22). In addition, the District holds a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper making the proposed budget available for public inspection (III.D.36). All college budgets are available on the State Center Community College District website as well as a quarterly financial report for trustee and public examination (III.D.2). The Board of Trustees also archives board documents for future reference (III.D.37). This open access and public scrutiny encourages realistic assessment of expenditures at the time the District constructs the budget.

The District provides financial information at the District, college, and center levels. The District emails its budget development calendar and end-of-year deadlines to all budget managers each year in order to provide sufficient timing to support institutional financial planning and management (III.D.38). The internal budget development and approval processes of the District and colleges as well as the general dissemination of financial and budgetary information result in a district wide awareness of financial and budgetary information (III.D.39).

To ensure that Board members have a thorough understanding of the budget process, the Board has identified specific board meetings throughout the year for workshops, training, and discussions of budget-related issues (III.D.40, III.D.41). These meetings are open to all members of the community including District administrators, faculty, and staff. The Board holds these meetings at least twice per fiscal year, or more often if needed. The meetings include an overview of the State Center Community College District budget history and development process (III.D.42, III.D.43).

At Fresno City College, the state of the budget and associated issues is included on the convocation agenda on the opening day of every fall and spring semester with few exceptions

such as a district wide spring convocations. FCC's budget is regularly discussed at the FCC Budget Advisory Committee meeting, FCC President's Advisory Council, FCC Management Council meeting, and is a standing item on the Strategic Planning Committee agenda (III.D.44, III.D.45, III.D.46, III.D.47). The Administrative Services Office provides monthly budget review and training sessions (III.D.48). Training includes information on accessing budget information in a variety of formats and is available to all employees from on-site computers (III.D.49). In addition, as new managers or new accounting personnel are hired, they are given personnel training by the College accountant/auditor.

All budget managers and employees have real-time online access to department budgets and year-to-date account balances via reports in Ellucian's Colleague, WebAdvisor, and/or Report Manager (III.D.50, III.D.51, III.D.52). The budget is also available in hardcopy format upon request. The Vice President of Administrative Services' Office reviews the FCC budget on at least a monthly basis.

Analysis and Evaluation

The College meets the Standard. Through the collaborative action planning resource request process, Fresno City College's funding is determined in accordance with the College mission, vision and planning goals. The District ensures that the Board of Trustees is trained and well-informed on budget issues to ensure informed fiscal decisions. The College effectively communicates District budgetary information as well as local decisions with the campus community. Finally, the College trains and makes available timely budget information so that managers and areas can plan for their needs.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Fresno City College's institutional planning processes and collaborative decision-making process help to establish priorities among competing needs for resources and assist with predicting future funding. In early spring of each year, the campus community begins the process for financial planning and budget development through collaborative efforts of administrators, faculty, and staff for the fiscal year two years away. Results from program review inform the annual unit planning process which serves as the means of identifying resources needed to achieve unit goals that support institutional planning (I.B.19, I.B.64, I.A.27). In building the discretionary and on-going budget, the College invites and encourages all members of the campus community to submit a request for funding through the action plan resource request process for specific program needs. Training is provided to ensure all constituencies have the opportunity to participate in the process (I.B.114). Any constituency or College entity can apply for funding. Through the collaborative decision-making process described in III.D.2, the various constituencies evaluate and prioritize requests taking into consideration the needs identified in the institutional plans and the College mission.

The Strategic Planning Council (SPC) approves the action planning calendar, outlined in the Action Planning Handbook (III.D.53, II.A.26). The calendar includes a May deadline for departmental submission of action plan resource requests and an August deadline for managers. The calendar allows sufficient time for department chairs, deans, managers, vice presidents, the president, and the executive team to review submitted action plans. The process is then reviewed by both the FCC Budget Advisory Committee and the FCC SPC. The college president conducts the final review of all action plans. The process concludes in early February with the drafting of the approved projects and associated budget proposal.

To ensure transparency and effective communication, the Board of Trustees minutes, the published Tentative Budget, and the Final State Center Community College District Budget documents are available in hard copy in the Vice Chancellor of Finance and Administration's Office, the Vice President of Administrative Services' Office, and electronically on the State Center Community College District website (III.D.37, III.D.2).

Analysis and Evaluation

The College meets the Standard. The College's defined and adhered to process begins with the action planning process that results in a well-communicated budget. All constituencies have the opportunity to apply for funding and participate in budget development processes through committee participation.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

As discussed in IIID.1, District-level financial planning starts with the vice chancellor of finance and administration's funding projections, which are based on an estimate of state funding and anticipated local revenues. These funding projections provide the basis for budget planning for the District and each of its colleges and centers, and reflect a conservative yet realistic assessment of funding ([III.D.54](#)).

In 2002, voters approved Measure E, a bond to fund capital projects and associated instructional equipment which included upgrades to the Applied Technology Building, Student Services, infrastructure and the revitalization of the Old Administration Building. The bond also includes funds to build a Southeast Center for vocational programs. When the state economy declined, there were no matching state funds available, so this project was put on hold. With the passage of Measure C, the new local bond, and state proposition 51, funding is now available and the opportunity to develop a new campus in West Fresno is being examined ([III.B.52](#)). With the passage of Measure C, the District will also work with the campus to fund construction of additional parking on the FCC campus, a new Science and Engineering building, a new Southwest Center, revitalizing the Career and Technology Center, and a new Police and Fire Academy ([III.B.50](#)).

The FCC Child Development Center has been ranked near the top of the state's modernization funding list, and with the passage of Proposition 51, it is hopeful that this project will move forward soon. At the June Board of Trustees meeting, the Board designated over \$4 million to be used to match this project increasing the likelihood of receiving state funding ([III.D.55](#)).

The State Center Community College District Grants Office pursues additional financial resource development. In addition, the FCC president, vice presidents of instruction and student services, deans, and managers have written grant proposals with guidance and technical assistance from the District Grants Office staff and consultants. Some examples of grant-funded projects include: a district wide Title V technology grant, a Trio program, a Fresno County CalWORKS grant to assist CalWORKS recipients who attend Fresno City College, a Cal Pro Net grant to provide nutritional education statewide, a California Early Childhood Mentor grant to coordinate and offer an adult supervision course, Song Brown nursing grants, Police Officer Standards and Training (POST) grants to provide additional police training tactics, and Workforce Investment Board grants to aid in education and training for reemployment skills in our community ([III.D.56](#)).

Fresno City College is also a recipient of funding from other sources. The College receives funding from the Perkins Act for career technical education programs, Strong Workforce, and funding from the State of California Lottery. The College also receives an allocation for the Basic Skills Initiative (BSI) which provides funding for specified programs in the Tutorial Center. BSI also provides funding for counselor positions that focus on students who place in remediation courses and assists in placement of students in the Network Scholars, a guided pathway for basic skills and English for Multi-lingual Speakers (EMLS)

students ([III.D.57](#)). Student Equity funding provides resources dedicated to closing gaps in the areas of access, completion, degrees and certificates, and transfer. The FCC Student Equity Committee uses a modified action planning process to provide constituencies the opportunity to submit proposals for funding activities that support the goals of the Student Equity Plan ([II.A.86](#)). Finally, the Student Support and Services Plan (SSSP) provides funding for certain services in the counseling department, credit and noncredit matriculation specifically with Disabled Students Programs and Services ([I.B.55](#)).

Analysis and Evaluation

The College meets the Standard. Fresno City College and the District work with the community to support the long-range needs of the College through local Bond Measures. The Board supports efforts to maximize funding by matching state funds. The College actively seeks out partnerships and additional funding through grant opportunities and statewide initiatives and carefully tracks those expenditures.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanism and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

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

- A financial accounting system that provides budgetary control and accountability.
- A budget control department that performs due diligence on every financial transaction.
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed.
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to District policies and procedures.
- A purchasing department that oversees adherence to purchasing policies and procedures.
- Board of Trustees that provide oversight of purchases, contracts, and hiring decisions.
- Independent auditors who verify that safeguards are in place and follow consistent and thorough investigation processes set forth in the California State Audit Manual.

The District monitors proposed submitted college, center, and District Office expenditures through the requisition and purchase order process. The District, colleges, and centers can only make purchases if authorized signatures are in place. The Vice President of Administrative Services Office maintains

budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of accounts. Budget transfers are made based on changing needs throughout the year ([III.D.58](#), [III.D.59](#), [III.D.60](#)).

Some purchases require a contract between the District and the proposed vendor. The SCCCD chancellor delegates initial approval of all contracts to the District's vice chancellor of finance and administration ([III.D.32](#)). The Board of Trustees reviews and votes on contracts and agreements over \$15,000 for public works and \$87,800 (calendar year 2016) for goods and services during scheduled public meetings. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place ([III.D.61](#), [III.D.62](#), [III.D.63](#), [III.D.64](#)).

The District ensures that it disseminates financial information in a dependable and timely manner. The vice chancellor of finance and administration submits financial reports to the Board of Trustees on a regular basis. In addition, the District is required to submit financial information to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report ([III.D.65](#)).

Each year, the evaluation of expenditures for prior and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs.

In addition, the vice president of administrative services is responsible for providing ongoing monitoring and review of the College's financial transactions including any periodic financial reports and accounts that need special review. Each departmental budget manager is responsible for the financial transactions for his or her assigned area(s). The budget manager and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances ([III.D.50](#), [III.D.51](#), [III.D.52](#)).

The vice chancellor of finance and administration reviews the year-to-date financial status of the District and colleges at weekly district wide finance and administration meetings. The vice president of administrative services represents Fresno City College at these meetings where discussions include financial activity and revenue or expenditure trends. Action is also taken at these meetings as appropriate.

District wide accounting staff, from accounting technician II's to the District accounting manager, meet monthly to review accounting policies and internal controls and make recommendations on accounting practices as appropriate. These recommendations are forwarded to the weekly administration and finance meeting for review. If the matter is changing an accounting administrative regulation or setting policy, it is then forwarded to Chancellor's Cabinet ([III.D.66](#)).

An independent firm audits the District annually and evaluates internal controls ([III.D.67](#)). As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of District compliance with various provisions of laws, regulations, contracts, and grants. The audit report discloses results of these tests with immediate feedback, and from this

feedback, the District implements recommendations within the next audit cycle ([III.D.68](#), [III.D.69](#), [III.D.70](#), [III.D.71](#), [III.D.72](#)).

Analysis and Evaluation

The College meets the Standard. The College and District have multiple controls in place to monitor all fiscal transactions including expenditures and monitoring of grants. The College is involved in regular District wide processes to evaluate internal controls as well as accounting policies and practices. Information is shared with the Board of Trustees and campus constituencies on a regular basis ensuring every employee has access to up-to-date and accurate budget information.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District resource allocation model determines the College's unrestricted funding each fiscal year, and the District complies with state and federal law in the distribution of restricted funds to the colleges. The annual Community College Financial Status Report (CCFS-311) documents the District's compliance with direct instructional spending requirements ([III.D.65](#)).

Each year, the District provides tentative and final budget books to the Board of Trustees. These books are publicly available. In addition to the budgets, the books include a narrative regarding the colleges detailed financial information for all District funds and expenditure information including the current year and two prior years for comparative analysis ([III.D.3](#), [III.D.4](#), [III.D.5](#), [III.D.6](#), [III.D.7](#)).

As required by California Education Code Title 5 California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the District contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. "Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133." An independent auditor audits the College as part of the District's annual audit ([III.D.6](#)). When corrections are needed due to audit exceptions at the College level, the vice president of administrative services manages the communication and improvement processes in coordination with the respective areas and then communicates with District fiscal management for final review.

The District has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year. The District completes its annual audit reports in a timely manner and distributes them to each site. The annual budget, the annual audit report, and financial reports are available on the District website for public review ([III.D.2](#)).

Analysis and Evaluation

The College meets the Standard. Through regularly published financial documents, the District and College provide accurate and timely budget information to the Board of Trustees, the state Chancellor's Office, the public, and the College community.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Audit compliance is almost exclusively a District function. An independent auditor audits the colleges as part of the District's overall annual audit. When audit exceptions occur at the college-level, the director of finance and the respective vice president of administrative services coordinate the response and corrective action to be implemented.

The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session (III.D.36). The District has responded appropriately to all audit findings or exceptions in a timely manner by correcting and implementing recommendations for each finding in the subsequent year. The District completes its annual audit report in a timely manner and distributes it to each site. The vice president of administrative services presents and discusses audit findings in the President's Advisory Council meeting and with the impacted area (III.D.45).

Analysis and Evaluation

The College meets the Standard. Because audit findings or concerns are taken seriously, the District and College collaborate to ensure that corrective measures are enacted appropriately and quickly.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

As discussed in IIID.5, District policy requires an independent audit be conducted annually. In section IIID.10, evidence is provided regarding oversight of Financial Aid, Bond Measures E and C, grants, and the SCCC Foundation. In addition to annual audits, Administrative Services Office staff regularly assesses internal controls and makes changes as necessary. The district wide accounting group meets monthly to discuss current accounting issue and policies and procedures (III.D.66). The group has also completed the Education Department General Administrative Regulations (EDGAR) required standards policies for federal grants. These policies are available for all employees on the District's intranet (III.D.60).

Recommended changes in procedure are reviewed at the Finance and Administration meeting held by the vice chancellor of finance and administration. If the issue is of significance, it is forwarded to the Chancellor's Cabinet, and if there are policy change recommendations, they are forwarded to the Board of Trustees.

Analysis and Evaluation

The College meets the Standard. The College works with the District and other campuses to review accounting policies and practices to maintain a high degree of internal control.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Since the state of California began buying down deferrals in 2012-13, the cash flow at the District has been sufficient, and the level of District reserves is well above the state requirement. The state recommends five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The Board of Trustees has adopted a six percent reserve level as the base. The District historically exceeds this minimum reserve and has maintained a reserve greater than 16 percent for the past four years. As part of the state IEPI index, the District has adopted a minimum 17 percent reserve to be an indicator of fiscal strength (III.D.54). This number is based on providing two months of salary and operations in the event of a state fiscal crisis. The ending balance for the Fresno City College unrestricted allocation for the past three years has averaged three percent.

Analysis and Evaluation

The College meets the Standard. The College and District have sufficient cash reserves to maintain fluid operations in an emergency without short- or long-term borrowing.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Fresno City College administers financial aid for eligible students based on authorization of state and federal agencies. This eligibility process ensures effective oversight of financial aid. Fresno City College financial aid staff is responsible for documentation of student eligibility and processing the funding of awards. To ensure effective oversight, the Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all its processes (III.D.73)
- Funds staff development for the financial aid director, manager and support staff to stay current in changing rules and regulations (III.D.74)
- Provides a list of disbursement dates and guidelines (III.D.75)
- Maintains and makes available financial aid information for students (I.C.15)
- Works in cooperation with Admissions and Records, Information Services, College Business Office, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations

The State Center Community College District Grants Office provides oversight for grant applications and other externally-funded categorical programs in alignment with the District strategic plan (III.D.76,

[III.D.77](#)). The District grant writer prepares grant applications within the scope of the U.S. Office of Management and Budget Circular A-133. The SCCCD Grants Office provides training and consultation in grant compliance for project directors, who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted District, state, and federal audit practices. The FCC Administrative Services Office and accounting support staff monitor and provide ongoing review and budget management of all College grants. The FCC Administrative Services Office reviews all financial documents such as grant budgets and invoices. The State Center Community College District Finance Office accounting staff conducts the final review before forwarding them to the granting agencies ([III.D.56](#)).

Independent auditors review internal control systems regularly. The District has had no findings in the last three years regarding internal controls. FCC has appropriate separation of duties and adequate internal controls in place for cash handling. One staff member in the College Business Office does a monthly safe count and one other staff member witnesses it. All areas that have petty cash are also required to turn in a monthly count verified by two staff members.

The College Business Office works with the Athletics Department, the Fine Performing Communication Arts Division, the Associated Student Government, and student clubs to ensure that proper procedures are followed and proper documentation is attached. The College Business Office also works with financial aid to disburse several third-party scholarships not awarded through the SCCC foundation and return any unused funds to donors.

The District and College develop contracts and agreements which are reviewed by District legal counsel and the vice chancellor of finance and administration. The Board of Trustees reviews all contracts and agreements over \$15,000 for public works and \$87,800 (calendar year 2016) for goods and services. The Board then votes on them during scheduled public meetings. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations.

The independent Citizens' Bond Oversight Committee typically meets four times per year to review expenditures and projects to ensure that the District spends funds from locally approved Bond Measures including E and C in accordance with projects and programs outlined in the election ballot. Since there have been no expenditures for Measure E, it has not been necessary to meet. However, with the recent passage of Measure C, a new Citizens' Bond Oversight Committee for Measures E and C will meet regularly once bond expenditures commence ([III.D.78](#)).

College fundraising efforts are managed through the State Center Community College Foundation. Student fundraising is deposited into student club funds ([III.D.79](#)). All requests for disbursement from the foundation accounts are reviewed by the vice president of administrative services, the District director of finance, and the foundation director to ensure appropriate usage of the funds. The Financial Aid Office reviews scholarship applications and submits them to the Foundation's accounting department for disbursement. The Foundation is also separately audited on an annual basis ([III.D.80](#), [III.D.81](#), [III.D.82](#), [III.D.83](#), [III.D.84](#)).

The Board of Trustees regularly reviews the investment portfolio of District investments (III.D.85). With the recommendation from the vice chancellor of finance and administration, the Board must balance the need for stability with long and short-term growth.

Analysis and Evaluation

The College meets the Standard. Fresno City College has effective oversight processes in place to ensure appropriate use of resources. There is appropriate segregation of duties to ensure that financial aid and cash transactions are monitored effectively. The College's Administrative Services Office reviews each grant regularly, all grant invoicing, and each individual transaction. All contracts are reviewed on campus before being forwarded to District counsel and the vice chancellor of finance and administration for final approval. The College, District and Foundation review auxiliary requests to ensure appropriate use of fundraised resources. The Board of trustees regularly reviews investments with the guidance of the vice chancellor of finance and administration.

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District's annual budget process begins with budgeting faculty, management, and staff step salary increases, expenses that are not under District control, and operational fixed costs. This approach allows the District to project the impact on reserve funds several years in advance.

The District is committed to planning for long and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs. The District has been funding the annual required contribution (ARC) for its retiree health benefits in an irrevocable trust fund (\$13.6M as of 6/30/16). Additionally, the District has set aside reserve funds to address the increases in employer contributions rates for STRS and PERS (\$7.5M as of 6/30/16). The District reserves for the past four have been no less than 16 percent.

The District is self-insured through membership in two joint powers authorities: Valley Insurance Program Joint Powers Agency (VIPJPA) and Fresno Area Self-Insurance Benefits Organization (FASBO) (III.D.86, III.D.87). VIPJPA is a self-insurance pool program for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, and review coverage. They also meet to manage the JPA's finances, set policies, procedures, and determine areas of potential risk to mitigate future costs to the group. The District is self-insured for workers compensation, theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk

exposures. VIPJPA is a Joint Powers Authority (JPA) member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, it decided to join the larger risk pool (ASCIP) to further protect the member districts from the volatility of premium increases. ASCIP is a not-for-profit organization of educational partners (K-12 and community colleges) who pool their resources to address property, liability, and worker's compensation insurance related issues.

The second Joint Powers Authority is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool to provide vision, dental, and health care insurance for its members and their families. Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District comprise FASBO. FASBO meets monthly (except December) to manage and control medical, dental and vision costs to keep member premiums and deductibles at a minimum.

SCCCD employees may also choose between two other medical providers: Kaiser Permanente and the Bronze PPO plan. Co-pays, deductibles and other adjustments to the plans are made to keep the medical premiums affordable (III.D.88).

As one-time funds became available, the District set aside over \$7 million to deal with the future increases in STRS and PERS contributions. As growth funding has come in, some of these dollars have also been used to deal with the increased contributions before allocating the remaining balances.

Analysis and Evaluation

The College meets the Standard. The District is committed to ensuring long term financial security. The District has established and significantly funded the OPEB liability in an irrevocable trust. Funds have been set aside and growth dollars have been used to help mitigate the increasing STRS and PERS contributions. The District manages health care and insurance premium increases through its joint powers agreements with ASCIP, VIPJPA and FASBO. The District maintains a strong reserve ensuring fiscal stability.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District exceeds the five percent reserve recommended by the California Community College's Chancellor's Office. The District is fully funding its annual OPEB obligation (Annual Required Contribution [ARC]) and sets aside the funds in an irrevocable trust fund (\$13.6M as of 6/30/16). Annually, the District sets aside funds to address long-term pension obligations (III.D.89). Recently, both STRS and PERS have increased contribution rates (FY 2013-14 to 2020-21) for employers, employees, and the State of California. To meet this future obligation, the District has set up a District fund (\$7.5M as of 6/30/16).

The District began addressing large vacation balances in 2013 by limiting management and confidential employees to a maximum of two years of vacation accruals on the books. The District also hopes to negotiate this into the bargaining agreements for classified employees.

College managers receive a monthly report detailing their area's vacation liability. For classified professionals, the manager works with the employee to ensure that half of their annual vacation is taken prior to the end of December, and that they have sufficient time available for vacation.

Analysis and Evaluation

The College meets the Standard. The District reviews liabilities on an ongoing basis and sets aside funding to mitigate future obligations including OPEB, compensated absences, and other employee related obligations. The actuarial plan for OPEB is current and prepared as required by appropriate accounting standards.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

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

Analysis and Evaluation

Not applicable.

III.D.14 All financial resources, including short – and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District and College have processes in place to ensure that funds are being used appropriately. To monitor the use of bond funds, the District has established the Bond Oversight Committee to ensure that bond expenditures are consistent with the passage of the bond language in Measure C ([III.D.78](#)).

State College Community College Foundation is a 501 (c) (3) auxiliary organization that seeks financial resources to support the mission and goals of the District's colleges and centers. The State Center Community College Foundation mission is to "encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District." In alignment with the mission, the foundation works to attract scholarships, individual and corporate gifts, grants, and other private resources. Five executive committee members and twenty-one board members from throughout the District service area comprise

the volunteer Board of Directors. The foundation accounting staff manages foundation funds with the assistance of the District's finance department. An independent audit firm annually audits the Foundation as a separate not-for-profit organization. The Foundation publishes, distributes, and makes available its annual audit on the District website. The Foundation had no audit findings for the 2014-15 fiscal year ([III.D.79](#), [III.D.90](#), [III.D.91](#)).

The Fresno City College Associated Student Government also conducts fundraising efforts. The Business Office monitors this organization and works closely with Student Activities to ensure they follow prudent business standards and practices.

FCC continues to apply for and receive grants. Accounting staff has received training on Office of Management and Budget Circulars that are applicable to federal grants. The vice president of administrative services or the accountant/auditor attends the Chancellor's Office Internal Auditors Conference to stay current on statewide issues. Program staff receives training provided for the specific grants based on their involvement. Each year as part of the annual audit, the District's independent auditors audit grants. Occasionally, funding agencies also audit grants.

Analysis and Evaluation

The College meets the Standard. The Bond Oversight Committee reviews all bond activity to ensure that these funds are only used for the community approved bond projects. The SCCC Foundation has a separate board who oversee Foundation finances. Each request for payment is reviewed by the College, District, and Foundation for the appropriateness and purpose of the request. Associated Student Government fundraising is closely monitored by the College Business Office to ensure that FCMAT standards are met. All grant expenditures are reviewed by the Administrative Services Office and the District Accountant Auditor to ensure that funds are being spent appropriately.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College is diligent in ensuring that it does not have a cohort default rate greater than 30 percent for three consecutive years resulting in loss of the Direct Loan Program and/or the Federal Pell Grant Program. When the College's cohort default rate for 2011 was published in July 2014, the financial aid department took immediate steps to rectify the exceptionally high 38.4 percent default rate. In 2014, the State Chancellor's Office launched a default prevention initiative to help California Community Colleges improve their cohort default rates. In early 2015, Fresno City College administration and financial aid staff joined the state initiative by participating in researching vendors and their program agreements. The research concluded with i3 Group, LLC selected as the choice for community college financial aid default recovery ([III.D.92](#)).

In August 2015, the District entered into a contract with i3 Group to provide data management and student borrower outreach activities, default aversion and delinquency prevention activities, student loan assistance hotline and counseling services, and other deliverables in support of lowering default rates (III.D.93). With the success of this contract, the District entered into a second contract with i3 Group, LLC that was approved at the November 1, 2016 board meeting to continue to identify and keep student borrowers in a current repayment status and deliver the lowest possible cohort default rate which is 23.4 percent for 2013 cohort (III.D.94).

The College Financial Aid Department regularly monitors student financial aid activity, offers loan and debt counseling, and conducts financial aid workshops (III.D.95). The Financial Aid Department files a yearly Fiscal Operations Report and Application to Participate (FISAP) report and prepares yearly close out of Common Origination and Disbursement (COD), Pell, and Direct Loans along with monthly reconciliations for these programs (III.D.96). Financial Aid will update E-App's within 10 days when any changes occur, and re-applies as required for renewal of the College's program participation agreement (PPA).

Because deficiencies were identified in a federal audit May 2015 for audit years 2008-2010, the financial aid director worked with federal administration and staff to resolve the issues. There is one item that has not been resolved due to multiple turnovers in auditors from the federal government (III.D.97). The College has submitted the required documentation for the finding; however, there was a change in the College's assigned federal auditor resulting in multiple delays in the final closeout of the audit. The College will continue to make this a priority to ensure all findings are resolved and processes have been reviewed and evaluated to ensure that the College remains in compliance with federal regulations.

Analysis and Evaluation

The College meets the Standard. The College's Financial Aid department's default rate has been monitored and managed in a proactive manner and is periodically modified to ensure compliance. The College's Financial Aid department has developed numerous internal checks and balances as well as self-audits to verify compliance with Federal Title IV regulations and requirements. To ensure comprehensive understanding of current laws and regulations, office personnel participates in ongoing training. Audit findings are addressed and the College continues to update processes and procedures to remain in compliance with federal regulations.

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The vice chancellor of finance and administration and District legal counsel review all contractual agreements developed by the District or the California Community Colleges Chancellor's Office. Contractual agreements may include: personal services, lease purchase agreements, instructional programs and services, contract education, and inside/outside facility use. The District Finance Office maintains an inventory of contracts which include construction, independent contractor agreements, purchase orders, and software. The District Finance Office reviews all contracts and is cautious with items such as insurance and indemnity clauses, term and termination, evergreen renewal, warranties, expenses, and governing law. The District can terminate contracts for cause, and monitors contracts for compliance with state and federal regulations. External independent audits for the District and College have had no findings representing reportable conditions, weaknesses, or instances of noncompliance related to contractual agreements with external entities ([III.D.68](#), [III.D.69](#), [III.D.70](#), [III.D.71](#), [III.D.72](#)).

Fresno City College has instruction services agreements with most police and fire agencies in the local area. The documentation for these class offerings are monitored by the area, the Administrative Services Office, and the District to ensure that they qualify for state apportionment. The District also has contracts with outside vendors to provide food services and vending commissions at the Fresno City College campus.

Analysis and Evaluation

The College meets the Standard. The District and College have strong controls on contracts to ensure that liability is limited and that the objectives of the organization achieved.

Standard III.D Evidence List

- [III.D.1 FAR 2015-2016 FTES](#)
- [III.D.2 SCCCD Business Office Screen Shot](#)
- [III.D.3 SCCCD Final Budget 2012-13](#)
- [III.D.4 SCCCD Final Budget 2013-14](#)
- [III.D.5 SCCCD Final Budget 2014-15](#)
- [III.D.6 SCCCD Final Budget 2015-16](#)
- [III.D.7 SCCCD Final Budget 2016-17](#)
- [III.D.8 District Resource Allocation Model \(DRAM\)](#)
- [III.D.9 DBRAAC Screen Shot](#)
- [III.D.10 DRAMT Update 4-20-12](#)
- [III.D.11 DBRAAC Operating Agreement](#)
- [III.D.12 Board Agenda Minutes 01-14-14](#)
- [III.D.13 DBRAAC Minutes 05-16-14](#)
- [III.D.14 FCC PAC Minutes 10-30-14](#)
- [III.D.15 Board Minutes 09-02-14](#)
- [III.D.16 DBRAM Evaluation Survey 2014](#)
- [III.D.17 DBRAM Evaluation Survey 2015](#)
- [III.D.18 DBRAM Evaluation Survey 2016](#)
- [III.D.19 BP 1200](#)
- [III.D.20 Business and Fiscal Affairs BP AR Screen Shot](#)
- [III.D.21 SPC Minutes Spring 2017](#)
- [III.D.22 BP AR 6200](#)
- [III.D.23 SPC Taskforce Meeting Screen Shot](#)
- [III.D.24 Deans Minutes Resource Prioritization](#)
- [III.D.25 SPC Minutes Action Plan Consensus](#)
- [III.D.26 BAC Action Plans Screen Shot](#)
- [III.D.27 Action Plan Funding Report 2014-15](#)
- [III.D.28 Action Plan Funding Report 2015-16](#)
- [III.D.29 Action Plan Funding Report 2016-17](#)
- [III.D.30 FTES Dashboard Screen Shot](#)
- [III.D.31 BP AR 6100](#)
- [III.D.32 BP AR 6150](#)
- [III.D.33 BP AR 6250](#)
- [III.D.34 BP AR 6300](#)
- [III.D.35 AR 6310](#)
- [III.D.36 Budget Hearing Notice Form 2017-18](#)
- [III.D.37 Board Agendas Minutes Screen Shot](#)
- [III.D.38 Purchasing Reminder Email](#)
- [III.D.39 Convocation Agendas Budget Update](#)

[III.D.40 BP 2740](#)
[III.D.41 BP 2012](#)
[III.D.42 Budget Study Session 04-04-17](#)
[III.D.43 Board Agenda 04-04-17](#)
[III.D.44 FCC BAC Minutes 2011-2017](#)
[III.D.45 PAC Minutes Budget Updates](#)
[III.D.46 Management Council Minutes Budget Updates](#)
[III.D.47 SPC Minutes Budget Updates](#)
[III.D.48 Administrative Services Training Announcements](#)
[III.D.49 Budget Training Modules Screen Shot](#)
[III.D.50 Ellucian Screen Shot](#)
[III.D.51 Web Advisor Budget Selection Screen Shot](#)
[III.D.52 Report Manager Business Office Screen Shot](#)
[III.D.53 SPC Minutes Action Plan Handbook](#)
[III.D.54 SPC Minutes 04-16-15](#)
[III.D.55 Board Agenda Minutes 04-14-16](#)
[III.D.56 SCCCDC Grants List 2016-17](#)
[III.D.57 FCC Basic Skills Application 2015](#)
[III.D.58 SCCCDC Purchasing Handbook](#)
[III.D.59 SCCCDC Purchasing Pointers How-To Handbook](#)
[III.D.60 SCCCDC Business Office Intranet Screen Shot](#)
[III.D.61 AR 6340](#)
[III.D.62 AR 6350](#)
[III.D.63 AR 6360](#)
[III.D.64 AR 6370](#)
[III.D.65 SCCCDC CCFS-311Q 03-31-17](#)
[III.D.66 Accounting Group Minutes 2014-17](#)
[III.D.67 BP 6400](#)
[III.D.68 FAR 2011-12](#)
[III.D.69 FAR 2011-13](#)
[III.D.70 FAR 2013-14](#)
[III.D.71 FAR 2014-15](#)
[III.D.72 FAR 2015-16](#)
[III.D.73 FCC FA Policy and Procedures Manual](#)
[III.D.74 FA Professional Development 2016-17](#)
[III.D.75 Financial Aid Disbursement Dates Screen Shot](#)
[III.D.76 BP AR 3280](#)
[III.D.77 SCCCDC Grants Office Screen Shot](#)
[III.D.78 Bond Oversight Committee Screen Shot](#)
[III.D.79 SCCCDC Foundation Screen Shot](#)

[III.D.80 Foundation Financial Statements 2012](#)
[III.D.81 Foundation Financial Statements 2013](#)
[III.D.82 Foundation Financial Statements 2014](#)
[III.D.83 Foundation Financial Statements 2015](#)
[III.D.84 Foundation Financial Statements 2016](#)
[III.D.85 BP 6320](#)
[III.D.86 BP AR 6540](#)
[III.D.87 Board Minutes VIPJPA FASBO](#)
[III.D.88 Benefits Intranet Screen Shot](#)
[III.D.89 GASB 45 Actuarial Study July 2014](#)
[III.D.90 Foundation Board Screen Shot](#)
[III.D.91 Foundation Annual Reports Screen Shot](#)
[III.D.92 FCC Default Prevention Plan](#)
[III.D.93 SCCC CD i3 Contract 2015 2016](#)
[III.D.94 Board Minutes 12-13-16](#)
[III.D.95 FCC FA Workshop Presentation](#)
[III.D.96 FCC FA FISAP](#)
[III.D.97 FCC FA Closeout Letter](#)
[I.A.26 FCC Planning Process Diagram](#)
[I.A.27 FCC Annual Unit Plan Form](#)
[I.A.29 FCC Action Plan Resource Request Form](#)
[I.B.19 FCC Instructional Program Review Template](#)
[I.B.55 FCC SSSP Plan 2015](#)
[I.B.64 FCC Administrative Program Review Template](#)
[I.B.114 FCC Unit & Action Planning Workshops Email](#)
[I.C.15 Financial Aid Screen Shot](#)
[II.A.26 FCC Action Plan Resource Request Handbook](#)
[II.A.86 FCC Student Equity Committee Call for Proposals](#)
[III.B.50 SCCC CD Bond Measures Screen Shot](#)
[III.B.52 FCC Bond Project Information Screen Shot](#)

Standard IV Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.



Standard IV.A. Decision-Making Roles and Processes

My professor asked me to attend a special awards dinner and he wanted me to represent Fresno City College - that's being valued.

—Student Equity Focus Group

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Standard IVA: Decision-Making Roles and Processes



IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

College leadership promotes a climate of participatory decision making and college wide contribution. Fresno City College's participatory governance and administrative structure is defined in District board policies and administrative regulations ([I.B.89](#)).

The College implements well-developed planning processes that support student learning and success. The primary planning body is the Strategic Planning Council (SPC) with representation from administration, classified professionals, faculty, and students. The committee-elected chairs serve an annual term. The college president and senior vice presidents represent administration. The SPC's duties and responsibilities include: establishing College goals and objectives, establishing planning priorities, and monitoring progress towards the completion of College goals and objectives. SPC decisions are made through consensus ([I.B.29](#), [I.B.113](#)).

Of the many College committees, ten function as advisory committees to the SPC ([I.B.1](#)). All constituent groups are represented on the advisory committees ([I.B.3](#)). These committees include:

- Budget Advisory Committee – monitors the College budget to support College mission.
- Distance Education Committee – oversees and makes recommendations on all matters related to distance education.
- Enrollment Management Committee – provides recommendations that will support campus efforts to facilitate and improve student enrollment, retention, persistence and success.
- Facilities Committee – addresses issues regarding the District Facilities Master Plan, safety issues, and facilities resource allocation.
- Human Resources Committee – identifies human resource needs and provides annual prioritized position requests for faculty and classified positions.
- Institutional Research and Effectiveness Committee – reports and recommends on all matters related to research, evaluation, and data to ensure that research supports the College in carrying out its mission.
- Outcomes and Assessment Committee – oversees campus assessment activities and promotes a campus culture of self-reflective, evidence-based inquiry.

- Program Review Committee – maintains a process by which instructional and non-instructional programs systematically self-assess to establish goals, ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes.
- Student Equity Committee – identifies and prioritizes sustainable solutions to eliminate achievement gaps for students disproportionately impacted in access, course completion, English for Multi-Lingual Speakers and basic skills course completion, degree and certificate completion, and transfer as identified by campus-based research and data in the Student Equity Plan.
- Technology Advisory Committee – evaluates, reviews, and advises in planning for acquisition, maintenance, and use of current and future technology to support teaching and learning.

To ensure excellence, the College sets institutional set standards (ISS) to inform and guide planning. The president works closely with the Office of Institutional Research, Assessment, and Planning, and the Institutional Research and Effectiveness Committee (IRE) to calculate and monitor various performance indicators ([I.A.31](#)) including the following 29 measures in these key areas:

- Student Success (5 measures)
- Student Success Scorecard (6 measures)
- Academic Excellence (6 measures)
- Student Satisfaction and Engagement (1 measure)
- Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources (7 measures)
- Promote Institutional Dialogue (2 measures)
- Licensure Exam Passing Rate and Job Placement Rate (2 measures)

In developing the measures, past data were analyzed, baseline measures were set, and six-year targets were identified. The College documents ISS in the Institutional Effectiveness Index (IEI), which is used to widely communicate data to the campus ([I.A.34](#), [I.B.50](#), [I.B.52](#), [I.B.53](#), [I.B.54](#), [I.B.106](#)). To ensure quality data are integrated into the planning process and decision making, programs undergoing program review are asked to compare and discuss their program data with the IEI ([I.A.33](#)). Additionally, divisions and offices are also required to link annual unit plan goals with the IEI ([I.A.27](#)). In fall 2017, the president charged the IRE Committee to analyze the ISS and identify core measures that link to the strategic and College mission. The IRE Committee worked to identify “The Core 9” making ISS more accessible to the campus and external community ([I.V.A.1](#), [I.V.A.2](#)).

Each spring, the SPC communicates priority strategic goals and objectives for the following academic year ([I.A.68](#)). Annual unit plans identifying goals and objectives are submitted by programs, departments, divisions, and administrative units. Those with resource implications may require an action plan resource request ([I.A.29](#)). Action plans for funding are prioritized first by division or service area, and then by their area vice presidents ([I.A.65](#)). Action plans supported by the Program Review Committee receive higher priority. Those submitted outside of a program review cycle include a narrative explaining the request ([I.I.A.26](#)). Final rankings are reviewed by the Budget Advisory Committee to ensure adherence to processes and forwarded to SPC with a final recommendation to the president ([I.A.67](#), [I.B.115](#)).

Action plans requesting new faculty or classified positions are forwarded to the Human Resources Committee for prioritization. The Human Resources Committee allows requesters to verbally present their rationale to the committee to help explain the department's need for additional staff and to answer any questions that the committee may have. A rubric is used to rank requests ([I.B.122](#), [I.B.123](#)). The prioritized rankings are recommended to SPC for support; upon SPC approval the rankings are forwarded to the president ([I.B.124](#)).

The Office of Institutional Research, Assessment, and Planning provides oversight for the collection and reporting of all annual unit plans, action plan resource requests, and human resources requests. At the end of each academic year, programs, departments, divisions, and administrative units are asked to update their annual unit plans with progress results and make appropriate revisions for the following year.

Each fall, a report explaining institutional progress toward achieving strategic goals and objectives is developed based on these updated annual reports. Once completed, this report is sent to the SPC and posted on the Blackboard SPC web page ([I.B.28](#)).

In addition, the Student Equity Committee has implemented a request for proposal process that provides funding for projects that mitigate achievement gaps ([II.A.86](#), [II.B.43](#)). The request for proposals is released through campus wide email. When all proposals have been received, the committee reviews them and selects projects for funding.

To ensure that College employees are informed, planning issues are communicated regularly through several channels and at multiple venues. As examples, SPC members report back to their respective constituent groups and council minutes and meeting documents are available on Blackboard ([I.B.113](#)). After SPC meetings, an email meeting summary is sent in a campus wide email ([I.B.11](#)). The president also communicates planning issues with regular campus communication, as well as open dialogue sessions such as "Coffee with the President" and "Brown Bag with the President" ([I.B.9](#)).

As part of a regular cycle of evaluation and improvement, the SPC conducts an annual self-evaluation, which includes a campus wide survey ([I.B.98](#), [I.B.99](#), [I.B.100](#)). Based upon discussions during a comprehensive Institutional Effectiveness Partnership Initiative (IEPI) visit, as the SPC moved to conclude the 2013-2017 Strategic Plan and develop the 2017-2021 Strategic Plan, the committee began a more comprehensive self-reflection. In summer 2016, the SPC and the new College president conducted a two-day retreat to examine committee structure and planning effectiveness ([IV.A.3](#), [IV.A.4](#), [I.A.69](#)). This was followed by an additional meeting in fall 2016 ([IV.A.5](#), [IV.A.6](#)). As a result, it became clear that the role of the advisory committees and SPC had evolved, prompting the SPC to make a deliberate decision to trust the work of its advisory committees. The SPC no longer "reworks" recommendations but rather reviews them as an oversight committee. The SPC as well as the advisory committees will move forward and examine their roles as they review and update their operating agreements ([IV.A.7](#)).

Analysis and Evaluation

The College meets the Standard. College leaders have embraced a process that includes all constituent groups in developing, approving, and implementing strategies to achieve the College mission. All col-

lege wide processes are approved by appropriate constituent groups. Program and unit goals as well as innovation are supported through annual unit plans and action plans. There is broad constituent representation on the Strategic Planning Council which makes recommendations to the College president regarding strategic planning and resource allocation including the budget, human resources, facilities, and technology.

Changes and Plans Arising out of the Self Evaluation Process

As the College moves forward to implement the 2017-2021 Strategic Plan, it will closely examine the roles of advisory committees and the Strategic Planning Council.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Fresno City College is committed to collegial and collaborative participatory governance involving students, staff, faculty, and administrators in decision-making processes. The College approaches internal participatory governance through two primary mechanisms. First, governance is a collaborative effort to gain input from the four major constituent groups: the Associated Students Government (ASG), Academic Senate, Classified Senate, and Management Council, which includes the president, vice presidents and all managers. Second, there are structures that gather and disperse information through major governance groups using open meetings, staff development activities, committees, and ad hoc taskforces (I.B.3). All College governance and standing committees are represented by constituent groups including students. Information and recommendations are ideally passed to the Strategic Planning Council and President's Advisory Council which is composed of key administrators, student representatives, and the academic and classified senate presidents. Roles of constituents in participatory governance are clearly defined in AR 2510, collective bargaining agreements, and the College Governance Handbook (I.B.89, I.B.2). In addition to the SPC and its advisory committees, the College has many other committees, taskforces, work groups, and public forums through which campus constituents are provided the opportunity to provide input. Committees include those such as monthly Chairs' Meetings, Professional Development Committee, and the President's Advisory Council.

The Academic Senate is composed of representatives from all College divisions and includes an Executive Board. The Senate meets on a bi-weekly basis during the academic year to consider academic and professional issues commonly known as "10+1" (IV.A.8, IV.A.9). These "10+1" issues are:

- Curriculum including establishing prerequisites and placing courses within disciplines.
- Degree and certificate requirements.

- Grading policies.
- Educational program development.
- Standards of policies regarding student preparation and success.
- District and College governance structures as related to faculty roles.
- Faculty roles and involvement in accreditation processes including self-study and annual reports.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

The Fresno City College Classified Senate consists of 17 senators representing each division or service area. The Classified Senate meets monthly. As the classified professional's governing body, the mission is to promote the valuable contributions made by classified professionals in creating an environment that will lead to the greatest level of student success. The Senate encourages the exchange of ideas, understanding, and cooperation between classified professionals, faculty, administrators, and students in the best interest of enriching the educational environment ([IV.A.10](#)). The Classified Senate and Chapter 379 of the California School Employees Association (CSEA) each appoint representatives to participatory governance committees as needed. The positions are divided equally between the two groups. In the event a committee has an odd number of seats for classified professionals, CSEA is entitled to the additional seat.

AR 5400 specifies that students will be provided an opportunity to participate in the formulation and development of District policies that have a significant effect on students. Students will exercise this opportunity through the Associated Student organization and through appointments to College and District committees that review, analyze, and formulate District policies and procedures. ([IV.A.11](#)). Students are provided opportunities to participate in planning and decision-making processes primarily through service on committees. College participatory governance committees and the Accreditation Steering Committee request student representation. Student voices are strongly desired, and their valuable contributions are elicited and respected by SPC and its advisory committees. Additionally, documents requiring constituent group approval include the ASG.

Administration is represented on the majority of campus committees based on area of expertise and appointment by the president or vice presidents. Division deans also represent their respective division on many campus committees.

In addition to service on committees, constituents are encouraged to share ideas, suggestions, and concerns through campus wide surveys. For example, the College conducted the Community College Survey of Student Engagement (CCSSE) in 2011, 2014, and 2017. There was a significant level of participation, and recommendations were forwarded to the SPC for consideration ([IV.A.12](#)). In fall 2016,

the College conducted the SENSE (Survey of Entering Student Engagement). The results were widely distributed and discussed in several committees ([IV.A.13](#), [IV.A.14](#), [IV.A.15](#)). In fall 2014, the College conducted an employee survey of campus climate using the Noel-Levitz College Employee Satisfaction Survey. The survey instrument is comprehensive and the survey questions covered campus culture and policies, institutional goals, involvement with planning and decision-making, and work environment. Faculty and staff identified two areas with low satisfaction: available resources (budget and staff) and communication. In fall 2015, on opening day, the College president conducted a breakout session about the results and strategies for improvement ([I.B.101](#), [I.B.102](#), [I.B.103](#)). In spring 2017, the same survey was conducted, and results showed that the gaps are closing for the availability of resources and communication. Faculty involvement with planning and decision-making was rated higher in 2017 as compared to 2014 results. However, staff involvement declined. To promote continuous institutional dialogue, results of this campus climate survey are included in the FCC Institutional Effectiveness Index. The College also evaluates its convocation every semester through an online survey administered to faculty and staff. Results from these surveys are reviewed by the President's Executive Council and feedback is incorporated into the planning of future convocations. For example, in fall 2017, in response to survey results, the format of convocation was modified to include updates from Academic and Classified Senates, and an inspirational speaker, Dr. Brice Harris. Also, the agenda was shorter with more concise information. As a result, the survey results indicated higher satisfaction with convocation ([IV.A.16](#)).

Analysis and Evaluation

The College meets the Standard. Fresno City College governance policies and procedures are guided by board policies and administrative regulations that facilitate participation of all constituent groups, including students as appropriate. The College governance structure promotes a participatory culture where all voices can be heard. Processes are systematically evaluated through self-examination resulting in a cycle of continuous improvement. The results are shared college wide.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Institutional governance is highly valued and at the core of Fresno City College's operations and processes. The College ensures that all members of the campus community are respected for their expertise and encouraged to participate in processes resulting in meaningful change. Each constituent has a substantive voice in institutional policies, planning, and budget. These policies and processes are clarified in committee operating agreements which follow the structure determined by the SPC Operating Agreement Template ([IV.A.17](#)). Operating agreements, planning documents, and processes are reviewed and approved by all constituent groups resulting in greater dialogue and participation in matters concerning student learning and success.

To ensure faculty representation, the Academic Senate and the State Center Federation of Teachers (SCFT) solicit faculty involvement in governance in a variety of ways. The Academic Senate assigns faculty to serve on College governance committees in accordance with committee operating agreements. The College also recognizes the importance of faculty union representation on certain participatory governance committees. Also, committee work is considered in the full-time faculty evaluation as outlined in the full-time faculty contract ([IV.A.18](#)).

In addition to the advisory committees discussed in IVA.1, the governance structure includes College and Academic Senate standing committees, task forces, and ad hoc committees where the scope of work is limited in duration and focused on a particular issue. ([I.A.38](#), [II.A.57](#)).

To support participatory governance and special projects, the College gives reassigned time for positions requiring an extensive time commitment. The Academic Senate is allocated reassigned time to divide among its executive board as appropriate. Other examples of reassigned positions include those such as the honors program coordinator, outcomes and assessment coordinator, program review coordinator, and accreditation liaison officer.

The Strategic Planning Council (SPC) is the umbrella to the College advisory committees and functions as the main recommending body for planning based decisions. The SPC has primary responsibility for the development, implementation, and assessment of the strategic plan by linking Program Review to planning and budgeting through the action planning process, participating in budget development, and recommending allocation of fiscal and human resources to the president ([I.B.113](#)). This structure facilitates participation of faculty, classified professionals, students, and administrators in budgetary decisions.

Analysis and Evaluation

The College meets the Standard. Fresno City College's planning processes facilitate the development of ideas and effective communication among constituencies. The roles of all constituencies are well-defined through board policies and operating agreements. College leadership supports and maintains an environment that is flexible, open-minded, and committed to teamwork and leadership. The participatory governance framework provides faculty, classified professionals, and administrators ample opportunity to exercise a substantial voice in institutional policies, planning, and budget/resource allocations.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Fresno City College follows policies and procedures that define the roles of faculty and administrators in respect to curriculum and student learning programs and services. The Board of Trustees develops policies on academic and professional matters by either:

- relying primarily upon the advice and judgment of the Academic Senate or,
- relying upon mutual agreement reached between the College administration and the Academic Senate by written resolution, regulation, or District policy.

The Academic Senate has a legal role in the areas mandated by State of California Statute AB1725, and Board Policy 2510: Participation in Local Decision Making ([I.B.89](#)). The Academic Senate is the body that represents the faculty in collegial governance relating to academic and professional matters known as “10+1”.

The Academic Senate and President’s Advisory Council make recommendations to the president, who then makes recommendations to the chancellor and the Board of Trustees. If a recommendation is not accepted, the Board or its designee communicates its reasons to the Academic Senate. In matters where policy is established through mutual agreement and agreement cannot be reached, existing policy remains in effect.

The Curriculum Committee, Program Review Committee, and Outcomes and Assessment Committee implement policy regarding curriculum and student learning. The Curriculum Committee is a subcommittee of the Academic Senate, and all curriculum proposals must be approved through the curriculum approval process ([I.B.21](#)). The curriculum submission and approval process is managed in CurricUNET where all proposals and any associated comments are available to all ([I.C.22](#)). After final approval by the Curriculum Committee, curriculum proposals advance to the district wide Education Coordinating Planning Committee (ECPC) for review and approval. Following ECPC approval, the proposals go to the Board of Trustees for final approval. The voting membership of the Curriculum Committee is represented by all academic divisions as well as representatives from ASG, Counseling, Disabled Students Programs and Services (DSPS) and Library and Student Learning Support Services ([II.A.36](#)). The vice president of instruction and the articulation officer are non-voting members of the committee. The Curriculum Committee chair is a faculty member elected by the committee, attends all Senate meetings, and serves as a member of the executive board. The Academic Senate has the authority to rescind Curriculum Committee decisions.

Faculty and academic administrators drive learning outcomes assessment. Student learning outcomes are incorporated into the course outline of record and program review ([I.B.35](#), [II.A.73](#)). Degree and certificate learning outcomes are identified in the College catalog ([I.B.33](#)). Student learning outcomes

are approved through the five-year curriculum review process. The Outcomes and Assessment Committee (OAC) is chaired by the outcomes and assessment coordinator and is comprised of faculty and academic administrators to provide oversight for all campus student learning outcomes and assessment activities ([I.C.31](#)).

Analysis and Evaluation

The College meets the Standard. Faculty and academic administrators play a central role in implementation of policies and procedures related to curriculum and student learning programs and services as evidenced by their principle involvement in program review, student learning outcome assessment, and curriculum development. These structures are well defined through the Fresno City College Governance Handbook, committee operating agreements, board policies, and administrative regulations.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Participatory governance is embedded into the State Center Community College District and Fresno City College decision making structures to ensure appropriate consideration of relevant perspectives. Board Policy 2510, Participation in Local Decision-making and the SCCCDC Roles of Constituents in Decision Making clearly define the roles of the board, administrators, faculty, classified professionals, and students in decision-making processes. Administrative Regulation 3250, Institutional Planning, ensures broad-based participation in District and College planning processes ([I.B.89](#), [II.A.18](#), [I.B.90](#)). The Strategic Planning Council has implemented a strategic planning governance structure where all constituencies are involved in the decision-making process ([I.B.3](#), [I.B.113](#)).

As stated in the Fresno City College Governance Handbook:

“The goal of participatory decision-making at Fresno City College is to provide an environment which encourages the participation of the entire College community—students, faculty, classified professionals, and administrators—in the process of making decisions that directly and indirectly affect them. Participatory decision-making promotes the vision and values of Fresno City College.”

“The purpose of the Fresno City College governance structure is to provide each constituent group the opportunity to participate in the planning processes and initiatives as well as develop, review, and revise policies and procedures by representation. The governance structure promotes collegiality, facilitates collegial communication, and resolves issues as close to the point of origin as possible.”

The Fresno City College Governance Handbook clarifies the roles of administrators, faculty, classified professionals, and students in the participatory governance process (I.B.2). The collaborative participatory governance structure is designed so that decisions are made in the best interest of the College rather than in the interest of one constituency or individual. This philosophy is applied throughout College committee structures with faculty, classified professional, student, and administrator participation.

All constituent groups have representation on the SPC and its advisory committees. Committee member duties and responsibilities are defined in operating agreements. Each Strategic Planning Advisory Committee submits a year-end report to the SPC. The SPC reviews these reports when planning for the next year (IV.A.19).

Membership structures defined in operating agreements ensure that decision-making is aligned with expertise and responsibility. For example, the Institutional Research and Effectiveness Committee makes recommendations regarding data, research, and evaluation. This committee includes the director of institutional research, assessment, and planning, the program review coordinator, and the outcome and assessment coordinator as they have strong expertise in data and institutional effectiveness (I.B.61).

The College ensures timely action on institutional plans, policies, curricular changes, and other key issues through regular committee structures and meetings. The SPC, SPC advisory committees, Academic Senate, Classified Senate, ASG, and Management Council meet regularly to address action items (I.B.8). With a campus culture devoted to vigorous participation by all constituents, actions occur in an appropriately timely fashion.

Analysis and Evaluation

The College meets the Standard. Fresno City College participatory governance processes are well developed, clearly defined, and appropriately documented. All participatory governance committees have representation from administration, faculty, classified professionals, and students when appropriate. Membership is defined in operating agreements to ensure constituent representation, as well as necessary expertise.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College fosters a participatory governance environment to achieve its mission and vision. The processes for decision-making are well-documented in the College Governance Handbook. The College uses email, the College website, convocation, and open forums to communicate implementation of decision-making processes.

As a responsibility of committee membership, constituents regularly communicate and consult with their constituent group (I.B.2). SPC regularly surveys constituents to assess the effectiveness of SPC communications. An annual survey is reviewed as part of the SPC's annual evaluation and results are

used to facilitate improvements (I.B.12). Additional channels of communication include: convocation presentations, flex day presentations, campus forums, Blackboard postings, and strategic planning email updates (I.B.9, I.B.11, I.B.103).

SPC and advisory committee representatives report to their respective constituencies regarding implementation of the strategic plan and establishing priorities for planning and resources (IV.A.20, IV.A.21). Information is also posted on the SPC Blackboard site. Program review results are also available on Blackboard and communicated to the SPC (II.A.22). The SPC reviews annual unit plans, action plan resource requests, and human resources requests. Information is then communicated to the College community through constituent representatives and SPC emails (I.B.67, I.B.115, I.B.124).

In 2012, the SPC formed a taskforce to draft the FCC Communication Plan in an effort to enhance communication. In spring 2016, the president re-constituted the taskforce to review and revise the document. SPC reviewed and approved the revised plan, and forwarded it to the President's Office with a recommendation for implementation (IV.A.22, IV.A.23).

Although improving communication has been a College priority, a fall 2014 campus climate survey indicated that the largest gaps in faculty and staff satisfaction and the highest importance ratings were on communication as related to administrators communicating to faculty and staff as well as communication between departments (I.B.101). Since her arrival in summer 2016, the college president has made regular and effective communication a strategic focus. She prioritizes communication as evidenced by regular messages from the president, College updates, extensive opening day reports, neighborhood and campus community town hall meetings, and regular opportunities for open communication such as coffee and lunch with the president (I.B.9).

Analysis and Evaluation

The College meets the Standard. The participatory governance process is fully integrated and documented, and results are systematically communicated campus wide through committee representatives as well as regular messaging structures. The College president prioritizes open communication and continues to work to integrate communication into the campus culture through a variety of methods.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Fresno City College evaluates effectiveness of policies, processes, and procedures at a variety of levels. Evaluations are systematic and results are used for institutional improvement and effectiveness. Specifically, the College's strategic plan is updated every four years. The current Fresno City College 2017-2021 Strategic Plan focuses on educational excellence and leadership, community collaboration, and institutional effectiveness and fiscal stability. During the 2016-2017 academic year, SPC utilized

input from constituent groups in the development of the 2017-2021 Strategic Plan (I.A.61). The SPC requested feedback from advisory committees and constituency groups, and the responses were compiled and used by SPC to inform development of the plan. (I.A.38). Annually, the Strategic Planning Council evaluates its effectiveness as a committee, as well as the strategic planning process as defined in the SPC Handbook (I.B.29). The evaluations are available to the College community on Blackboard (I.B.112). There is also an annual campus wide online survey to evaluate the College planning process. The survey results are reviewed and used to support improvement recommendations (I.B.12). SPC also reviews and revises its handbook and operating agreement on a regular basis. Specifically, the SPC handbook was revised in 2014, 2016, and 2017.

The College administers several college wide surveys in order to assess effectiveness (I.B.95). For example, every three years, the College conducts the ACT College Outcomes Survey of Students to assess Institutional Student Learning Outcomes (ISLOs). Results are discussed by the Outcome and Assessment Committee and are used to improve practices to achieve desired student learning outcomes (I.B.80). The most recent ACT survey form was revised so that ISLO data can be disaggregated (I.B.17). Additionally, the campus administers a faculty and staff climate survey to identify key issues perceived by employees. This survey was administered in 2014 and nearly 400 responses were received. In fall 2015, the president shared the key findings at the opening day convocation and a break out session was organized to discuss the identified key issues (I.B.101, I.B.102, I.B.103).

In spring 2016, as an additional means of evaluation, the president invited the IEPI Partnership Resource Team (PRT) to Fresno City College. The College self-identified three areas of focus for this effort: leadership and governance, integrated planning, and student learning outcome assessment. Based on these findings, actionable activities will be developed to further improve institutional effectiveness (II.A.37).

Analysis and Evaluation

The College meets the Standard. Governance and decision-making policies, procedures, and processes are regularly evaluated to ensure integrity and effectiveness. The SPC and its advisory committees evaluate their work regularly and share results with the campus community. The College consistently participates in college wide surveys to evaluate all aspects of the College. The results are widely communicated to be used as the basis for improvement.

Standard IV.A Evidence List

[IV.A.1 IRE Minutes Core 9](#)

[IV.A.2 ISS Core 9 Email](#)

[IV.A.3 SPC Fall 2016 Retreat Screen Shot](#)

[IV.A.4 Special Meeting Activities Summary](#)

[IV.A.5 SPC Special Meeting 09-08-2016 Screen Shot](#)

[IV.A.6 SPC Meeting Notes 09-08-2016](#)

[IV.A.7 SPC Minutes 09-22-2016](#)

[IV.A.8 FCC Academic Senate Bylaws](#)

[IV.A.9 FCC Academic Senate Constitution](#)

[IV.A.10 FCC CS Constitution Bylaws](#)

[IV.A.11 BP AR 5400](#)

[IV.A.12 SPC Meeting Minutes 2011-2017 CCSSE Recommendations](#)

[IV.A.13 SPC Meeting Minutes 2011-2017 SENSE](#)

[IV.A.14 Management Council Minutes SENSE](#)

[IV.A.15 IRE Minutes SENSE](#)

[IV.A.16 Opening Day Survey Overall Comparison](#)

[IV.A.17 SPC Operating Agreement Template](#)

[IV.A.18 SCFT Full-Time Final Agreement 2014-2017 Committee Participation](#)

[IV.A.19 SPC Advisory Committee Year End Reports](#)

[IV.A.20 Academic Senate Strategic Planning](#)

[IV.A.21 Classified Senate Strategic Planning](#)

[IV.A.22 SPC Meeting Minutes 2011-2017 Communication Plan](#)

[IV.A.23 FCC Communication Protocols Handbook](#)

[I.A.27 FCC Annual Unit Plan Form](#)

[I.A.29 FCC Action Plan Resource Request Form](#)

[I.A.31 FCC Institutional Effectiveness Index – ISS](#)

[I.A.33 FCC Instructional Program Review Template IE Index](#)

[I.A.34 SPC Minutes 2011-2017 IE Index](#)

[I.A.38 SPC Taskforce Meeting 02-2017 Screen Shot](#)

[I.A.61 SPC Meeting Minutes 2011-2017 Strategic Planning](#)

[I.A.65 Annual Unit Plan Action Planning Cycle](#)

[I.A.67 SPC Meeting Minutes 2011-2017 BAC Recommendation](#)

[I.A.68 SPC Mail All 2011-2017 Strategic Goals](#)

[I.A.69 SPC MInutes 08-25-2016](#)

[I.B.1 FCC Communication Flowchart](#)

[I.B.2 Fresno City College Governance Handbook](#)

[I.B.3 Committee Structure Fall 2016](#)

[I.B.8 Committee Assignments Fall 2016](#)

[I.B.9 President's Communication Screen Shot](#)

[I.B.11 SPC Campus Planning Communication Screen Shot](#)
[I.B.12 Annual Evaluation Comparison](#)
[I.B.17 Outcomes Survey Screen Shot](#)
[I.B.21 Curriculum Bylaws](#)
[I.B.28 2013-2017 Strategic Goal Summaries](#)
[I.B.29 SPC Handbook](#)
[I.B.33 FCC Catalog 2017-2018 SLOs](#)
[I.B.35 Course Outline of Record Acct-4A](#)
[I.B.50 Management Council Minutes IE Index](#)
[I.B.52 Program Review Minutes IE Index](#)
[I.B.53 Classified Senate Minutes IE Index](#)
[I.B.54 Academic Senate Minutes IE Index](#)
[I.B.61 IRE Committee Operating Agreement](#)
[I.B.67 SPC Mail All 2011-2017 Strategic Goals Summary](#)
[I.B.80 OAC Minutes ACT Outcomes Survey](#)
[I.B.89 AR 2510](#)
[I.B.90 SCCCD Roles of Constituents in District Decision Making](#)
[I.B.95 FCC College-Wide Survey Calendar](#)
[I.B.98 SPC Annual Evaluation 2014-2015](#)
[I.B.99 SPC Annual Evaluation 2015-2016](#)
[I.B.100 SPC Annual Evaluation 2016-2017](#)
[I.B.101 FCC Campus Climate Survey Summary](#)
[I.B.102 SPC Minutes Campus Climate Survey](#)
[I.B.103 Campus Climate Open Forum](#)
[I.B.106 PAC Minutes IE Index](#)
[I.B.112 SPC Annual Evaluation Screen Shot](#)
[I.B.113 SPC Operating Agreement Fall 2017](#)
[I.B.115 SPC Mail All 2011-2017 Action Plan Resource Request Approval](#)
[I.B.122 HR Certificated Rubric Score Sheets 2017-2018](#)
[I.B.123 HR Classified Rubric Score Sheets 2017-2018](#)
[I.B.124 SPC Mail All 2011-2017 HR Ranking](#)
[I.C.22 CurricUNET Screen Shot](#)
[I.C.31 OAC Operating Agreement](#)

[II.A.26 FCC Action Plan Resource Request Handbook](#)
[II.A.18 BP AR 3250](#)
[II.A.22 Program Review Report to SPC](#)
[II.A.36 Curriculum Committee Operating Agreement](#)
[II.A.37 IEPI Plan Fresno City College](#)
[II.A.57 Guided Pathways Workgroup Meeting Notes](#)
[II.A.73 FCC Instructional Program Review Template SLOs](#)
[II.A.86 FCC Student Equity Committee Call for Proposals](#)
[II.B.43 PASS Equity Funding Proposal](#)

Standard IV.B. Chief Executive Officer

The college's intention is to help the students. Fresno City's very lucky to have a program for students that don't have food. All you have to do is give your student ID. When I go and see the students lined up, I see the college making an effort.

—Student Equity Focus Group



IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2430 delegates full responsibility and authority to the chancellor, who, in turn, delegates the responsibility and authority to the college president to serve as chief executive officer (CEO) of the institution ([IV.B.1](#)). The March 2016 job announcement for Fresno City College president specified the Board of Trustees' expectations of the ideal candidate needed to successfully lead all College operations. It also detailed several critical elements of effective leadership in planning, organizing, and overall institutional effectiveness by "committing to professional development of faculty, staff and administrators, developing an increased level of confidence within the College and community regarding the stability and future growth of the college," and focusing on "improving communication on campus and in the community." The announcement also indicated the president's role in developing the organization and its personnel. The job description and board policy specify that the president has specific roles in hiring faculty, administrators, and classified professionals ([III.A.6](#)). A fundamental aspect of the College's role in the community was echoed in the description by "Promoting the importance of a college campus as an educational and cultural center for the community while understanding the college's role in building bridges and sustaining community support and involvement" and "advocating participatory governance, promoting collegiality, staff cohesiveness and respect among and between all the college's cohesiveness."

Since she joined Fresno City College in August 2016, the president has demonstrated her commitment to and understanding of her role in ensuring the quality of the institution. She has supported and introduced several initiatives that established effective leadership in planning, organizing, budget development, selecting and developing personnel, and evaluating institutional effectiveness. These efforts include leading a "reboot" of the Fresno City College educational master plan, coordination of the strategic plan and the facilities master plan, joining the Center for Urban Education, a conscious step toward closing racial-ethnic equity gaps and improving student outcomes, piloting a coaching initiative with InsideTrack, supporting the Institutional Effectiveness Partnership Initiative (IEPI) evaluation efforts, and commissioning an in-depth organizational assessment conducted by former California Community College Chancellor, Dr. Brice Harris ([IV.B.2](#), [II.A.37](#), [III.A.55](#)).

The president has focused on safeguarding the voice of all constituent groups in the development of various plans and has recommended modifications of College and District policies and procedures in conjunction with senior administrative officers. This has been accomplished primarily through the College's functional participatory governance structure and through multiple community open forums ensuring the quality of decision-making at the College ([I.B.1](#)).

The president acknowledges the critical role of data analysis in understanding all aspects of institutions effectiveness. She relies heavily on research and evidence to maintain institutional integrity and has provided the College and external community with multiple opportunities to foster a deeper understanding and create a common narrative regarding student success ([III.B.54](#), [III.B.55](#), [III.B.56](#)).

The College's organizational committee structure provides multiple opportunities for broad engagement and information sharing. The president serves as chair of the President's Advisory Council which is the primary College communication governance body charged with the dissemination of information concerning College and district wide matters to various College constituent groups as well as a safe environment to freely share ideas. The President's Advisory Council is comprised of constituent group leaders, vice presidents, and representatives from other College constituencies. The president is also an active member of the Strategic Planning Council (SPC), which is the College's primary recommending participatory governance body that is charged with making recommendations regarding planning, governance structure, institutional effectiveness, human, fiscal and other resources directly to the president ([I.B.113](#)). The Strategic Planning Council promotes dialogue and bold conversations to address the concerns of constituent groups ([IV.A.3](#), [IV.A.4](#)). All constituent groups are represented on SPC.

The college president is also responsible for implementation of District policies and procedures, the California Education Code, and collective bargaining policies and procedures to ensure well-balanced, high-quality instructional programs and student services. She reports to the chancellor on matters of policy and planning.

The college president plays an active role in the financial stability of the College and effective budget oversight. She works with the vice president of administrative services to review the budgeting process and ensure that resources appropriately support institutional effectiveness. Unit planning, resource requests, and human resource requests are integrated into the College's strategic planning process through program review, annual unit plan, and action plan resource request processes. Resource requests in support of strategic plan goals and supported by Program Review Committee and the Human Resource Committee receive higher priority. The president's administrative role in the budgeting process is delineated in the Action Plan Resource Request Handbook ([II.A.26](#)). To ensure regular communication regarding progress on College goals, budget priorities, and other issues, the president holds regular "Conversations with the President," open forums, community conversations, and meetings with various consequent groups ([IV.B.3](#), [I.B.9](#)). The president has fostered a prevalent supportive culture of collaboration, camaraderie, and a student-focused learning environment as evidenced by comments by faculty, staff, community members, and students in the multiple open forums.

The president is actively involved in hiring processes and in the selection of College personnel. She has demonstrated a commitment to improving diversity and equal and equitable employment opportunity hiring as evidence by the College's lead role in engaging and inviting District administration to join the College team in the Center of Urban Education's first ever Institute for Equity in Faculty Hiring at Community Colleges. The president led the College's twelve-member team which was comprised of representatives from the three faculty staff associations, academic and classified senate, and key

administrators for a two-day, intensive training. The chancellor supports the college president in planning, budgeting, and hiring efforts. The president interviews finalists and makes the final selection of all administrators, full-time faculty, and key staff. The State Center Community College District has a District Leadership Academy and Classified Leadership Academy that provides professional development for all levels of managers and classified professionals. The president and chancellor's commitment to professional development is evidenced by the creation of a professional development coordinator position at the College. The position was approved in June 2016, and in August 2017 the president appointed the limited term professional development coordinator. This new level of coordination will serve as a cornerstone of quality for the College.

Finally, the president plays a vital role in assessing institutional effectiveness. The president directly oversees the Office of Institutional Research, Assessment, and Planning (OIRAP) and meets regularly with the director of institutional research. The director of institutional research also serves on President's Executive Council, where she provides reports and updates on institutional effectiveness data. Under the president's leadership, the Institutional Research and Effectiveness (IRE) Committee developed a College Institutional Effectiveness Index (IEI) which includes 29 measures ([I.A.32](#), [I.A.34](#)). Based on the past six years of data, a baseline and six-year target was established for each measure. Assessing institutional effectiveness has been integrated into the College planning process ([I.A.27](#), [I.A.33](#)). In fall 2017, under direction of the president, the IRE Committee identified the "Core 9" institutional set standards within the IE Index ([IV.A.1](#), [IV.A.2](#), [IV.B.4](#)).

Analysis and Evaluation

The College meets the Standard. When the president began her role at the College in August 2106, she focused on listening and learning from all constituency groups with a primary focus on student success. Noting that a strong, well-designed organizational structure linked to a functional participatory governance body is critical to a healthy working and learning environment, and after an initial exploratory analysis, the president commissioned an organizational study lead by former California Community College Chancellor, Dr. Brice Harris.

The president quickly assumed her role of maintaining the quality of the institution and has moved Fresno City College forward. She understands the need to provide leadership in planning, organizing, budgeting, personnel and institutional effectiveness, and has made these her priority.

The president provides leadership that engenders open communication campus wide that facilitates the various opinions and points of view being expressed. The president analyzes data to determine the effectiveness of marketing and outreach, enrollment patterns, and program effectiveness.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The president plans, oversees, and evaluates Fresno City College administration. The president attends monthly State Center Community College District (SCCCD) Board of Trustees meetings to represent College interests and serves as a resource to the Board. The Chancellor’s Cabinet meets weekly. These meetings include the presidents of the three District colleges and selected District officers.

The District Communication Council is an established shared governance committee that includes systemic participation by representatives of all campus constituencies (I.B.89). It was formed to provide a venue for college and District constituency groups to participate in local decision-making. The council meets one week prior to each regular Board of Trustees meeting. The council reviews and discusses the board agenda and other topics regarding shared governance.

The president works with College administrators to ensure that the College is managed efficiently and effectively. The College’s administrative structure will need to continuously adapt as the College changes in size and complexity. Presently, the three vice presidents are assigned to administrative services, instruction, and student services. The three vice presidents represent these divisions and are responsible for, along with additional academic and/or classified managers, the day-to-day oversight of academic and/or service programs. Administrative positions are assigned responsibilities appropriate for the size and purpose of the College. The director of technology, the director of institutional research, assessment and planning, and the public information officer, report directly to the president (IV.B.5). The president has most recently added the positions of director of college relations and outreach, director of counseling, director of admissions and records, director of distance education, and dean of instruction, student success and learning.

As the College continues to grow in enrollment and as student success initiatives are added, reassigned time and supplementary administrative positions have been added to ensure availability of appropriate oversight. In spring 2017, the College contracted with former California Community College Chancellor, Dr. Brice Harris, to assess organizational structure. This resulted in a recommendation for increased administrative capacity in instruction and student services (III.A.55).

Instructional divisions are managed by nine deans who report to the vice president of instruction. Student Services is managed by the dean of counseling and the dean of students who report to the vice president of student services (IV.B.6, IV.B.7). Additionally, there are multiple directors who are responsible for specific programs within divisions, such as nursing, fire, police, college relations, and DSPS.

The vice president of administrative services’ area includes business services, duplicating services, custodial, and bookstore. The vice president of administrative services works collaboratively with associate vice chancellor of business and operations since facilities, maintenance, and food services are centralized at the District level (IV.B.8).

Human resources for full-time faculty and administrators are also centralized at the District Office. Recruitment and hiring of classified professionals is operated through the Personnel Commission. The College communicates with District Human Resources for adjunct hiring. The SCCC Human Resources Division provides EEO training, guidance, and support for all personnel matters such as recruitment, onboarding, and retirement for all College positions ([III.A.57](#)).

The president delegates authority and responsibility as appropriate through the President's Executive Council, President's Advisory Council, Budget Advisory Committee, and Management Council. The President's Executive Council meets weekly. Its membership includes the college president, vice president of instruction, vice president of student services, vice president of administrative services, director of institutional research, assessment, and planning, director of marketing and communications, and director of technology. The Budget Advisory Committee meets monthly and membership includes the college president, vice president of instruction, vice president of student services, vice president of administrative services, director of technology, one Associated Student Government representative, and one representative each from the Academic Senate, Classified Senate, American Federation of Teachers (AFT), and California School Employees Association (CSEA) ([IV.B.9](#)). The President's Advisory Council meets every two weeks and is composed of the president, vice presidents, one dean, three directors, the president of the Academic Senate, the president of the Classified Senate, the president of the Associated Student Government, and a CSEA representative ([IV.B.10](#)). Management Council includes all administrators and meets every two weeks. Representatives of different areas of the College are expected to disseminate information discussed during Management Council to their respective areas ([IV.B.11](#)). In addition, the president meets with the Academic and Classified Senates or their leadership as necessary.

To safeguard accountability, the president, through delegation of authority from the Board of Trustees and the chancellor, consults regularly and collegially with the Academic Senate, Classified Senate, and Associated Student Government on policies and decisions as specified in Board Policy ([IV.B.12](#)). The president reviews all the administrative and faculty evaluations to ensure accountability. Additionally, the president conducts annual evaluations of senior-level administrators' job performance and goal attainment to ensure accountability and promote professional growth of key College leaders.

Each year, the Strategic Planning Council (SPC) with direction from the president determines the annual priority College goals from the College's strategic plan. Responsibility for ensuring that goals are met is delegated to administrators who have expertise and oversight in the related areas ([I.B.28](#)).

Analysis and Evaluation

The College meets the Standard. The Board and the chancellor delegate authority and responsibility to the college president. The college president delegates to senior level management who then delegates to middle-level management with the expectation that all constituent groups are involved in the participatory and decision-making processes. The president meets with academic and classified administrators regularly ensuring communication. The president delegates authority to administrators appropriate to their assignments.

The current level of administrative staffing is inadequate to fully meet the needs of the College. There are substantial size differences across the instructional and student service divisions of the College resulting in significant challenges for deans in meeting timelines for faculty evaluation and engaging in the strategic planning processes necessary to ensure sustainable and efficient division operations. As validated in the report provided by Brain Trust, led by Dr. Brice Harris, the College is currently exploring the possibilities for increasing the administrative capacity to provide appropriate oversight and guidance to all instructional and student service areas.

Changes and Plans Arising out of the Self Evaluation Process

The College plans to implement components of the evaluative report provided by Brain Trust. It is anticipated that the addition of administrative staffing will provide stabilization to support the institution's purposes, size, and complexity.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The president guides institutional improvement by using well-established procedures and engaging constituency groups in the participatory governance process. She relies on data for decision making and resource allocation and uses open, candid, collaborative conversations as a framework for decision making. She encourages a data-informed, collegial college culture that maintains an institutional focus on the College mission, goals, and strategic priorities. Data analysis is central to College planning beginning at program review and carried through the entire planning process (I.A.26). The president guides this process in part by responding in person to committees and through formal written response to various recommendations including clarifications of accepted recommendations as well as denial of requests.

The president recognizes the need for data to inform the operations, programs, and performance of the College. The Institutional Research, Assessment, and Planning Office (OIRAP) was created in 2010

and has grown from a staff of one to five including a director who reports directly to the president. The president directs the office to collect data that clarifies performance and identifies needs to facilitate student learning. In addition, recognizing the need to provide readily available data to internal and external constituencies, the College invested in Tableau, a data visualization tool. The OIRAP has developed numerous data dashboard including several that support program review, the key component of College planning ([I.A.48](#)).

The president invested in reexamining and refining the educational master plan (EMP), which repositioned the EMP as the driver for facility planning efforts in conjunction with the strategic plan. The process examined data to identify trends and implications for future development as well as to establish institution goals. This process coincided with the regular four-year review of the College's vision, mission, and core values statements for possible revisions. Through this process, the need for revisions are identified and are submitted to constituent groups and the Board of Trustees for approval ([I.A.38](#)).

The Fresno City College 2013-2017 Strategic Plan serves as the central planning document for the College and includes the College mission, vision, core values, and strategic goals and objectives. Reporting to the president, the Strategic Planning Council is responsible for the development, implementation, and evaluation of the strategic plan ([I.B.113](#)). In order update the strategic plan, the OIRAP presents an environmental scan on external and internal conditions to the Strategic Planning Council ([IV.B.13](#)). The data are analyzed to set the direction for the strategic plan. The environmental scans are made available on the College's Institutional Research website ([I.C.32](#)). The strategic plan is used to guide the development of other planning documents. The College reviews goals annually through a process that includes a comprehensive data review. The data are discussed at Strategic Planning Council, Management Council, and the Institutional Research and Effectiveness Committee (IRE) to increase understanding of the College's status in respect to meeting goals and identifying areas for improvement ([I.B.67](#)).

The College sets institutional set standards (ISS) to ensure effective use of data for planning in alignment with state and District requirements ([I.A.31](#)). The president works closely with the OIRAP and the IRE Committee to evaluate and monitor various performance indicators, including the following 29 measures:

- Student Success (5 measures)
- Student Success Scorecard (6 measures)
- Academic Excellence (6 measures)
- Student Satisfaction and Engagement (1 measure)
- Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources (7 measures)
- Promote Institutional Dialogue (2 measures)
- Licensure Exam Passing Rate and Job Placement Rate (2 measures)

In developing the measures, past data were analyzed, baseline measures were set, and six-year targets were identified. The College documents ISS in the IE Index, which is used to widely communicate

data to the campus ([I.A.34](#), [I.B.50](#), [I.B.52](#), [I.B.53](#), [I.B.54](#), [I.B.106](#), [I.B.108](#)). To ensure quality data are integrated into the planning process and decision making, programs undergoing program review are asked to compare and discuss their program data with the IE Index ([I.A.33](#)). Additionally, divisions and offices are also required to link annual unit plan goals with the IE Index ([I.A.27](#)). In fall 2017, the president charged the IRE Committee to analyze the ISS and identify core measures that link to the strategic and College mission. The IRE Committee worked to identify the “Core 9” making ISS more accessible to the campus and external community ([IV.A.1](#)). To further advance the achievement of the Core 9, the Quality Focus Essay details plans which will include collaborative processes that embrace the College vision to “...engage in a partnership to transform lives through education.”

The president ensures that data driven educational planning is strategically aligned and integrated with resource planning and allocation to support student achievement and learning. All divisions and offices submit an annual unit plan with corresponding action plan resource request if needed to implement strategic goals and objectives. Reflecting on data and evidence, annual unit plans are initially developed as part of the program review process ([II.A.29](#)). In addition to the data dashboard, upon request, the OIRAP works with individual faculty, classified professionals, administrators, and students to develop specific research projects that are used in program review to inform decision making and the development of annual unit plans ([II.A.13](#)). Following program review, faculty and management regularly review the annual unit plans prior to the close of the spring semester ([II.A.26](#)). The annual unit plan includes a results section to provide discussion on progress of the previous year’s goals. The annual unit plan form provides the opportunity to align goals with the strategic plan, IE Index, and student learning outcomes. The OIRAP maintains a database to track the status of all annual unit plans as well as APRR and human resource requests for new personnel. The Human Resources Committee reviews and prioritizes new personnel requests annually and submits a prioritization list to SPC for consideration ([I.B.124](#)). The Budget Advisory Committee reviews the prioritized APRR and submits a final prioritization list to SPC for consideration ([I.A.67](#)). SPC reviews the prioritized lists, and upon reaching consensus, submits the recommendations to the President for consideration. In addition, an annual summary report of annual unit plans is presented to SPC which provides the opportunity to review alignment to strategic goals ([I.B.28](#)).

The College’s advisory committees provide recommendations for planning and resource allocation to the SPC to support and improve student learning and achievement. Responding to concerns from advisory committees, SPC held a retreat in August 2016 to provide the opportunity for frank and open discussion regarding integrated planning and the role of advisory committees ([IV.A.3](#), [IV.A.4](#)). The president attended the retreat which was held on the second day of her arrival as the new college president. One of the main concerns surrounded the need for greater ongoing communication. As a result, the SPC and advisory committees agreed to create additional opportunity for dialogue through three special meetings to be held annually ([IV.A.5](#), [IV.A.6](#), [IV.A.7](#)). In addition, the advisory committees completed self-evaluations and submitted the results to SPC. Ongoing discussions are still occurring regarding the status of the committees and possible structural changes. The president has played a vital role in the ongoing discussions and encourages SPC to engage in self-reflective processes.

To evaluate FCC's planning processes, the SPC conducts a college wide evaluation survey each spring (I.B.12). Based on the survey results, SPC writes an annual evaluation report and makes recommendations in respect to planning processes (I.B.98, I.B.99, I.B.100, I.B.112). For example, based on 2014-15 SPC evaluation report, it was recommended to revise the SPC Planning Evaluation Survey so that the questions reflected changes made to the planning process. In fall 2015, SPC reviewed the survey and revised the questions (IV.B.14). The results of the evaluation reports are discussed and communicated to campus through a campus wide email (IV.B.15). The most recent survey results showed improvement in responses regarding annual planning, resource requests, communication, and overall satisfaction with planning processes.

In addition, the Program Review Committee and its processes were evaluated every semester by constituents who had just completed program review. In spring 2015, most respondents gave the process a favorable review. In response to SPC's efforts in summer 2016, the Program Review Committee conducted a two-day retreat to review its charge and reflect on areas for improvement (I.B.20). The retreat provided the opportunity for initial reflection. The committee will have an additional retreat in spring 2017 to finalize decisions regarding changes to program review processes.

Analysis and Evaluation

The College meets the Standard. Upon her arrival, the College and the president have been examining the current well-documented system of participatory governance to ensure ongoing effectiveness. It is expected that continued dialogue and appropriate action will allow the development for continued effective leadership, management, and operations. The president engages in the existing system of structured meetings with administration, constituent groups, and participatory governance groups to foster open and broad dialogue in the self-reflection and institutional planning needed to be responsive to students, personnel, and the community. The president relies on data to inform decision making and planning and to ensure that the allocation of resources supports and improves student learning and achievement. Institutional set standards are integrated into planning process and analyzed for resource allocation. As a member of SPC, the president guides the process for institutional improvement. Processes are evaluated and used to inform change for a continuous cycle of improvement.

Changes and Plans Arising out of the Self Evaluation Process

While FCC meets the standard, the College recognizes the need for improvement in achievement of institutional set standards. The College seeks to further efforts for continuous improvement as addressed in the Quality Focus Essay.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president of Fresno City College has the primary responsibility for meeting all accreditation Standards and continuous compliance of all Eligibility Requirements and Commission policies. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies. Under the leadership of the president, faculty, staff, and administrators ensure that the accreditation standards are met.

The president establishes accreditation as a campus priority as highlighted in convocation presentations. She regularly includes the ALO on the opening day agenda for an accreditation update and open forums (I.B.42). The president also serves on the Accreditation Steering Committee and co-chairs Standard IV. She provides accreditation updates in monthly College reports as well as in her update for the Board of Trustees (IV.B.16). The president, ALO, faculty leads, and vice president of instruction routinely meet to ensure the College is on course with its accreditation efforts.

President Goldsmith's active participation with ACCJC provides her with current knowledge on ACCJC practices, standards, and policies. She has served on two visiting teams and has chaired three site visits, demonstrating her commitment to the peer review process. She also encourages faculty and staff to attend ACCJC conferences, training, and participate in site visits (IV.B.17). Since President Goldsmith has taken office, multiple faculty and staff have participated in site visits, and she nominated many individuals for service. In addition, to facilitate a broad understanding of the accreditation process, the president initiated a campaign to strongly encourage all personnel to complete the ACCJC Accreditation Course. The fall 2017 Convocation included a prize give away for personnel that had submitted their certificate of completion to the PIO office.

The president has provided a faculty member with reassigned time to serve as the Accreditation Liaison Officer (ALO). The ALO is the designated point person for all contact with ACCJC. The ALO coordinates completion of the self-evaluation report, annual report, and all other reports to the Commission. The ALO meets regularly with the president and vice president of instruction. Additionally, the president resourced accreditation evaluation efforts to include additional reassigned time of skilled faculty members to provide needed assistance.

The Accreditation Steering Committee meets monthly throughout the accreditation cycle and ensures widespread participation in the accreditation process. The Accreditation Steering Committee is co-chaired by the Academic Senate president, a classified professional, and a student when available and is comprised of the Standard tri-chairs including faculty, staff and administration (I.B.7). All SPC advisory committees have been asked to participate in the accreditation self-evaluation process as part of their operating agreements.

Analysis and Evaluation

The College meets the Standard. The College has demonstrated that accreditation is a shared responsibility. It is viewed as an on-going activity that leads to meaningful evolution as evidenced by ongoing dialogue about governance committees' structural evolution. As part of an ongoing commitment to supporting accreditation, the president and ALO work together to ensure that the College is educated about the accreditation Standards. President Goldsmith supports the participation of administrators, classified professionals, and faculty in accreditation workshops, trainings, and college site visits. In spring 2017, the Standard leads attended the Academic Senate Accreditation Institute. A larger accreditation team also attended the ACCJC Annual Conference in Irvine. In addition, administrators, faculty and classified professionals have served as peer evaluators on accreditation site visits. She ensures the campus community is aware of all accreditation activities and conveys a philosophy that accreditation is ongoing. She values constituent input, and accreditation topics are addressed at all-staff convocations. Updates are provided regularly through several of the College newsletters as well as open forums.

Input on major ACCJC reports, such as the self-evaluation and midterm report, is sought from all constituencies. Draft reports are posted on the College portal with an open invitation for feedback. The drafts are then revised based on comments and corrections. Preparation for the self-evaluation included campus wide participation in focused breakout sessions as part of convocation in fall 2016 and spring 2017 as well as attendance at ACCJC sponsored training. There were accreditation-specific open forums hosted in spring and fall 2017 as well as additional open forums that included accreditation.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President works closely with the chancellor, the Board of Trustees, campus leadership, and administrators to ensure that all statutes, regulations, board policies and administrative regulations are implemented and consistent with the institutional mission including control of budget and expenditures. Weekly meetings with the president's executive team, bi-weekly one-on-one meetings with the vice presidents, and monthly meetings with all managers provide regular opportunity for compliance review with all regulations.

All College advisory and governance committees include the mission statement on their agendas as a reminder of the College's purpose as their committee work is directly tied to institutional decision-making. The president includes review of board policies, administrative procedures, and any revisions discussed at Chancellor's Cabinet to Management Council and President's Advisory Council for dialogue and consideration of overall College impact (IV.B.18). In addition, the District Communications Council includes each college president and academic and classified senate presidents from all District colleges. This body reviews and discusses policy and regulatory changes. Finally, policy review at President's Advisory Council supports greater constituency awareness and engagement in the District policy processes.

The president is involved at every level of policy implementation. Through the management structure and faculty and staff leadership, matriculation practices, enrollment of students, provisions for financial aid, curriculum development, assignment of required courses for degrees and certificates, and other functions are all implemented in accordance with statutes, regulations, and board policy.

The president chairs the President's Advisory Council and Management Council in a collegial and inclusive manner and confers regularly with the academic, classified, and ASG presidents. Management Council accepts recommendations from other governance groups and task forces, disseminates and interprets policies and procedures to the appropriate constituent groups, makes recommendations on proposals from major shared governance groups including the academic and classified senates and ASG, organizes, tracks, and exchanges information among College governance groups, and facilitates communication and involvement among all constituencies.

Although the president is ultimately responsible for ensuring that all statutes, regulations, and policies are appropriately implemented, she delegates the responsibility for day-to-day operations to the vice presidents and deans. She regularly meets with the vice presidents to ensure effective operation of the College. She encourages an environment where opinions are honored, and candid conversations take place without fear of retaliation.

Analysis and Evaluation

The College meets the Standard. The president's role is to ensure compliance of statutes, regulations and board policies, effective control of budget and expenditures, and consistency with the College mission. Following practices of good leadership, this authority is informed by a collective voice through participatory governance structures that include all constituents.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Effective and regular communication with internal and external constituencies is one of the president's top priorities. She oversees external communications through direct supervision of the Public Information Office (PIO). It is the goal of the PIO and other staff to ensure that faculty, staff, students and external audiences are fully engaged and aware of College programs and services.

The president communicates openly and campus wide through emails, electronic newsletters, and open forums that celebrate accomplishments and institutional challenges. This provides opportunity for the College community to work together toward improvement ([I.B.9](#)). The president addresses the campus and shares the College and District vision during fall and spring Convocation, Coffee with Carole, Pizza with the President, Community Conversations, graduation, award and completion ceremonies, and SCCC Board of Trustee meetings and study sessions.

The president maintains close contact with local businesses, schools, faith based organizations, non-profit organizations, and government agencies. These partnerships lead to expanded services and create new educational and employment opportunities for students. She maintains strong working

relationships with local schools, the Fresno County Office of Education, and the City of Fresno. She communicates with community stakeholders to ensure that the College is accessible to students and offers positive outcomes for anyone who engages with Fresno City College ([III.B.54](#), [III.B.55](#), [III.B.56](#)).

In addition to her service to the College, the president is an active and recognized member of the community. She serves on three local board of directors including the California State University Fresno Alumni Board, the San Joaquin Clean Energy Organization, and the California Partnership for San Joaquin Valley. She also participates in Fresno Economic Development Corporation and Rotary International.

The president is particularly focused on social justice issues for which education can offer a uniting force. Specifically, she has worked with the Interfaith Alliance, Better Blackstone, Reading and Beyond, Fresno Unified School District (FUSD), and the Housing Authority to provide additional outreach and services to outlying parts of the large metropolitan service area. Additional resources have been allocated to serve the West Fresno and Heaton Triangle communities as well as the Jefferson, Anthony, and Lowell neighborhoods. These are some of the poorest neighborhoods in the College's service area. The College has partnered with FUSD to offer educational and financial aid counseling and college classes in the neighborhood schools, ultimately increasing educational services and opportunities throughout these neighborhoods.

She also represents the College at community meetings and events that directly and indirectly involve the College. Through her involvement, she continues to develop positive relationships and important partnerships with agencies and industry. To establish relationships with feeder high schools and other educational institutions, the President has hosted events including round table luncheons with community partners. The College is well publicized in the local media through the press releases, television commercials, and social media.

The outcomes of such community partnerships include improved educational pathways such as a pipeline from pre-K to FCC to CSU Fresno (CSUF), the premier joint FCC and CSUF Transfer Event, Design Science Middle College High School, and increased dual enrollment. Additional outcomes include improved relationships with surrounding neighborhoods, establishment of the Central Valley Promise, the Future Initiative Education Program through Fresno Regional Community Foundation, and an expanded College endowment through the District foundation.

Analysis and Evaluation

The College meets the Standard. Under direction of the president the Public Information Office effectively manages internal and external communication. The President works and communicates effectively with various constituencies and communities served by Fresno City College. This includes presentations in a variety of venues, collaboration with K-12 and universities, partnerships with regional colleges, partnership with the economic and workforce development agencies, collaboration with the City of Fresno, and active participation in community service. These partnerships result in established community partners and increased educational opportunities throughout the community.

Standard IVB Evidence List

[IV.B.1 BP 2430](#)

[IV.B.2 SPC Min AY 2011-2017 Master Plan Reboot](#)

[IV.B.3 AS CS Ed Master Plan](#)

[IV.B.4 Open Forum Core 9](#)

[IV.B.5 FCC Org Structure](#)

[IV.B.6 Instructional Org Chart](#)

[IV.B.7 FCC Student Services Org Chart](#)

[IV.B.8 Admin Services Org Chart](#)

[IV.B.9 BAC Operating Agreement](#)

[IV.B.10 PAC Membership](#)

[IV.B.11 Management Council Membership](#)

[IV.B.12 AS Minutes Safety](#)

[IV.B.13 2016 Environmental Scan](#)

[IV.B.14 SPC Minutes Annual Survey Revision](#)

[IV.B.15 SPC Mail All 2011-2017 Annual Evaluation](#)

[IV.B.16 College Report Accreditation](#)

[IV.B.17 Email Invite ACCJC Conference 2017](#)

[IV.B.18 Management Council Minutes BP 5220](#)

[I.A.26 FCC Planning Process Diagram](#)

[I.A.27 FCC Annual Unit Plan Form](#)

[I.A.31 FCC Institutional Effectiveness Index – ISS](#)

[I.A.32 IRE Minutes IE Index](#)

[I.A.33 FCC Instructional Program Review Template IE Index](#)

[I.A.34 SPC Minutes 2011-2017 IE Index](#)

[I.A.38 SPC Taskforce Meeting 02-2017 Screen Shot](#)

[I.A.48 FCC Data Dashboard Screen Shot](#)

[I.A.67 SPC Meeting Minutes 2011-2017 BAC Recommendation](#)

[I.B.1 FCC Communication Flowchart](#)

[I.B.7 Accreditation Steering Committee Operating Agreement](#)

[I.B.9 President's Communication Screen Shot](#)

[I.B.12 SPC Annual Evaluation Comparison](#)

[I.B.20 Program Review Planning Retreat Agenda Summer 2017](#)

[I.B.28 2013-2017 Strategic Goal Summaries](#)

[I.B.42 FCC Convocation Agenda Spring 2017](#)

[I.B.50 Management Council Minutes IE Index](#)

[I.B.52 Program Review Minutes IE Index](#)

[I.B.53 Classified Senate Minutes IE Index](#)

[I.B.54 Academic Senate Minutes IE Index](#)

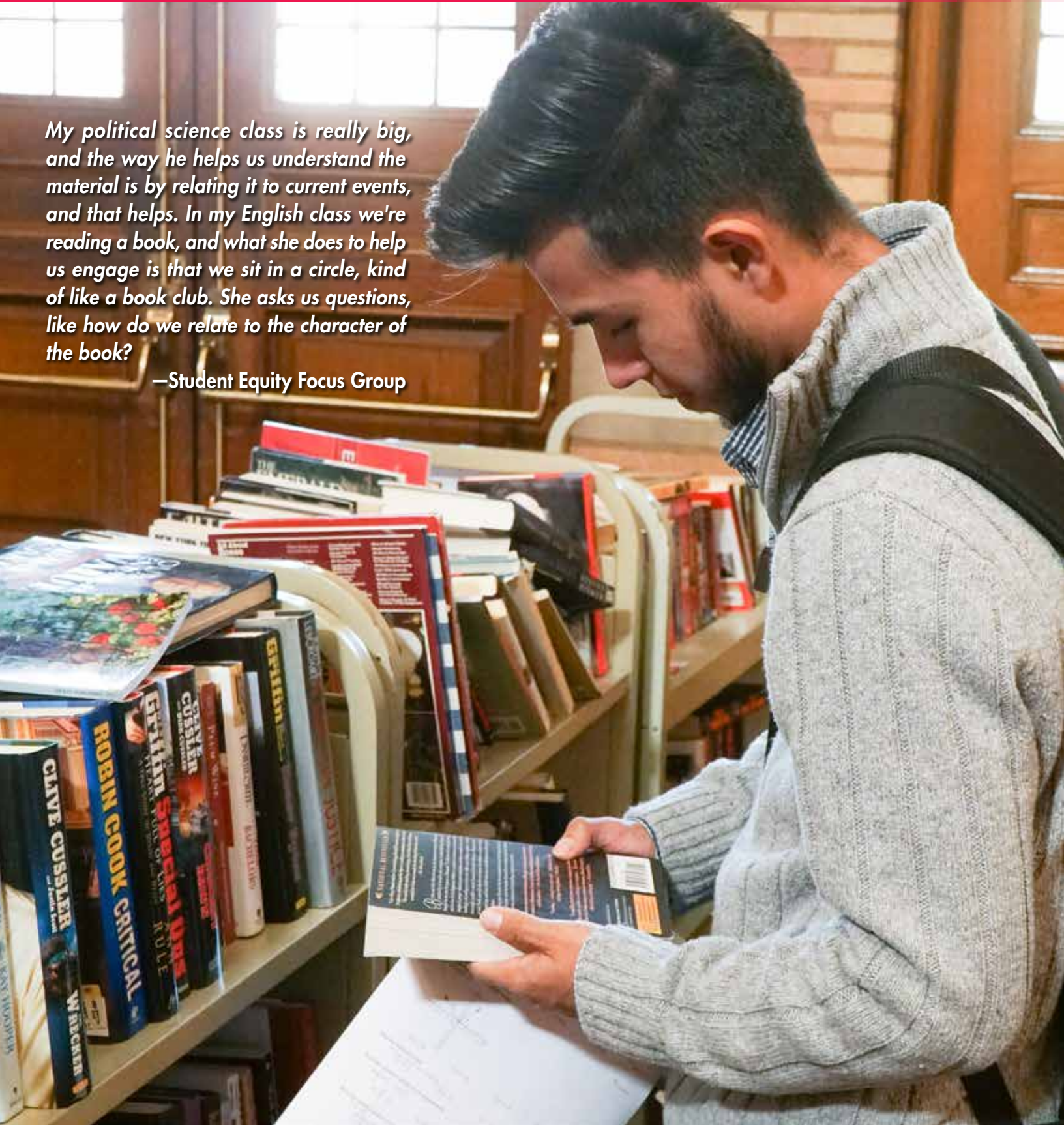
[I.B.67 SPC Mail All 2011-2017 Strategic Goals Summary](#)

[I.B.89 BP AR 2510](#)
[I.B.98 SPC Annual Evaluation 2014-2015](#)
[I.B.99 SPC Annual Evaluation 2015-2016](#)
[I.B.100 SPC Annual Evaluation 2016-2017](#)
[I.B.106 PAC Minutes IE Index](#)
[I.B.108 SPC Mail All 2011-2017 IE Index](#)
[I.B.112 SPC Annual Evaluation Screen Shot](#)
[I.B.113 SPC Operating Agreement Fall 2017](#)
[I.B.124 SPC Mail All 2011-2017 HR Ranking](#)
[I.C.32 Research Reports Screen Shot](#)
[II.A.13 Chemistry Program Review Fall 2017 V.A. Course Success Rates](#)
[II.A.26 FCC Action Plan Resource Request Handbook](#)
[II.A.29 Biology Program Review Spring 2017](#)
[II.A.37 IEPI Plan Fresno City College](#)
[III.A.6 BP AR 7120](#)
[III.A.55 Organizational Structure Report](#)
[III.A.57 BP AR 3420](#)
[III.B.54 FCC Meeting Announcement 4-24-17](#)
[III.B.55 FCC Meeting Announcement 5-22-17](#)
[III.B.56 FCC Meeting Announcement 6-28-17](#)
[IV.A.1 IRE Minute Core 9](#)
[IV.A.2 ISS Core 9 Email](#)
[IV.A.3 SPC Fall 2016 Retreat Screen Shot](#)
[IV.A.4 Special Meeting Activities Summary](#)
[IV.A.5 SPC Special Meeting 09-08-2016 Screen Shot](#)
[IV.A.6 SPC Meeting Notes 09-08-2016](#)
[IV.A.7 SPC Minutes 09-22-2016](#)

Standard IV.C. Governing Board

My political science class is really big, and the way he helps us understand the material is by relating it to current events, and that helps. In my English class we're reading a book, and what she does to help us engage is that we sit in a circle, kind of like a book club. She asks us questions, like how do we relate to the character of the book?

—Student Equity Focus Group



IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The State Center Community College District (SCCCD) operates under the control of an elected Board of Trustees (BOT) who represent a discrete area in the District. Constituents of these areas elect board members to staggered four-year terms. There is also a non-voting student trustee that the students elect. The Board is the ultimate decision-making body in the District with authority over and responsibility for assuring the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The Board establishes policies for the District and its colleges, approves annual and long-range plans and programs, oversees the administration of the District, and approves curriculum ([IV.C.1](#), [IV.C.2](#), [IV.C.3](#), [IV.C.4](#), [IV.C.5](#)).

Board policies (BP) and administrative regulations (AR) describe and demonstrate the governing board's role. BP 2012 defines board authority and responsibility: "represent the public interest; establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; hire and evaluate the chancellor; delegate power and authority to the chancellor to effectively lead the District; assure fiscal health and stability; monitor institutional performance and educational quality; and advocate for and protect the District" ([IV.C.6](#)).

The Board organizes its policies into seven chapters as follows:

- Chapter 1 - The District
- Chapter 2 - Board of Trustees
- Chapter 3 - General Institution
- Chapter 4 - Academic Affairs
- Chapter 5 - Student Services
- Chapter 6 - Business and Fiscal Affairs
- Chapter 7 - Human Resources

The District similarly organizes the corresponding administrative regulations which specify the implementation of board policies. The District compiles and maintains these policies and administrative regulations electronically and posts them on the Board of Trustees section of the SCCC website to ensure that the public, students, and District employees all have access to these documents ([IV.C.7](#)).

BP 2410, "Policy and Administrative Regulations," delineates the legal authority of the Board over policy development. BP 2510, "Participation in Local Decision Making" and the District's participa-

tory governance handbook, “Roles of Constituents in Decision-Making,” provides for the policy and process of constituent groups’ participation in the development and approval of board policies and administrative regulations ([IV.C.8](#), [IV.C.9](#)).

BP 2405, “Review of Board Policies,” delineates that the Board shall regularly review its policies and that each trustee is responsible for reading, understanding, and following those policies. AR 2405 describes the procedure and timeline for the regular review. In compliance with BP 2405 and AR 2405, the chancellor identifies board policies needing review. Additionally, board policy review is a standing agenda item at every annual board retreat ([IV.C.10](#), [IV.C.11](#), [IV.C.12](#)). When the Board approves changes to board policy and the chancellor approves corresponding changes to administrative regulations through the established participatory governance process, the District’s general counsel’s office posts, and tracks the updates ([IV.C.13](#)).

The Board of Trustees demonstrates its commitment to the effectiveness of student learning programs and services, quality of programs, and integrity of institutional actions not only through the previously discussed board policies and administrative regulations, but also through annual review of the following key documents: District mission, vision, and values, overarching goals, and annual strategic objectives, and key performance indicators. The Board also approves curriculum four times each year including new programs, revisions to existing programs, course development and revision, and student learning outcomes as part of the Board’s responsibility for monitoring academic quality ([IV.C.14](#), [IV.C.15](#), [IV.C.16](#), [IV.C.17](#), [IV.C.18](#), [IV.C.19](#), [IV.C.20](#), [IV.C.21](#)).

The Board takes responsibility for the financial integrity and stability of the District and its colleges as stated in BP 2012. The vice chancellor of finance and administration presents quarterly financial statements and other financial reports to the Board, and the Board reviews them to ensure institutional financial stability ([IV.C.22](#), [IV.C.23](#), [IV.C.24](#), [IV.C.25](#), [IV.C.26](#), [IV.C.27](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 7. The SCCC Board of Trustees holds broad authority and responsibility for all policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District and its colleges as established in policy and implemented through administrative regulation and practice. Board Policy 2012 clearly establishes and delineates duties and responsibilities of the Board of Trustees ([IV.C.6](#)).

Evidence of the Board exercising this authority and fulfilling the responsibilities specified in policy is available in board meeting calendars, agendas, minutes, information packets, and reports which provide specific instances of the Board’s review of its policies, the annual review of key documents, review of financial reports and decisions, and approval of curriculum ([IV.C.28](#), [IV.C.29](#)).

The chancellor includes review of board policies on each Board of Trustee’s agenda as needed and appropriate as evidenced by board meeting agendas and minutes. The Board also reviews and updates policies at the annual retreats. The District’s general counsel tracks review and updates of board policies. This system of regular review of board policies is effective and timely and is flexible enough to allow for appropriate response as the Board and the District identify the need for changes.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” specifies the importance of and requirement for Trustees to work as a collective unit in conjunction with administration, staff, students, and the communities the Board serves. BP 2715 also states that board members “recognize the fact that the strength and effectiveness of the board is as a total board, not as a group of individuals.” Board meetings provide for full and open discussions of District and college business matters; and, while distinct in their individual perspectives, the Board of Trustees makes every attempt to express a unified and collective voice as required in BP 2715. Board meeting discussion includes presentation of different viewpoints on an issue, public comment, and consideration of information received prior to taking a vote ([IV.C.30](#)).

Robust discussion takes place at board meetings on many agenda items. Individual trustees routinely pull items from the consent agenda asking for further clarification. After considerable discussion, the Board generally passes these items unanimously. Examples include the June 14, 2016 regular board meeting during which individual trustees pulled several items from the consent agenda for further discussion. After considerable discussion, the Board passed each item. At this meeting, the Board held extensive discussion regarding the 2016-2017 Tentative Annual Budget, resulting in approval without dissent. Similar examples are evident in board minutes as evidenced by the July 5, 2016 meeting again validating that individual Board members have the opportunity to discuss and question various agenda items, and after discussion takes place, the Board passes those items ([IV.C.31](#), [IV.C.32](#)).

On August 25, 2016, the Board held a special bond implementation session to learn more about the colleges’ processes for implementation and oversight of the bond projects. As a result, the Board demonstrated their understanding of their role as a Board ([IV.C.33](#)).

As evidence of the Board’s commitment to BP 2715, trustees have embarked on significant professional development designed to strengthen their performance as a Board. The Board’s professional development efforts have included discussions of topics that range from exploring the Board’s role and authority, defining and respecting the chancellor’s role, defining micromanaging, speaking as one voice when representing the Board, abiding by Accreditation Standards, and defining and following board meeting procedures. The chancellor and the Board hired a consultant to facilitate these discussions and the Board’s interactions. The consultant continues to work with the Board as part of their on-going professional development activities. The trustees demonstrate their commitment to this professional development by holding several special board meetings to allow more time to review policies and to learn about their roles related to their goal of becoming a high-performing board ([IV.C.34](#), [IV.C.35](#), [IV.C.36](#)).

Analysis and Evaluation

The College meets the Standard. Board policy provides a framework for collective action that effectively guides board discussion, voting, and actions. Board members hold robust discussions with varying perspectives, yet generally come to agreement and support the collective decisions. Minutes from recent board actions substantiate this behavior.

The Board has devoted significant professional development to the understanding of its role, review of board policies, and the appropriate implementation of those policies. Trustees work with the chancellor and with a consultant to improve the Board's functioning and its focus on policy governance. These efforts have helped to clarify and utilize the roles and responsibilities of the Board president, resulting in Board meetings that are more effective, efficient, and collegial. This focus has led to an enhanced structure of the Board that helps them stay focused on policy-oriented agenda topics and have more organized discussions.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the District/system.

Evidence of Meeting the Standard

The State Center Community College District (SCCCD) has a clearly defined process for selecting the District chancellor and the college presidents. Board Policy (BP) 2431, "Chancellor Selection," specifies that the Board of Trustees shall establish a search process for a vacancy of the chancellor. The District has employed search firms for both chancellor and president positions in order to seek out qualified candidates and to facilitate the screening processes ([IV.C.37](#)).

Working closely with the District Human Resources Department, a search firm recruits college presidents. This process parallels BP 7250, "Educational Administrators," and AR 7220, "Administrative Recruitment and Hiring Procedures." AR 7220 provides guidelines for the recruitment, selection committee composition, screening process, recruitment period, interviews, reference checks, final interviews, offer of employment, and Board approval. The College forms a screening committee with all constituent groups having representation including students and the public. The Human Resources Department collects application materials, confirms the application materials are complete, and certifies the pool of applicants. The screening committee reviews the applications, selects applicants to be interviewed, conducts initial interviews, and recommends finalists to the chancellor. The chancellor makes the final selection with discussion of the selection with the Board of Trustees ([IV.C.38](#), [IV.C.39](#)). The District followed these established procedures most recently in the search for the presidents of Clovis Community College and for Fresno City College in 2016 ([IV.C.40](#), [IV.C.41](#), [IV.C.42](#), [IV.C.43](#), [IV.C.44](#), [IV.C.45](#), [IV.C.46](#)).

The District also uses search firms to recruit applicants for the chancellor position and uses a screening committee similar to the process used to select the college presidents. The Board of Trustees conducts final interviews for the chancellor position. The chancellor is the only employee the Board selects directly even though the chancellor involves the Board in the selection of college presidents as described

above. The District and the Board most recently followed the established procedures in the search for the District chancellor in 2016 ([IV.C.47](#), [IV.C.48](#), [IV.C.49](#)).

BP 2435, “Evaluation of the Chancellor,” specifies that the chancellor’s evaluation “shall occur annually” in compliance with “requirements set forth in the contract of employment with the Chancellor.” BP 2435 further states, “The Board shall evaluate the chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor,” and “The criteria for evaluation shall be based on board policy, the chancellor’s job description, and performance goals and objectives developed in accordance with BP 2430.” Similar procedures are in place for selection and evaluation of the college presidents ([IV.C.50](#), [IV.C.51](#)).

The chancellor develops and jointly agrees to the evaluation of the college presidents based on the evaluation BP 7125 and AR 7125. BP 7125 states: “The Board recognizes the importance of regular, constructive and honest evaluations of all employees. The Board expects that each employee will function at peak efficiency and will fulfill all duties outlined in his or her job description or classification specification. Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” AR 7125 sets forth the process for all academic administrators ([IV.C.52](#), [IV.C.53](#)).

The criteria for evaluation of college presidents is based on board policy, the job description, and performance goals and objectives in compliance with requirements set forth in the president’s employment contract ([IV.C.54](#)).

Analysis and Evaluation

The College meets the Standard. The SCCC Board of Trustees is responsible for selecting and evaluating the chancellor following board policy and the established selection and evaluation process. In turn, the chancellor is responsible for selecting and evaluating the college presidents following board policy and administrative regulations. The chancellor, the Board, and the District followed these established processes during the 2015-2016 chancellor search and the two president searches conducted in 2015-2016. The Board sets the policy for and conducts the chancellor’s evaluation. The chancellor regularly conducts evaluations of the District’s college presidents.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As described in Board Policy (BP) 2010, seven trustees comprise the State Center Community College District (SCCCD) Board of Trustees elected by the constituents of seven designated areas. Trustees serve staggered four-year terms to ensure continuity in governance. The student body elects a student trustee each year for a one-year term as described in BP and AR 2015. The Board seats the student trustee and recognizes him or her as a full member of the Board at meetings. The student trustee participates in discussion of issues and receives all materials presented to members of the Board except for closed session items ([IV.C.1](#), [IV.C.3](#), [IV.C.5](#)).

The members of the Board are an independent group of elected officials that represent the public interest of their respective areas and of the colleges and centers of the State Center Community College District as a whole. Broad representation, independence, reflection of the public interest, and protection of the institutions from undue influence or political pressure are ensured by BPs 2010 and 2012. As stated in BP 2012, two of the Board’s responsibilities are to “represent the public interest” and to “advocate for and protect the District.” Board policy and administrative regulation also clearly addresses conflict of interest, political activities, code of ethics, standards of practice, and personal use of public/District resources ([IV.C.55](#), [IV.C.56](#), [IV.C.57](#), [IV.C.58](#), [IV.C.59](#), [IV.C.60](#)). BPs 2220 and 2260 address participation on committees, District employment, and membership on other boards. AR 2710 describes prohibitions regarding incompatible activities, financial interest, employment, and gifts. The Board of Trustees and the chancellor reviewed board policies and administrative regulations that address board operation, action, policy-making, advocacy, and protection from undue influence and political pressure in 2017 ([IV.C.1](#), [IV.C.6](#), [IV.C.61](#), [IV.C.62](#), [IV.C.63](#), [IV.C.64](#), [IV.C.65](#)).

Public interest is also assured through communication with the public at all Board of Trustee meetings. BP 2345, “Public Participation at Board Meetings,” demonstrates the Board’s commitment to providing the public opportunity for comment and input. Each board agenda includes two opportunities for public comment. As shown in Board meeting minutes, members of the public and college communities frequently use this time to provide comment and input to the Board of Trustees on relevant issues ([IV.C.66](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 7. Board policies and administrative regulations clearly establish the Board as an independent, policy-making body that reflects the public interest and advocates for and defends the College from undue influence or political pressure. The seven elected trustees represent their respective areas but also work as a collective body to appropriately represent the District. Board members follow established board policies and administrative regulations, actively advocate for the District and its colleges and centers, and serve as District representatives in their professional service and community organizations. The Board consistently affirms its role as an independent, policy-making body in review, development, and approval of new and revised policies.

The Board provides for and welcomes the public interest in educational quality through two opportunities for public comment at each Board of Trustee meeting. The Board of Trustees consistently adheres to open meeting laws, and meeting minutes document consistent public input and comment.

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board Policies are consistent with the District’s mission statement, vision statement, values, and overarching goals to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The State Center Community College District updated its mission and vision statements when it adopted a new strategic plan in February 2017 ([IV.C.14](#)). The new mission and vision statements read as follows:

Mission: SCCCD is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

Vision: Empowering through Educational Excellence.

In addition to the District values of *stewardship, collaboration, integrity, innovation, and inclusivity*, the District adopted three overarching goals: (1) Excellence in Education; (2) Institutional Effectiveness; (3) Leadership in Higher Education and Community Collaboration.

Board Policies (BP) 2012, “Board Duties and Responsibilities,” and 2410, “Policy and Administrative Regulations,” empower the Board with the responsibility for considering and adopting the policies that govern the District and its colleges. BP 2012 states that the Board “establish(es) policies that define the institutional mission and set prudent, ethical and legal standards for college operations.” BP 2510, “Participation in Local Decision-Making,” reiterates the Board’s responsibilities: “The Board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations.” Furthermore, in accordance with the Board’s policies and administrative regulations, the Board has the ultimate responsibility for educational quality, legal matters, and financial integrity and stability ([IV.C.6](#), [IV.C.67](#), [IV.C.68](#)).

BP 2012 states that one of the Board’s responsibilities is to “monitor institutional performance and educational quality.” The Board fulfills this responsibility by setting board policies, acting on the curricular offerings of the College, and considering reports and approving plans.

Board policies articulate the Board’s commitment to educational quality and integrity including providing superior student support services. This is captured most specifically in the following chapters of board policies -- Chapter 4, “Academic Affairs,” and Chapter 5, “Student Services.” Several board

policies that exemplify the commitment to high educational quality are BP 4020, “Program and Curriculum Development,” BP 4025, “Philosophy and Criteria for Associate Degree and General Education,” and BP 4030, “Academic Freedom”:

- BP 4020 states, “the programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance.” ([IV.C.69](#)).
- BP 4025, explains, “the awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand mode of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.” ([IV.C.70](#))
- BP 4030, claims, “Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth.” ([IV.C.71](#))

The 5000 series of board policies address the quality, integrity, and improvement of student services functions including admission, enrollment, student records, matriculation, counseling, transfer center, financial aid, Disabled Students Programs and Services, Extended Opportunity Programs and Services, student health services, student standards of conduct, associated student organizations, and student athletics. Specific examples include:

- BP 5120, “Transfer Center,” assures that “The district incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The district further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility.” ([IV.C.72](#))
- BP 5150, “Extended Opportunity Programs and Services,” provides that “Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the district.” ([IV.C.73](#))
- BP 5300, “Student Equity,” states the Board’s commitment “to assuring student equity in educational programs and college services.” ([IV.C.74](#))

The Board is also responsible for acting on the curricular offerings of the College. In fulfillment of BP 4020, AR 4020 requires that the Curriculum Committee of the college forward all proposed curriculum changes to the vice chancellor of educational services and institutional effectiveness for consideration by the District’s Educational Coordinating and Planning Committee (ECPC). The ECPC will either recommend approval or disapproval of proposed curriculum changes. Based upon the recommendation of this body, the Board of Trustees will review these items for approval ([IV.C.75](#), [IV.C.76](#)).

The Board also monitors academic quality through the review of reports, such as the Student Success Scorecard data, and through the approval of college plans, such as the Student Equity Plan (now the Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program). Furthermore, the Board reviews and approves the Colleges' Educational Master Plan and Strategic Plan.

The Board considers legal matters in open and closed sessions with the District's full-time general counsel present to provide the Board with advice when appropriate. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings. Board Policy 2315, Closed Sessions, states, "Closed sessions of the board shall only be held as permitted by applicable legal provisions including, but not limited to, California Government Code and California Education Code." After any closed session, the Board reconvenes in open session before adjourning and announces any actions taken in closed session and the vote of every member present save those matters requiring confidentiality. Such matters are confidential and shall remain confidential until required to be disclosed by action of the Board or by law ([IV.C.77](#)).

As prescribed in Title 3, Division 7, Part 50 of the California Education Code and locally operationalized in Board Policy 2012, the Board of Trustees is responsible for oversight of the fiscal resources of the District. Through a combination of statutory regulations, local BPs and ARs, and best practices for fiscal planning, the State Center Community College District Board of Trustees provides guidance and oversight of the development of the budget and ensures the District provides the resources necessary to support student learning programs and services through the District resource allocation process which the District Budget and Resource Allocation Committee establishes and monitors ([IV.C.78](#), [IV.C.79](#)).

Board Policy 2012 states that one of the Board's responsibilities is to "assure (the) fiscal health and stability" of the District. The Board enacts this responsibility through the adoption of the budget and through the establishment and revision of Chapter 6, Business and Fiscal Affairs, of board policies. In particular, Board Policies 6200, 6250, and 6300 define the board's legal obligation in complying with the Education Code of the State of California (Board Policy 6200 Budget Preparation; Board Policy 6250 Budget Management; Board Policy 6300 Fiscal Management.) ([IV.C.6](#), [IV.C.80](#), [IV.C.81](#), [IV.C.82](#), [IV.C.83](#), [IV.C.84](#), [IV.C.85](#), [IV.C.86](#), [IV.C.87](#)).

The vice chancellor of finance and administration presents the annual budget to the Board in a schedule that complies with state law and provides adequate time for the Board to study. The Board is responsible for budget management and establishment of a reserve for contingencies. In compliance with BP 6200, SCCCDC is "unrestricted general reserves for economic uncertainty shall be no less than 6% of the District's annual budget exclusive of funds designated by the Board for special activities".

The Board's responsibility for fiscal management extends to including adequate internal controls, assuring that the vice chancellor of finance and administration communicates fiscal objectives, procedures, and constraints, and approving adjustments to the budget in a timely manner. The Board also approves the certified public accountancy firm that conducts an annual audit of SCCCDC's fiscal records. In addition, the Board delegates to the chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until the Board ratifies them ([IV.C.88](#), [IV.C.89](#)).

The Budget Transfer and Adjustment Report provides the Board an opportunity to review changes in revenues and expenditures during the year. The Board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. The vice chancellor of finance and administration also provides updates as conditions develop and/or change at the state level that may fiscally impact District operations ([IV.C.90](#), [IV.C.91](#), [IV.C.92](#), [IV.C.93](#), [IV.C.94](#), [IV.C.26](#), [IV.C.27](#)).

The Board receives updates and trainings on fiscal matters at its annual retreat. For example, the vice chancellor of finance and administration provided presentations on GASB-43/45, Other Post-Employment Benefits, and budget updates ([IV.C.95](#), [IV.C.96](#), [IV.C.97](#), [IV.C.98](#)).

Analysis and Evaluation

The College meets the Standard. The Board of Trustees is responsible for ensuring the educational quality, legal integrity, and financial stability of the District. In addition to setting District policies, the Board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter approved bond measure project funding, and formal budget adoption. The Board recommends suggestions for improvement, which are carried out by the respective District or college administrator. After review by the District, the Board scrutinizes the curriculum brought before them prior to approval.

The District's legal counsel guides the Board on all legal matters in order to protect the legal integrity of the District.

The Board maintains a fiscally conservative approach to budgetary items in order to ensure appropriate resources to support student learning programs and services and fiscal integrity and stability. The Board of Trustees initiated the practice of convening biannual special budget workshops, which are open to the public and consist of presentations on budgetary matters from the District's Office of Finance and Administration. The District maintains a healthy reserve in order to ensure it can meet its financial responsibilities in the event that state funds are not available in a timely fashion. Additionally, the Board receives updates and trainings on fiscal matters each year at the annual retreat. Finally, the Board receives a District financial status report on a quarterly basis summarizing its fiscal condition. The vice chancellor of finance and administrative services provides updates as conditions develop and/or change at the state level that may have a fiscal impact on District operations ([IV.C.99](#), [IV.C.100](#)).

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter 2 of the board policies includes policies that specify the board's size, duties, responsibilities, structure, and operating procedures. BP 2010, "Board Membership," specifies the size and structure of the Board. In addition, BP 2015 explains that students elect a non-voting student member to the Board. BP 2100, "Board Elections," and BP 2105 govern the elections of Board members and include the requirement that trustee terms be staggered. BP 2012 outlines the Board's duties and responsibilities including

that the Board “governs on behalf of the citizens of the State Center Community College District” and that the Board “represents the public interest.” The remaining board policies in Chapter 2 set the Board’s operating procedures, such as the election of Board officers (BP 2210), the Board’s regular meetings (BP 2310), and Board evaluations (BP 2745). Furthermore, several board policies in Chapter 2 explicitly state the relationships among the Board, employees, and the public (BP 2010-2750).

The District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Service that provides templates for policies and procedures that may be legally required or recommended and regular updates to keep policies current with requirements. The revision of board policies and administrative regulations is an ongoing process that takes into consideration League recommendations and advice and consultation with the SCCCDC Chancellor’s Cabinet and representatives of the classified and academic senates (BP 5220).

In accordance with BP 2405, “Review of Board Policies,” the Board regularly reviews these policies for validation and/or updating. Board policies and administrative regulations are all publicly available through the District website ([IV.C.101](#), [IV.C.102](#), [IV.C.103](#), [IV.C.104](#), [IV.C.6](#), [IV.C.7](#), [IV.C.56](#), [IV.C.65](#)).

Analysis and Evaluation

The College meets the Standard. Chapter 2 of the SCCCDC board policies clearly delineates the Board’s policies for its size, duties, responsibilities, structure, and operating procedures. Through the SCCCDC website, the Board publishes all of its policies and makes them readily accessible for District employees and the public. The District reviews policies and regulations to ensure appropriateness and compliance with changing requirements.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies and bylaws by referring to them for all decisions. The agendas, minutes, and resolutions from the Board of Trustee meetings indicate that the Board acts in a manner consistent with its established policies and administrative regulations. All agendas and minutes are available online through the District website ([IV.C.105](#)).

Board policies undergo a regular cycle of review and revision, per BP 2405, “Review of Board Policies” and BP 2410, “Policy and Administrative Regulations.” The Board and the chancellor look to the District counsel as a resource and clearinghouse when establishing and reviewing policy and administrative regulations, and they subscribe to the Community College League of California’s Board Policy and Administrative Procedure Service to ensure that policies meet legal requirements. The Board may adopt, revise, add to, or amend board policies at any regular Board meeting by a majority vote. The Board sees all new, revised, and updated policy material for a first and second reading during regular public meetings. In addition, the Board includes review of Board policies at its annual retreat ([IV.C.106](#)).

The policy review at the 2015 retreat included the following policies:

- BP 2012 Role of the Board
- BP 2210 Officers
- BP2220 Committees of the Board
- BP 2270 Board Member Authority
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2320 Special and Emergency Meetings
- BP 2340 Agendas
- BP 2405 Review of Board Policies
- BP 2430 Delegation of Authority to Chancellor
- BP 2720 Communications Among Board Members

The Board of Trustees reviewed 27 policies at their 2016 annual retreat regarding:

- Meetings, agenda, Brown Act, roles of trustees and chancellor (BP 1100, 1200, 2340, 2405, 2345, 2012, 2270, 2330, 2430, 6100)
- Accreditation Standards, Board, chancellor, and presidents (BP 3200, 2430)
- Board room location and facilities (BP 2363, 6600)
- Human resource hiring (BP 3410, 3420, 7100, 7110, 7120, 7250)
- Bond status report (BP 6600)
- Budgeting (BP 6200, 6330)
- Accreditation, strategic planning, grants, and 2016 Student Success Scorecard (BP 3200, 3250, 3280)

BP 2410 prescribes that the chancellor issues administrative regulations to provide the method for implementing board policies. BP 2410 further requires that the chancellor shall, biennially, provide each member of the Board with copies of the administrative regulations or any revisions since the last time they were provided. When the Board approves changes to its policies and the chancellor approves corresponding changes in administrative regulations through the established participatory governance process, the District General Counsel's Office posts and tracks the updates ([IV.C.13](#), [IV.C.67](#)).

Analysis and Evaluation

The College meets the Standard. Board agendas, minutes, and resolutions clearly demonstrate that the Board acts in a manner consistent with its policies and bylaws. The Board refers to and uses well-established, detailed, and current policies to govern its actions and decision-making.

The Board uses an established method to review, revise, and update its policies, and the District refers to its general counsel and the Community College League of California's Board Policy and Admin-

istrative Procedure Service to ensure that policies meet legal requirements. Review of specific board policies on each meeting agenda and review of policy on each annual board retreat agenda demonstrate the board's commitment to regular review and revision of policy. The District's general counsel's office maintains the updated repository of policies and administrative regulations including a record of revision dates of each policy and administrative regulation.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board regularly reviews key indicators of student learning and achievement along with District and College plans for improving academic quality. At set intervals throughout the year, the Board reviews, discusses, and accepts reports which address the quality of student learning and achievement.

On an annual basis, the Board specifically reviews key indicators, such as the College's Student Success Scorecard data. In 2017, the Board reviewed and analyzed the Student Success Scorecard report at its June meeting. The Board also reviews and approves the College's Student Equity Plan and integrated Plan which includes Basic Skills Initiative, Student Equity, and Student Success and Support Program (SSSP). The integrated plan is scheduled for first read in November 2017. Furthermore, in January 2017, the Board reviewed College and District-level goals on the state-mandated Institutional Effectiveness Partnership Initiative indicator standards on successful course completion, accreditation status, fund balances, and audit status ([IV.C.107](#), [IV.C.108](#), [IV.C.109](#), [IV.C.110](#), [IV.C.111](#)).

In addition, the Board reviews and approves the District's and the college's strategic plans and the Colleges' educational master plans. The District developed its 2017-2020 Strategic Plan using a new, bold process with the ultimate result of a plan that is truly strategic rather than merely operational. The Board formally adopted the strategic plan at its February 2017 meeting. The District strategic plan is a living document that allows the District to develop annual strategic objectives based on strategic themes, identify key indicators, and integrate data used to assess those key indicators. The District Strategic Planning Committee monitors and assesses the data and key indicators on a regular basis throughout the year and gives the Board annual progress reports. The Board also reviews and approves the Colleges' strategic plans and educational master plans, which provides a further venue for discussion and questions. The Board approved the Fresno City College's 2017-2027 Educational Master Plan at its July 2017 meeting and the College's 2017-2021 Strategic Plan at its August 2017 meeting ([IV.C.14](#), [IV.C.112](#), [IV.C.113](#), [IV.C.114](#), [IV.C.115](#), [IV.C.116](#), [IV.C.117](#), [IV.C.118](#), [IV.C.119](#), [IV.C.120](#), [IV.C.121](#)).

The Board supports the District and the College's efforts to improve academic quality and institutional effectiveness through their participation in the Institutional Effectiveness Partnership Initiative (IEPI) and through the founding and growth of the District Office of Research and Institutional Effectiveness. The District's area of focus for the IEPI were as follows:

- Integrated planning
- District-wide research agenda
- District-wide qualitative and quantitative metrics
- Data warehouse
- Professional development

These areas of focus were significant contributors to the development of the 2017-2020 District Strategic Plan, the development and implementation of a District data warehouse, and the establishment of a dashboard data tracking system ([IV.C.122](#)).

In addition, the chancellor and the Board demonstrated their commitment to accessing, tracking, and reviewing data and key indicators of student learning and achievement by expanding the support for District-level research. The chancellor formally established the Office of Research and Institutional Effectiveness in 2016, and hired an executive director and a research assistant. This more robust office, committed to institutional effectiveness, reports directly to the vice chancellor of educational services and institutional effectiveness and works directly with the colleges' research departments and the District Information Technology Department ([IV.C.123](#)).

Analysis and Evaluation

The College meets the Standard. The College and the District regularly inform the Board of key indicators of student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality. The Board embraced and supported the new District strategic plan which facilitates improved monitoring and use of data and key indicators that will support implementation of appropriate district wide of initiatives. By endorsing the expansion of the District Research and Institutional Effectiveness Office, the Board demonstrated its commitment and understanding of the value of data and research which provides evidence to inform decision making for institutional efforts that support improvement of academic quality leading to equitable student success outcomes.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Several sections of board policy speak to board development including a specific policy requiring a new trustee orientation. The Board of Trustees receives input and education from the Community College League of California, District academic and classified senates, District standing and temporary committees, and other types of informational meetings. The Board participates in an annual board retreat as well as in workshops on the budget, bond measures, and selection and design of campus sites ([IV.C.124](#), [IV.C.125](#), [IV.C.99](#)).

Board Policy 2740, “Board Education,” explicitly states, “The Board is “committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” New members of the Board attend an orientation that the Community College League of California (CCLC) presents and receive a copy of the CCLC’s Trustee Handbook. At the local level, the chancellor and experienced Board members orient new members. In addition, the chancellor orients the student trustee. Board member orientation includes an overview of the functions and responsibilities of divisions of the District Office and of each college. The orientation also includes presentations on accreditation, ethics policy, and California public meeting requirements (Brown Act). An agenda for new board member orientation of new trustees in 2012-2013 shows a comprehensive orientation in two phases. Phase one included an overview of District board policies and procedures in addition to the Community College League of California board orientation. Phase two included College orientations (Fresno City College and Reedley College including the Madera and Oakhurst Community College Centers, and Willow International College Center, which is now Clovis Community College) ([IV.C.126](#), [IV.C.127](#), [IV.C.128](#), [IV.C.129](#), [IV.C.130](#), [IV.C.131](#), [IV.C.132](#)).

In 2014, prior to elections, the chancellor conducted a trustee candidate orientation to provide candidates with an overview of SCCC. Following the election, a more interactive trustee orientation took place at each of the College sites. This approach allowed the new trustees to interact with the college presidents, students, and staff members while touring the sites ([IV.C.133](#)).

The 2016 election resulted in all incumbent trustees being re-elected except for one new trustee who had been a long-time employee of SCCC, which included a college presidency, until her retirement a few months prior to the election. The Chancellor held a modified orientation focusing on District functions with specific attention to current human resources issues and other District-level, trustee appropriate topics that would be new to this knowledgeable trustee ([IV.C.134](#)).

The SCCC annual board retreat provides an opportunity for in-depth discussion of specific topics. The Board’s annual self-evaluation process is an additional opportunity for board members to assess their growth and development. One component of this self-evaluation process is a comprehensive, extensive instrument completed by each board member. This instrument includes many items related to development of both individual members and of the Board as a whole. The Board uses the results to gauge development and needs for further development ([IV.C.135](#), [IV.C.136](#), [IV.C.137](#), [IV.C.138](#)).

At the 2015 Board Retreat, the topics included the following:

- Board Policy and Accreditation Standards Review and Training
- Brown Act Mechanics
- Board Policy Training
- Role of Board Members and Board Chair
- Discussion of Future Agenda Items Section on Board Agendas

All seven trustees attended this retreat. District general counsel conducted the training and facilitated the discussion on the Brown Act Mechanics ([IV.C.139](#)).

Topics at the 2016 Board retreat included review of 24 board policies. Reviewing the policies provided an important professional development training opportunity for the Board. The Board reviewed the following topics and board policies regarding ([IV.C.140](#)):

- Meetings, agenda, Brown Act, roles of trustees and the chancellor (BP 1100, 1200, 2340, 2405, 2345, 2012, 2270, 2330, 2430, 6100),
- Accreditation, Board, chancellor and presidents' standards (BP 3200, 2430);
- Board room location and facilities (BP 2365, 6600),
- Human resource hiring (BP 3410, 3420, 7100, 7110, 7120, 7210, 7250),
- Bond status report (BP 6600),
- Budgeting (BP 6200, 6330),
- Accreditation, strategic planning, grants, and 2016 Scorecard (BP 3200, 3250, 3280).

An external consultant facilitated a special board development workshop in August 2015. The agenda items focused on best practices for board conduct and decision-making processes, trust between trustees and the chancellor, board policy training, and board self-evaluation. The consultant provided the Board with many documents for review and for discussion. The Board reviewed its self-evaluation process and completed the self-evaluation as a result of the extensive discussion between the Board and the consultant, the Board and the interim chancellor, and among the board members. As a result of the workshop and the self-evaluation, the trustees discussed their role in governance and reaffirmed the benefit of regular professional development activities ([IV.C.35](#), [IV.C.141](#), [IV.C.142](#)).

A key component of trustees' professional development is attendance and participation in conferences. Trustees participate in Community College League of California (CCLC) statewide meetings and regularly attend Association of Community College Trustees (ACCT) conferences and workshops. Individual trustees have presented at these conferences and have been elected to national office. Several trustees have enrolled the Community College League's Excellence in Trusteeship Program (ETP). Two trustees have completed the program, and three other trustees are currently enrolled in the program ([IV.C.143](#), [IV.C.144](#)).

To ensure that there are always experienced Board members serving and thus maintaining stability, BP 2100 establishes provisions for staggered terms of office. Board policies establish other electoral safeguards such as a process for filling any vacancies to the Board in BP 2110 ([IV.C.145](#)).

Analysis and Evaluation

The College meets the Standard. The Board of Trustees regularly participates in a variety of professional development trainings, collectively reviews relevant board policies, and participates in related discussions including exploring the Board's role and authority, defining and respecting the chancellor's

role, defining micromanaging, speaking as one voice when representing the Board, abiding by Accreditation Standards, and defining and following board meeting procedures. The Board is committed to the development of the board through new member orientations, conference participation, annual planning retreats, special study sessions and workshops, and association and activity with the CCLC, ACCJC, and ACCT. The staggered terms specified in board policy ensure continuity in Board membership and operations.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy (BP) 2745 addresses Board self-evaluation. The purpose of the self-evaluation is to review the function, strengths, and weaknesses of the Board and to identify specific functions working well and those needing improvement. BP 2745 includes three processes: (1) “A committee of the Board shall be appointed in June to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field;” (2) “The process for evaluation shall be recommended to the approved by the Board;” (3) “If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Executive Secretary to the Chancellor.”

The policy also stipulates that “a summary of the evaluations will be presented and discussed at a board session scheduled for that purpose,” and the “results will be used to identify accomplishments in the past year and goals for the following year.” The Board completed the formal self-evaluation in September 2016 ([IV.C.59](#), [IV.C.135](#), [IV.C.136](#), [IV.C.137](#)).

The Board recently evaluated the self-evaluation process. On June 29, 2016, the Board held a special, all-day session which included the chancellor, District administrators, and college presidents on the topic of self-evaluation. Consultant Dr. Mitch Rosenberg facilitated the session, which built a working foundation for constructive discussions related to the Board’s self-evaluation. Following this session, Dr. Rosenberg worked with the Board to develop a comprehensive self-evaluation instrument which each trustee completed. The instrument included the consideration of the following: overall board performance, board and CEO effectiveness, and individual board member effectiveness in five dimensions including the strategic dimension, analytical dimension, educational dimension, practical dimension, and personal/interpersonal dimension ([IV.C.146](#), [IV.C.147](#)).

The trustees met again with Dr. Rosenberg on September 23, 2016 to complete the self-evaluation. After review of the self-evaluation results, the Board presented the results at the February 2017 Board

of Trustees meeting, formally accepted the results, and adopted board goals. The Board had further discussion of the goals at the April 2017 Board retreat, including further facilitation by Dr. Rosenberg ([IV.C.36](#), [IV.C.135](#), [IV.C.148](#), [IV.C.149](#)).

Analysis and Evaluation

The College meets the Standard. Board policy clearly establishes a process for Board self-evaluation. The extensive and comprehensive self-assessment instrument and the on-going work with Dr. Rosenberg demonstrates the Board's and chancellor's commitment to continually improve the process. The new instrument focuses on performance of the Board as a whole as well as on individual performance, and each section addresses academic quality and institutional effectiveness. All Board members completed the self-assessment instrument and participated in the development activities with Dr. Rosenberg. The Board presented the results of the self-evaluation at the February 7, 2017 BOT meeting and future goals based on the self-evaluation results. These results included strengths and positive performance, areas for development, and 2017 Board development goals ([IV.C.135](#), [IV.C.136](#), [IV.C.137](#), [IV.C.138](#)).

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

SCCCD Board Policy 2715 articulates the Board of Trustees' code of ethics. As stipulated in this policy, the board members "recognize that as elected public servants, their actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions made as a Board must reflect our dedication to promote higher education along with opportunities for professional, vocational and technical growth and enhancement. As officials of public education, Board members must be a positive reflection of those for whom we speak." The policy lists nine standards of practice to which board members must adhere and states that "violations of this policy may subject the member violating it to censure by the Board."

BP 2715 also includes a censure policy that specifies a statement of purpose, a censure procedure, and the process the chancellor uses if it is determined that a resolution of censure is the appropriate action. The Board will first consider if a complaint warrants investigation or consideration, and if so, refers the complaint to the Board president. An ad hoc committee composed of three trustees not subject to the complaint will review the complaint and complete a fact-finding process within a reasonable period to time. This process may include an external investigator as appropriate ([IV.C.30](#)).

AR 2710, "Conflict of Interest," further addresses incompatible activities, financial interest, no employment allowed, and financial interest in decisions ([IV.C.63](#)).

Board members complete a conflict of interest form (California Form 700, Statement of Economic Interests) each year which further ensures that there are no conflicts of interest on the board. The District's general counsel takes primary responsibility for advising the trustees regarding these requirements. Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict ([IV.C.150](#)).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 7. Board Policy 2715 and Administrative Regulation 2710 clearly contain language on the code of ethics for the Board and define the policy for dealing with behavior that violates its code. Also, Board members are required to file conflict of interest forms. Board members have no employment, family ownership, or other personal financial interest in the District or in the College.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy 2430, "Delegation of Authority to Chancellor," states that "the Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." The policy allows the chancellor to "delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties." Furthermore, the policy requires that "The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion." BP 2430 empowers the chancellor to reasonably interpret board policy. Finally, the policy specifies that "The Chancellor shall act as the professional advisor to the Board in policy formation" ([IV.C.51](#)).

The Board defines its role in Board Policy 2012, "Board Duties and Responsibilities." As stated in BP 2012, the board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the chancellor
- Delegate power and authority to the chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate for and protect the District. ([IV.C. 6](#))

To ensure delegation of authority to the chancellor, the Board and chancellor commenced a series of trainings and workshops to address this recommendation. The interim chancellor hired consultant Dr. Mitch Rosenberg to develop and facilitate these sessions, and the new chancellor hired in 2016 has made this work a priority. The Board has positively received the activities and training sessions, and Board meeting minutes reflect the Board's improvement in this area ([IV.C.151](#), [IV.C.152](#), [IV.C.153](#), [IV.C.154](#), [IV.C.65](#), [IV.C.146](#), [IV.C.147](#)).

The chancellor and the Board have worked together to understand their roles and to allow the chancellor to fully exercise the authority of his position. An example of this occurred at the June 2016 Board meeting. After significant discussion, the Board approved the five-year construction plan and a transfer of funds to qualify for a state bond. Also, after a serious discussion, the Board approved the proposed 2016-2017 Annual Budget without dissent. The Board approved these crucial District recommendations with a focus on board policies that followed a collegial exchange of perspectives among board members and a respect for the authority the Board delegates to the chancellor in accordance with Accreditation Standards ([IV.C.155](#)).

The Board self-evaluation process and instrument addresses the role of the chancellor and the role of the Board. The Board's consultant, Dr. Rosenberg, continues to work with the Board to further define and refine the difference between policy and operation and has been received positively by the Board. Board member inquiries are generally referred to the chancellor and his designees for response which avoids even the perception of interference.

The Board holds the chancellor accountable for District operations through his or her job description, performance goals, and annual evaluation. The Board works with the chancellor to set annual performance goals guided by his or her job description and the District strategic plan ([IV.C.156](#), [IV.C.157](#)).

Analysis and Evaluation

The College meets the Standard. The Board delegates responsibility and authority to the chancellor to implement and administer board policies without Board interference as specified in BP 2430 and fulfills its role as specified in BP 2012. The Board has worked with a consultant, Dr. Mitch Rosenberg, to improve its functioning in this area. Evidence from Board meetings, including decisions, discussions, and meeting minutes verify that the Board understands and embraces its duties and responsibilities and delegates appropriate authority to the chancellor. The Board's self-evaluation process and instrument address the roles of the Board and of the chancellor, and the Board holds the chancellor accountable through an annual evaluation.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees’ policy on accreditation and professional development activities demonstrate that the Board receives information about the accreditation Eligibility Requirements, the Accreditation Standards and processes, Commission policies, and the accreditation status of the Colleges. Board Policy 3200, “Accreditation,” reads, “The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations. The Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required. The Chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report” ([IV.C.158](#)).

Board retreats typically include a formal agenda item on accreditation. In 2015, former Clovis Community College President (now a trustee) Ikeda delivered a presentation prepared by ACCJC President Barbara Beno to the Board. In April 2017, the Board reviewed a presentation titled “Accreditation for Governing Boards” which included information on the four Accreditation Standards, ACCJC expectations for governing boards in the accreditation process, and effective leadership and governance based on the ACCJC publication *Guide to Accreditation for Governing Boards*. As reflected on the retreat agenda, the Board engaged in discussion with the consultant regarding accreditation ([IV.C.159](#), [IV.C.160](#), [IV.C.161](#)).

At Board of Trustees meetings, the college presidents routinely include an update during the president’s report on accreditation as it pertains to their respective colleges ([IV.C.162](#), [IV.C.163](#), [IV.C.164](#), [IV.C.165](#), [IV.C.166](#), [IV.C.167](#)).

Board members also attend workshops specific to accreditation during various conferences including the Community College League’s Effective Trustees Workshop, the Excellence in Trusteeship Program, and ACCT ([IV.C.168](#), [IV.C.169](#), [IV.C.144](#)).

Analysis and Evaluation

The College meets the Standard. Per BP 3200, the Board of Trustees receives information about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status through a variety of sources including reports during regular board meetings, at workshops presented by professional development organizations, and during annual board retreats. The Board remains informed about accreditation on a regular basis throughout each year which results in consistent and continual support of the colleges’ efforts. Board policies appropriately reflect the board’s commitment to supporting the colleges’ efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process as evidenced by the presentations made at meetings and at board retreats and the subsequent discussions.

Standard IVC Evidence List

- [IV.C.1 Board Policy 2010 Board Membership](#)
- [IV.C.2 BOT Minutes - BP 2015 and 2105](#)
- [IV.C.3 BP 2015 Student Members](#)
- [IV.C.4 BP 2100 Board Elections](#)
- [IV.C.5 BP 2105 Election of Student Members](#)
- [IV.C.6 BP 2012 Role of the Board \(Powers, Purposes, Duties\)](#)
- [IV.C.7 BP and AR Website](#)
- [IV.C.8 BP-AR 2410 Policy and Administrative Regulations](#)
- [IV.C.9 Roles of Constituents in District Decision-Making](#)
- [IV.C.10 BP 2405 BOT Minutes 10-2-12](#)
- [IV.C.11 BP-AR 2405 Review of Board Policies](#)
- [IV.C.12 BOT Retreat Agenda March 2014](#)
- [IV.C.13 BP Review Tracking Spreadsheet 2-21-17](#)
- [IV.C.14 District Strategic Plan BOT Approved 2-7-17](#)
- [IV.C.15 Curriculum Proposals BOT Agenda 6-14-16](#)
- [IV.C.16 Curriculum Proposals BOT Mins. 6-14-16](#)
- [IV.C.17 Curriculum Proposals BOT Agenda 10-4-16](#)
- [IV.C.18 Curriculum Proposals BOT Mins. 10-4-16](#)
- [IV.C.19 Curriculum Proposals BOT Agenda 12-13-16](#)
- [IV.C.20 Curriculum Proposals BOT Mins. 12-13-16](#)
- [IV.C.21 Curriculum Proposals BOT Agenda-Mins. 4-4-17](#)
- [IV.C.22 Quarterly Financial Status Report BOT Agenda 2-26-16](#)
- [IV.C.23 Quarterly Financial Status Report BOT Minutes 2-26-16](#)
- [IV.C.24 Quarterly Financial Status Report BOT Agenda 5-3-16](#)
- [IV.C.25 Quarterly Financial Status Report BOT Minutes 5-3-16](#)
- [IV.C.26 Quarterly Financial Status Report BOT Agenda 9-6-16](#)
- [IV.C.27 Quarterly Financial Status Report BOT Minutes 9-6-16](#)
- [IV.C.28 BOT Calendar Agenda Approved 12-8-15](#)
- [IV.C.29 BOT Calendar Minutes Approved 12-8-15](#)
- [IV.C.30 BP 2715 Code of Ethics-Standards of Practice](#)
- [IV.C.31 BOT Mins. 6-14-16](#)
- [IV.C.32 BOT Mins. 7-5-16](#)
- [IV.C.33 BOT Mins. 8-25-16](#)
- [IV.C.34 BOT Mins. 6-29-16](#)
- [IV.C.35 BOT Development Workshop Aug. 2015](#)
- [IV.C.36 BOT Self Eval. Agenda 9-23-16](#)
- [IV.C.37 BP 2431 Chancellor Selection](#)
- [IV.C.38 BP 7250 Educational Administrators](#)
- [IV.C.39 AR 7220 Administrative Recruitment and Hiring Procedures](#)

[IV.C.40 FCC Pres. Position Announcement 3-28-16](#)
[IV.C.41 FCC Pres. Timeline Final 02-02-16](#)
[IV.C.42 FCC Pres. Timeline Final 03-29-16](#)
[IV.C.43 BOT Mins. – FCC Pres. Approval 7-5-16](#)
[IV.C.44 CCC Pres. Position Announcement 02-05-16](#)
[IV.C.45 CCC Pres. Timeline to Board 02-04-16](#)
[IV.C.46 BOT Mins. – CCC Pres. Approval 6-14-16](#)
[IV.C.47 SCCCD Chancellor Position Announcement 6-9-15](#)
[IV.C.48 SCCCD Chancellor Search Timeline Final 10-8-15](#)
[IV.C.49 BOT Mins. – SCCCD Chancellor 1-12-16](#)
[IV.C.50 BP 2435 Evaluation of Chancellor](#)
[IV.C.51 BP 2430 Delegation of Authority to Chancellor](#)
[IV.C.52 BP 7125 Employee Evaluations](#)
[IV.C.53 AR 7125 Evaluation](#)
[IV.C.54 Evaluation Instrument \(Cabinet Members\)](#)
[IV.C.55 BP 2710 Conflict of Interest](#)
[IV.C.56 BP 2715 Code of Ethics-Standards of Practice](#)
[IV.C.57 BP 2716 Political Activity](#)
[IV.C.58 BP 2717 Personal Use of Public Resources](#)
[IV.C.59 BP 2745 Board Self-Evaluation](#)
[IV.C.60 BP 2720 Communications Among Board Members](#)
[IV.C.61 BP 2220 Committees of the Board](#)
[IV.C.62 BP 2260 Board Representatives](#)
[IV.C.63 AR 2710 Conflict of Interest](#)
[IV.C.64 AR 2712 Conflict of Interest Code](#)
[IV.C.65 2430 Delegation of Authority to Chancellor](#)
[IV.C.66 BP 2345 Public Participation at Board Meetings](#)
[IV.C.67 BP 2410 Policy and Administrative Regulations](#)
[IV.C.68 BP 2510 Participation in Local Decision-making](#)
[IV.C.69 BP 4020 Program, Curriculum, and Course Development](#)
[IV.C.70 BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[IV.C.71 BP 4030 Academic Freedom](#)
[IV.C.72 BP 5120 Transfer Center](#)
[IV.C.73 BP 5150 Extended Opportunity Programs and Services](#)
[IV.C.74 BP 5300 Student Equity](#)
[IV.C.75 BP-AR 4020 Program, Curriculum, and Course Development](#)
[IV.C.76 ECPC Members 2016-2017](#)
[IV.C.77 BP 2315 Closed Sessions](#)
[IV.C.78 DBRAAC Operating Agreement](#)
[IV.C.79 BOT Agenda RAM Jan. 2014](#)

[IV.C.80 BP 6200 Budget Preparation](#)
[IV.C.81 BP 6250 Budget Management](#)
[IV.C.82 BP 6300 Fiscal Management](#)
[IV.C.83 BP 2012 and 6200](#)
[IV.C.84 2016-17 SCCC CD Tentative Budget](#)
[IV.C.85 BOT Mins. Tentative Budget 06-14-16](#)
[IV.C.86 2016-17 SCCC CD Final Budget](#)
[IV.C.87 BOT Mins. Final Budget 09-06-16](#)
[IV.C.88 2015-2016 BOT Agenda Audit Report 1-10-17](#)
[IV.C.89 2015-16 Financial Audit Report](#)
[IV.C.90 BOT Agenda 2016-17 Budget Update 1-10-17](#)
[IV.C.91 BOT Agenda Budget Transfer and Adjustment Report 2-7-17](#)
[IV.C.92 BOT Agenda Budget Update 6-14-16](#)
[IV.C.93 BOT Agenda Update on State Adopted Budget 8-2-16](#)
[IV.C.94 BOT Agenda Budget Study Session 7-27-16](#)
[IV.C.95 BOT Agenda Jan. Budget Proposal 2-2-16](#)
[IV.C.96 BOT Mins. Jan. Budget Proposal Approved 2-2-16](#)
[IV.C.97 BOT Agenda GASB Presentation Jan. 2014](#)
[IV.C.98 BOT Agenda PARS Sept. 2016](#)
[IV.C.99 BOT Agenda Facilities Bond Presentation 8-25-16](#)
[IV.C.100 BOT Agenda Budget Study Session 4-5-16](#)
[IV.C.101 2405 Review of Board Policies](#)
[IV.C.102 BP 1200 District Mission, Vision, and Values](#)
[IV.C.103 BP 2270 Board Member Authority](#)
[IV.C.104 BOT Agenda BP Review 1-10-17](#)
[IV.C.105 BOT Agendas and Minutes Website](#)
[IV.C.106 BP 2405 and BP 2410](#)
[IV.C.107 BOT SCCC CD Strategic Plan Presentation Jan. 2017](#)
[IV.C.108 BOT Agenda Student Success Scorecard 02-03-15](#)
[IV.C.109 BOT Agenda Student Success Scorecard 07-05-16](#)
[IV.C.110 BOT Agenda Student Equity Plans 11-03-15](#)
[IV.C.111 BOT Agenda Student Equity Plans 12-08-15](#)
[IV.C.112 Strategic Plan Status April 2016](#)
[IV.C.113 DS PC Agenda-Minutes 01-03-17](#)
[IV.C.114 DS PC Agenda-Minutes 02-10-17](#)
[IV.C.115 DS PC Agenda-Minutes 11-18-16](#)
[IV.C.116 DS PC Agenda-Minutes 10-28-16](#)
[IV.C.117 DS PC Workshop Agenda 10-14-16](#)
[IV.C.118 DS PC Agenda 05-13-16](#)
[IV.C.119 DS PC Agenda 14-08-16](#)

[IV.C.120 BOT Approved Colleges Strategic Plans 07-02-13](#)
[IV.C.121 Letter to College on Letterhead for Review 01.30.17](#)
[IV.C.122 District IEPI Report](#)
[IV.C.123 SCCCD District Office Org Chart - Ed Services](#)
[IV.C.124 BOT Agenda Budget Study Session 07-27-16](#)
[IV.C.125 BOT Mins. Facilities Workshop 09-22-15](#)
[IV.C.126 BP 2740 Board Education](#)
[IV.C.127 2012-2013 BOT Orientation](#)
[IV.C.128 Trustee Candidate Orientation Presentation 09-23-14](#)
[IV.C.129 Trustee Orientation Agenda 2014](#)
[IV.C.130 BOT Accreditation Workshop 03-03-15](#)
[IV.C.131 BOT Mins. Accreditation Workshop 03-03-15](#)
[IV.C.132 CCLC Board-CEO Partnership](#)
[IV.C.133 2014 Trustee Orientation](#)
[IV.C.134 Trustee Ikeda Orientation](#)
[IV.C.135 BOT Self-Eval Summary and Goals for 2017 Presentation 2-7-17](#)
[IV.C.136 SCCCD Board Member Survey Instructions 2016](#)
[IV.C.137 SCCCD Survey Self-Eval Survey Instrument](#)
[IV.C.138 BOT Minutes of 2-7-17](#)
[IV.C.139 Board Retreat Agenda April 2015](#)
[IV.C.140 Board Retreat Agenda April 2016](#)
[IV.C.141 Board Member Conferences and Workshops Attended](#)
[IV.C.142 Trustee Conferences Attended Sample](#)
[IV.C.143 2017 CCLC Legislative Conference](#)
[IV.C.144 Excellence in Trustee Program](#)
[IV.C.145 BP 2100 and BP 2110](#)
[IV.C.146 BOT Agenda Board Self-Eval. Presentation 6-29-16](#)
[IV.C.147 BOT Mins. Board Self-Eval. Presentation Approved 06-29-16](#)
[IV.C.148 Board Retreat Agenda April 2017](#)
[IV.C.149 Board Retreat Minutes April 2017](#)
[IV.C.150 California Conflict of Interests Form 700](#)
[IV.C.151 ACCJC Initial Accreditation Letter CCCC 06-29-15](#)
[IV.C.152 CCC Accreditation Press Release](#)
[IV.C.153 CCC Follow-Up Report Corrected Letter](#)
[IV.C.154 CCC Follow-Up Report 10-15-16](#)
[IV.C.155 BOT Mins. 06-14-16](#)
[IV.C.156 BOT Agenda Chanc. Eval. 06-29-16](#)
[IV.C.157 BOT Agenda Chanc. Eval. 08-04-15](#)
[IV.C.158 BP 3200 Accreditation](#)
[IV.C.159 Accreditation for Governing Boards 4-22-17](#)

[IV.C.160 Guide-to-Accreditation-for-Governing-Boards_Jan2017](#)
[IV.C.161 ACCJC What Trustees Should Know About Accreditation](#)
[IV.C.162 FCC Accreditation Report to BOT Mar. 2017](#)
[IV.C.163 FCC Accreditation Report to BOT May 2017](#)
[IV.C.164 Reedley Accreditation Report to BOT Apr. 2017](#)
[IV.C.165 Reedley Accreditation Report to BOT May 2017](#)
[IV.C.166 CCC Accreditation Report to BOT Apr. 2017](#)
[IV.C.167 CCC Accreditation Report to BOT May 2017](#)
[IV.C.168 CCLC Effective Trustee Workshop 01-28-17](#)
[IV.C.169 ACCT Governance Leadership Institute Draft Agenda](#)

Standard IV.D. Multi-College Districts or Systems



I was in the chamber choir. It was music that drew me in and connected me to the college. We all come from different backgrounds, but with music we share the same feelings, students and professors. It brings us all together.

—Student Equity Focus Group

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

State Center Community College District Board Policies 2012 and 2430 define Board Duties and Responsibilities and Delegation of Authority respectively ([IV.C.6](#), [IV.C.51](#)). The Board of Trustees and the District chancellor assume the responsibility of providing district wide leadership in setting and communicating expectations of educational excellence and integrity. Educational excellence is central to the District mission, vision, values and goals, and is defined in Board Policy ([IV.D.1](#)). College mission, vision, values and goals align with the District, and focus on educational excellence and integrity ([IV.D.2](#), [IV.D.3](#), [IV.D.4](#)). In 2016, AR 2510 Participation in Local Decision-Making was updated, along with the Roles of Constituents in Decision-Making Handbook, which more clearly defines district, college, and constituent group responsibilities and authority ([IV.C.9](#), [IV.D.5](#), [IV.D.6](#), [IV.D.7](#)).

The District supports the colleges' pursuit of educational excellence, and works to continuously improve District services to the colleges and centers. The chancellor engages constituents from all District colleges and centers to work collaboratively, and clearly defined roles, authority and responsibility between the colleges and the District are established through communication and effective leadership. Chancellor's Cabinet meets weekly to discuss items of interest, challenges, and opportunities in which the District can support the colleges and centers. Cabinet membership includes the three vice chancellors, two associate vice chancellors, college presidents, executive director of the State Center College Foundation, executive director of public and legislative relations, and district general counsel. Chancellor's Cabinet and Board of Trustee meeting agenda items are solicited from senior District and college administrators. Chancellor's Cabinet provides an opportunity for the chancellor to communicate expectations, review and discuss roles, authority, and responsibility between the colleges and the District, as well as ensure support for the effective operation of the colleges. Finally, Cabinet meetings address operational effectiveness and alignment between the District and the colleges ([IV.D.8](#)).

In addition to Cabinet, the chancellor meets weekly with the college presidents to facilitate collaboration, foster leadership, and provide support while focusing on District policy and College needs. Additional district wide committees also serve to provide communication, oversight and assessment, such as: Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Research Workgroup, Vice Presidents Workgroup, and Workforce/Economic Development Deans. To facilitate district wide communication, Cabinet and Communication Council members are expected to communicate any

actionable or relevant information with their constituents. Information from the committees and work groups listed above is communicated through reports from the presidents, Academic Senates, and Classified Senates at the monthly Board of Trustees meetings ([IV.D.9](#), [IV.D.10](#)). In addition to monthly Board of Trustees meetings, the chancellor, Board and Chancellor's Cabinet hold an annual two-day leadership retreat.

The chancellor demonstrates his leadership in promoting educational excellence and integrity through his support of and participation in faculty, staff, and student events held at all colleges and centers. The Public and Legislative Relations Office also publishes two newsletters, SCCCD Measure C & E which reports monthly bond measure information and State Center Express. These publications provide an additional opportunity for the chancellor to set and communicate expectations for educational excellence and integrity ([IV.D.11](#), [IV.D.12](#), [IV.D.13](#), [IV.D.14](#), [IV.D.15](#)).

In accordance with Board Policy 2012, the District establishes the general policies governing District operation, constructs the annual operating budget, negotiates salary schedules, and adopts an annual District calendar. The oversight of local issues such as campus budgets and faculty, staff and managers is delegated to the individual colleges. The District functional map clearly defines the roles of authority and responsibilities of the colleges and District. Board Policy 2430 addresses delegation of authority to the chancellor and empowers the chancellor to delegate any powers and duties entrusted to him or her by the Board of Trustees including the administration of colleges and centers ([IV.C.51](#), [IV.D.16](#), [IV.D.17](#), [IV.D.18](#), [IV.D.19](#), [IV.D.20](#), [IV.D.21](#), [IV.D.22](#), [IV.D.23](#), [IV.D.24](#)).

Analysis and Evaluation

The College meets the Standard. The chancellor communicates his expectations for educational excellence, integrity, and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District. He also promotes civic engagement throughout the region to further District, college and center goals.

In 2016, the District functional map was updated to reflect current alignment, and constituent roles in district wide participatory governance were clarified and updated in AR 2510 and the Participation in Decision Making Handbook.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Board policy identifies the District lines of responsibility. The role of SCCCD administrators is to provide an environment that will afford students the greatest likelihood of receiving a quality education. The primary role of faculty is to teach students in accordance with District philosophy, objectives, policies, approved curriculum, Education Code, and the rules and regulations of the Board of Governors of the California Community Colleges. The role of classified personnel is defined by the particular job function ([IV.C.51](#), [IV.C.69](#), [IV.D.25](#), [IV.D.26](#)).

State Center Community College District provides services to effectively support the operations of the colleges and centers relative to their mission and functions as operationalized in the functional map. Furthermore, the District's 2017-2020 Strategic Plan is aligned with the colleges' strategic plans, illustrating the supporting role that the District plays relative to college goals. An executive summary of the college educational master plans demonstrate further support of long range goals ([IV.C.14](#), [IV.D.27](#), [IV.D.28](#), [IV.D.29](#)).

In 2016-2017, the chancellor conducted a review of the District Office organizational structure, following a similar review in 2010. The 2010 review was intended to increase effectiveness of District services to the colleges and centers including: payroll, human resources, facility maintenance, grounds, purchasing, admission and records, information systems, bookstore services, business services, food services, which are shared between the colleges and District, police, and transportation. The 2016-2017 review resulted in a revised structure in the District's Educational Services and Institutional Effectiveness division and the Enrollment Management, Admission & Records, and Information System division ([IV.D.30](#)).

The District's Office of the Vice Chancellor of Educational Services and Institutional Effectiveness provides guidance, leadership, and support to the colleges and centers related to planning, career technical partnerships, technology, technology preparation, international education, apprenticeship programs, contract training, grants, research, enrollment management, district-level admissions & records, adult education, and other areas of responsibility ([IV.C.123](#)). The District director of grants and external funding works with the colleges and centers in the area of grant development.

The Office of Institutional Research works collaboratively with college researchers to provide and analyze data facilitating institutional improvement. In response to the organizational structure review discussed above, in 2017, the District Office of Institutional Research (DOIR) was expanded with the addition of a District executive director of research and institutional effectiveness and a research assistant. The DOIR

research staff report to the vice chancellor of educational services and institutional effectiveness. Prior to this expansion, the District research function was performed by the vice chancellor of educational services and a research coordinator. In 2017, a District Workforce and Adult Education dean was also hired. These new positions demonstrate District commitment and increase the District's ability to provide effective and sufficient District services to support the colleges in achieving their missions.

The effectiveness of District services and operations is assessed by District level committees such as Chancellor's Cabinet, Communications Council, District Budget and Resource Allocation Advisory Committee, the District Strategic Planning Committee, and the Educational Coordination and Planning Committee as evidenced in the Integrated Planning Summaries. These assessments contribute to the overall review of District and college-level goals.

The Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) is a participatory governance body that guides District resource allocation ([IV.C.78](#)). DBRAAC committee members include the vice chancellor of finance, the vice chancellor of human resources, the vice chancellor of educational services, the director of finance, and College representatives of the Academic Senate, Classified Senate and Associated Student Government. These individuals report back to their constituent groups. The colleges' vice presidents of administrative services are also on DBRAAC. They report on DBRAAC activities to the budget committees of their respective colleges on a regular basis throughout the year: College Council at Clovis Community College, the Budget Advisory Committee at Fresno City College, and the Budget Committee at Reedley College. These college participatory governance committees include representatives from all college constituency groups who report back to their representative groups.

The District Budget Resource Allocation Model (DBRAM) was initially designed in 2013. In accordance with the District Budget and Resource Allocation Advisory Committee (DBRAAC) Operating Agreement, DBRAM is reviewed and evaluated by DBRAAC annually to determine appropriateness and effectiveness. The original Districtwide Resource Allocation Model was approved by the Board of Trustees on January 14, 2014. The Modified Allocation Model was discussed at the August 21, 2014 Budget Workshop and approved by the Board of Trustees with the final budget at the September 2014 Budget Meeting ([IV.D.31](#), [IV.D.32](#)).

Analysis and Evaluation

The College meets the Standard. Centralized support services increase operational efficiency by allowing each college and center to facilitate daily operation. In accordance with board policy, the District functional map clearly delineates the functions and responsibilities of the District and colleges as well as those that are shared. The 2010 and 2017 evaluations of District and centralized functions and services resulted in structural changes in two key areas. These changes clarified and enhanced service and support to the colleges in research, workforce development, strategic planning, and enrollment management.

Through DBRAAC, the District uses a participatory governance model to evaluate resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet the Standards related to financial resources and stability.

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District implements well-established and regularly evaluated resource allocation policies that support the effective operations and sustainability of the colleges and District. Under the leadership of the chancellor, college leadership including: presidents, administrators, faculty, and staff work together to ensure effective control of expenditures and financial sustainability of the colleges and District.

In order to provide the budgetary and personnel resources to support the mission and functions of the colleges, the District implements an established and annually reviewed allocation methodology. As described above, SCCCD established a District Budget and Resource Allocation Advisory Committee (DBRAAC) to guide the resource allocation process with representatives from all constituent groups ([IV.C.78](#)).

DBRAAC conducts an annual evaluation of the Resource Allocation Model, and presents recommendations to the chancellor as appropriate ([IV.D.31](#), [IV.D.32](#), [IV.D.33](#), [IV.D.34](#)). To supplement the model, as well as provide funding for new programs and services, DBRAAC also reviews current needs and makes resource allocation recommendations to Chancellor's Cabinet as appropriate.

Additional support is offered by the Office of Foundations and Grants, which oversees the implementation of Title V grants and assists programs in grant procurement and development. The District also allocates lottery funds to the colleges to augment program budgets. District finances have been handled in a responsible manner leaving the District financially sound. California Education Code § 84040(a) notes that community college districts are to utilize sound fiscal management practice for the most efficient and effective use of public funds for the education of community college students. Furthermore, 5 CCR § 58311 identifies principles which are to serve as the foundation for sound fiscal management in community college districts including management of adequate cash reserves. At the local level, Board Policy 6200 states, in part, that unrestricted general reserves for economic uncertainty shall be no less than six percent of the District's annual budget; thus, establishing a six percent reserve as the local definition of an adequate cash reserve. The District meets or exceeds its minimum annual reserve requirements. Budgets are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. New positions and related funding are approved by the Board of Trustees. Thus, procedures are in place to ensure that budgets are balanced, budget requirements are met, and there is effective control of expenditures ([IV.C.86](#)).

The District is audited annually by an independent certified public accountant (CPA) as required by law. The District has always received an unqualified opinion on its financial statements, indicating that there are no identified material weaknesses in the District's records and that there have been no restrictions on the scope of the auditor's work. Additionally, the CPA reviews the internal controls of the financial system and issues compliance reports of federal and state monies ([IV.C.89](#)).

The District utilizes the Datatel enterprise-wide software system. Expenditures and encumbrances are posted to this system and any amounts that exceed the budget are reported as over expenditures. Site budget managers and campus business managers review these reports. Additionally, the District Office accounting staff reviews these reports to ensure that funds are available. On an annual basis prior to closing the fiscal year, a final review is conducted to ensure funds are still available for all expenditures.

The District has established effective policies and mechanisms to control expenditures. Enrollment updates and monthly projections are reported. The chancellor, vice chancellor, finance and administration, college presidents, and college vice presidents of administrative services work collaboratively to effectively manage cash flow, income, and expenditures responsibly to maintain fiscal stability. District and college financial status is routinely reported to and reviewed by the Board of Trustees. The District provides comprehensive budget and financial oversight including: an annual finance and budget report, a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance reports, and many others. Each college president is responsible for the management of the college's budget, ensures appropriate processes for budget development, and ensures effective use of financial resources in support of the college mission.

Analysis and Evaluation

The College meets the Standard. State Center Community College District has a long history of financial solvency. Through effective control of expenditures, the District has consistently ended the fiscal year with a positive balance and reserves well above the State's recommended six percent.

The District Budget and Resource Allocation Advisory Committee provides oversight of the resource allocation process, as well as resource allocation recommendations made to the chancellor. The DBRAAC's annual evaluation and survey indicates that the process is effective.

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegate district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

Board Policy 2430, Delegation of Authority to the Chancellor, states that the chancellor may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers ([IV.C.51](#)).

In line with this provision, the college presidents possess all administrative duties and responsibilities consistent with state law.

Specifically, the college presidents are granted authority to:

- manage the total college program,
- manage the development and evaluation of college goals and objectives,
- develop and utilize a process by which the resources of the college are allocated,

- provide for the evaluation of college programs and services and for utilization of evaluation data in institutional planning,
- recommend, with the assistance of the college staff, improvements in college programs and services,
- recommend an annual college budget and supervise administration of college financial affairs,
- provide for the development of college public relations, community services, and student recruitment programs,
- promote articulation between the college and other schools and colleges in the area,
- approve all job assignments, duties and responsibilities of academic and classified personnel,
- recommend, with the assistance of the college staff, educational specifications for facilities required to support the college program,
- represent the college at meetings of appropriate educational agencies and organizations,
- ensure that all employees work within the duties and responsibilities described in class specifications, and for following all policies, rules, regulations, contract agreements, and procedures of the state and the District, including the requirement that access to privileged information be carefully protected, and pursue external funding.

College presidents serve as CEOs and educational leaders of their respective colleges. The presidents are held accountable by the chancellor as formally assessed through the annual evaluation process and through achievement of mutually agreed upon annual goals and strategic planning goals ([IV.C.54](#)).

Analysis and Evaluation

The College meets the Standard. Board Policy 2430 allows the chancellor to delegate power and duties to the college presidents. The presidents are members of the Chancellor's Cabinet and are evaluated annually based on their performance and professional and personal goals, as well as on performance relative to the District's strategic goals. The District functional map indicates that the division of responsibilities appropriately addresses this Standard.

The chancellor delegates full authority and responsibility to the college presidents to implement and administer District and system policies without interference, and holds the presidents accountable for college operation.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District wide strategic planning is well-coordinated with college-level planning. College planning cycles align with District planning cycles in order to ensure district wide integration. The colleges develop their plans in the year following development of the District plan. ([IV.D.2](#), [IV.D.3](#), [IV.D.4](#), [IV.C.14](#)). There are multiple district wide planning areas that align with the objectives of the 2012-2016 State Center Community College District Strategic Plan. These functional areas include the overarching District Strategic Plan, as well as Communications, Technology, Student Learning, Facilities, Human Resources, Institutional Research, Resource Development, and Student Access. A District-level goal leader was identified for each area, and as part of their function developed a State Center Community College District Integrated Planning Summary ([IV.D.16](#), [IV.D.17](#), [IV.D.18](#), [IV.D.19](#), [IV.D.20](#), [IV.D.21](#), [IV.D.22](#), [IV.D.23](#), [IV.D.24](#)). These summaries highlight the district wide coordinated planning efforts that have occurred in coordination with the 2012-2016 Strategic Plan. Each summary identifies the committees and their responsibilities as well as the outcomes and evidence of their work to influence student learning and institutional effectiveness. In order to define the relationship to campus-level planning, campus committees are identified in the planning summaries as the bodies that coordinate with District-level planning, as well as report back to their respective campus-level constituent groups. The integrated planning summaries will continue to be updated annually to support the outcomes of the 2017–2020 State Center Community College District Strategic Plan.

Evaluation, integration and collaboration are the foundation of the new 2017-2020 State Center Community College District Strategic Plan. The interim chancellor delayed the development of the strategic plan by one year, allowing the incoming chancellor to lead the charge. Upon conclusion of the 2012 – 2016 Strategic Plan, the DSPC District Strategic Planning Committee chair drafted a DSPC Proposal for District Strategic Plan based on analysis of the current strategic planning process ([IV.D.35](#)). The DSPC accepted and revised the proposal which became the basis for the 2017-2020 Strategic Plan ([IV.D.36](#)). Based on the proposal, the DSPC chair and the DSPC co-chairs led a district wide workshop to conceptualize the 2017-2020 Strategic Plan. To further ensure effective integration with the SCCCD campuses, college constituents and the community played a key role in development of the District’s strategic plan ([IV.D.37](#), [IV.D.38](#), [IV.D.39](#), [IV.D.40](#), [IV.D.41](#), [IV.D.42](#), [IV.D.43](#), [IV.D.44](#), [IV.D.45](#)).

The DSPC meets twice a month and includes representation from all groups ([IV.D.46](#), [IV.D.47](#), [IV.D.48](#), [IV.D.49](#), [IV.D.50](#)). The DSPC was critical in development of the strategic plan, and also serves as the oversight committee to monitor progress on achievement of strategic objectives within the SMART Assessment form ([IV.D.51](#)). In addition to the SMART Assessments, the State Center Community College District Integrated Planning Summaries will be updated annually in order to provide district wide access to the outcomes and evidence of district wide planning efforts. The DSPC also partnered with the district wide Research Workgroup. The institutional researchers were charged with developing key performance indicators that will allow the DSPC to monitor student success across the

District. Holding student success as the primary responsibility for the District, the key performance indicators will allow the Board of Trustees to monitor annual progress. The district-level KPIs can then be disaggregated at the college level to provide evidence to inform decision making that supports improvement of programs, services and process.

Analysis and Evaluation

The College meets the Standard. District wide planning is fully integrated with college-level planning and is systematically assessed. Goal achievement is monitored and analyzed to determine initiatives for institutional improvement. Planning processes are evaluated for effectiveness and provide direction for future planning efforts.

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District provides several avenues for the colleges to provide input into planning and implementation of all policies supporting the institutions' educational programs. The 2016 Roles of Constituents in District Decision Making Handbook includes 14 districtwide committees and workgroups that facilitate regular district wide communication ([IV.C.9](#)).

The District's Educational Coordinating and Planning Committee (ECPC) reviews college curriculum and includes representatives from the Academic Senate ([IV.C.76](#)).

Chancellor's Cabinet includes all college presidents and vice chancellors, along with District senior level administration ([IV.D.52](#)). Communications Council is chaired by the chancellor, and includes the college presidents, presidents of the academic and classified senates, certificated and classified bargaining unit representatives, and student representatives from each college ([IV.C.9](#)).

College constituent representation on District-level planning committees allows representatives to return to their individual campuses and report on the discussions, receive feedback from the campus, and return the following month with direction from college constituents. Additionally, information regarding Board of Trustee actions is accessible through the District website.

Other district wide committees and workgroups include:

- District Budget and Resource Allocation Advisory Committee (DBRAAC),
- Classified Professionals Steering Committee,
- District Enrollment Management Committee,
- District Facilities Coordinating Committee,
- Equal Employment Opportunity Advisory Committee,
- The District Research Workgroup,

- The District Strategic Planning Committee,
- The District Technology Committee,
- The Vice Presidents Workgroup,
- Workforce and Economic Development Workgroup,
- The District Staffing Advisory Committee.

These committees and workgroups are effective vehicles to ensure timely, accurate, and complete communication and effective decision-making.

In fall 2017, the District redesigned the District and colleges' websites in order to improve access to information for internal and external constituent groups ([IV.D.53](#)). In compliance with the Brown Act, agendas and minutes for Board of Trustees meetings are made public on the District website via Board Docs. Board Docs provides an effective method for District and college employees to monitor and participate in development of the Board agendas as appropriate. Board Docs improves communication with the public as well as provides access to board policies, administrative regulations, and supporting documentation for Board of Trustee meetings.

Analysis and Evaluation

The College meets the Standard. District wide committees and work groups ensure effective communication between the colleges, District, and Board of Trustees. The District website provides information on all public meetings including agendas and minutes, local bond measure updates, and additional information relating to special events and projects. Electronic notifications regarding key issues are distributed through the District's email system to all internal stakeholders. The District leadership in redesigned websites and exploring software solutions such as SharePoint are additional efforts to continually improve communication. The use of Board Docs has improved efficiency and ease of access and will continue to do so as additional users become proficient.

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system communicates the results of these evaluations widely and uses them as the basis for improvement.

Evidence of Meeting the Standard

The chancellor provides district wide leadership in assessing the effectiveness of District and college role delineations, governance, and decision-making processes. Evaluation occurs primarily through the District and college strategic planning processes. In 2017, the new District strategic plan was developed and adopted. The plan clearly defines District priorities in three overarching strategic goals: (1) Excellence in Education, (2) Institutional Effectiveness, (3) Leader in Higher Education and Community Collaboration. This strategic approach enables the colleges to remain autonomous while aligning their respective plans with the District's strategic plan ([IV.C.14](#)).

To provide consistent district wide direction, the overarching goals remain in place through the span of the plan. Goals are achieved through an ongoing process of operationalizing themes identified during the plan's development; additional themes may emerge throughout the span of the plan based on environmental forces and monitoring of key performance indicators. Annual strategic objectives are developed for each selected theme. In the second and third years of the plan, work on the initially established annual strategic objectives may continue based on outcomes; in addition strategic objectives are identified every year. The strategic plan serves as the foundation for institutional decision-making. The colleges develop site-specific strategic plans aligned with the District's plan. Implementing the plan is a cyclical and continuous process, with strategies in place for ongoing assessment, and adjustments that may be necessary to respond to environmental changes and assessment results.

The strategic plan is posted on the District website, and copies are available at all District sites. A Specific Measurable Actions, Responsible party and Timeline (SMART) assessment process and form identifies and tracks each annual strategic objective ([IV.D.51](#)). District and college researchers collaborate in developing key performance indicators and analyzing the results. District Strategic Planning Committee and Chancellor's Cabinet further discuss and analyze the data, resulting in informed, data-driven decision making processes. In accordance with Board Policy and Administrative Regulation 3250 Institutional Planning, these assessments are disseminated district wide through established governance committees and processes ([IV.D.54](#)).

The District has expanded institutional research and effectiveness capacity at the District and college levels by providing increases in staffing and resources. Institutional research efforts are led at the District level by the newly hired executive director of institutional research and institutional effectiveness, support staff, and implementation of the 2016 Institutional Innovation and Effectiveness Plan, which provides an ongoing, consistent method of evaluating educational goals. The district wide Research Workgroup includes researchers from the District and the colleges ([IV.D.55](#)).

In 2016-2017, the District developed a functional map to describe the role delineation between the District Office and the colleges. This document was developed with input from the accreditation liaison officers at each college and the Vice Presidents' Workgroup. Once a draft document was agreed upon, each college was asked to disseminate it to all constituency groups for review and input. The functional map was then reviewed by the Chancellor's Cabinet and adopted ([IV.D.56](#), [IV.D.57](#), [IV.D.58](#)).

The process of delineating roles and functions was further operationalized through development of integrated planning summaries ([IV.D.16](#), [IV.D.17](#), [IV.D.18](#), [IV.D.19](#), [IV.D.20](#), [IV.D.21](#), [IV.D.22](#), [IV.D.23](#), [IV.D.24](#)). These summaries expand the activities identified within a service area, and align them with district wide planning. Summaries are developed for Institutional Research, Resource Development, Facilities, Human Resources, Student Learning, Technology, and Enrollment Management.

In 2015, the District participatory governance process was reviewed and evaluated by a district wide task force and resulted in the review and update of Board Policy and Administrative Regulation 2510. The Role of Constituents in the Decision-Making Process Handbook was developed and reviewed by all constituent groups with final approval in April 2016.

Analysis and Evaluation

The College meets the Standard. The District's governance and decision-making processes were evaluated and improved to provide the colleges with a supportive system leading to informed, data-driven decision making. Processes and procedures are clear, and the Roles of Constituents in Decision-Making Handbook provides an accessible description of the integrated planning model, implementation of the planning process, and district-level committees and workgroups. The integrated planning summaries are updated annually by the responsible District administrators with input from the respective committees to document progress in each area.

The integrated planning process, as described in the Role of Constituents in Decision-Making Handbook, the integrated planning summaries, the SMART assessment, KPI tracking forms, and the annual strategic objectives, provide effective assessment processes to ensure student learning and achievement. Constituent representation throughout the planning process provides effective district wide communication.

Standard IVD Evidence List

[IV.D.1 BP 1100 and BP 1200](#)

[IV.D.2 FCC 2013-2017 Strategic Plan](#)

[IV.D.3 RC 2013-2017 Strategic Plan](#)

[IV.D.4 CCC 2013-2017 Strategic Plan](#)

[IV.D.5 AR 2510 Participation in Local Decision-Making](#)

[IV.D.6 Chancellor's Cabinet Notes 01-17-17](#)

[IV.D.7 Chancellor's Cabinet Notes 09-12-16](#)

[IV.D.8 Chancellor Cabinet Agendas - Samples](#)

[IV.D.9 Communications Council Meeting Notes 01-31-17](#)

[IV.D.10 Communications Council Meeting Notes 02-28-17](#)

[IV.D.11 SCCCCD Measure CE 12-12-16](#)

[IV.D.12 SCCCCD Measure CE 02-06-17](#)

[IV.D.13 SCCCCD Measure CE March 2017](#)

[IV.D.14 SCCCCD Measure CE 04-04-17](#)

[IV.D.15 SCCCCD Measure CE Eblast](#)

[IV.D.16 District Integrated Planning Summary - Communications](#)

[IV.D.17 District Integrated Planning Summary - District Strategic Plan](#)

[IV.D.18 District Integrated Planning Summary - Facilities](#)

[IV.D.19 District Integrated Planning Summary - Human Resources](#)

[IV.D.20 District Integrated Planning Summary - Institutional Research](#)

[IV.D.21 District Integrated Planning Summary - Resource Development](#)

[IV.D.22 District Integrated Planning Summary - Student Access](#)

[IV.D.23 District Integrated Planning Summary - Student Learning](#)

[IV.D.24 District Integrated Planning Summary – Technology](#)

[IV.D.25 BP 4030 Academic Freedom](#)

[IV.D.26 BP-AR 7230 Classified Employees](#)

[IV.D.27 FCC Educational Master Plan](#)

[IV.D.28 RC Educational Master Plan](#)

[IV.D.29 CCC Educational Master Plan](#)

[IV.D.30 SCCCCD District Office Org Chart](#)

[IV.D.31 BOT Agenda RAM 08-21-14](#)

[IV.D.32 BOT Agenda 09-02-14](#)

[IV.D.33 DBRAAC Survey Results February 2015](#)

[IV.D.34 DBRAAC Survey Results Fall 2015](#)

[IV.D.35 DSPC Proposal for District Strategic Plan 2015-16 Sept 2015](#)

[IV.D.36 DSPC Proposal for District Strategic Plan 2015-16 Oct 2015](#)

[IV.D.37 CTE Charrette Program 01-28-16](#)

[IV.D.38 CTE Charrette Powerpoint 01-28-16](#)

[IV.D.39 CTE Community Charrette Mission Summary](#)

[IV.D.40 CTE Community Charrette Summary Report](#)
[IV.D.41 CTE Community Charrette Values Summary](#)
[IV.D.42 CTE Community Charrette Vision Summary](#)
[IV.D.43 DSPC Strategic Alliance Outcomes Approved by Chancellor's Cabinet](#)
[IV.D.44 Strategic Community Alliance Agenda Packet 09-19-16](#)
[IV.D.45 Strategic Community Alliance Survey Results](#)
[IV.D.46 DSPC Operating Agreement](#)
[IV.D.47 DSPC Meeting Minutes 01-13-17](#)
[IV.D.48 DSPC Meeting Minutes 02-10-17](#)
[IV.D.49 DSPC Meeting Minutes 03-10-17](#)
[IV.D.50 DSPC Meeting Minutes 04-28-17](#)
[IV.D.51 SMART Assessment Form - sample included](#)
[IV.D.52 Chancellor's Cabinet](#)
[IV.D.53 BOT Agenda District Website 04-05-16](#)
[IV.D.54 BP-AR 3250 Institutional Planning](#)
[IV.D.55 SCCCD IIEP with status updates 03-08-17](#)
[IV.D.56 District-College Functional Map 3-10-17](#)
[IV.D.57 Chancellor's Cabinet Notes 05-02-16](#)
[IV.D.58 Chancellor's Cabinet Notes 10-17-16](#)
[IV.C.6 BP 2012 Role of the Board \(Powers, Purposes, Duties\)](#)
[IV.C.9 Roles of Constituents in District Decision-Making](#)
[IV.C.14 District Strategic Plan BOT Approved 2-7-17](#)
[IV.C.51 BP 2430 Delegation of Authority to Chancellor](#)
[IV.C.54 Evaluation Instrument \(Cabinet Members\)](#)
[IV.C.69 BP 4020 Program, Curriculum, and Course Development](#)
[IV.C.76 ECPC Members 2016-2017](#)
[IV.C.78 DBRAAC Operating Agreement](#)
[IV.C.86 2016-17 SCCCD Final Budget](#)
[IV.C.89 2015-16 Financial Audit Report](#)
[IV.C.123 SCCCD District Office Org Chart - Ed Services](#)

Quality Focus Essay



The first thing to help me decide on my goal was a counselor in the career and employment center. At that time I didn't know what I wanted to do, my major wasn't decided, and I was still so confused. I did a series of tests and then through counseling, it helped me decide on a focus, which is social work.

—Student Equity Focus Group

Background

For over 100 years, Fresno City College has provided excellent instructional programs and services to students and the community. Fresno City College understands the importance of accreditation and values the opportunity for self-reflection as a means of facilitating continuous improvement.

As a result of the self-evaluation process, two project areas have been identified that may ultimately impact student success. Project #1: Student Learning Outcomes Assessment - Building a Culture of Assessment to Support and Sustain Student Learning, and Project #2: Student Achievement – Improving Core 9 Results.

Fresno City College has done an excellent job of identifying and assessing student learning outcomes and believes that now is the time to continue the momentum and build a culture of outcomes assessment that supports and sustains student learning throughout all areas of the campus. This effort supports the relevant, high-quality programs and services meeting the needs of our students. A culture of self-reflection in College efforts inspires meaningful change. An important part of the self-reflection is the use of institutional set standards in decision-making processes. While the College has a strong foundation of data inquiry, it seeks to further develop a culture of evidence and inquiry that identifies specific solutions to improve student achievement results. Therefore, Project #2 focuses on a collaborative effort to identify and implement solutions to improve the Core 9 Indicators.

Action Project #1: Student Learning Outcomes Assessment: Building a Culture of Assessment to Support and Sustain Student Learning

Goal	Action Projects	Alignment with Standards
1. Increase professional development opportunities for outcomes and student learning	<ul style="list-style-type: none">Offer campus sponsored and supported professional development opportunities for faculty and staff regarding outcomes and student learning.	I.B.1 I.B.2 I.B.4 II.A.1 II.A.2
2. Integrate outcomes and campus processes.	<ul style="list-style-type: none">Establish dialogue on outcomes as a part of already existing campus processes including program review, curriculum review, and annual unit plans.	I.B.1 I.B.2 II.A.7 II.C.2
3. Examine current practices to ensure they are meaningful and alter them as deemed necessary.	<ul style="list-style-type: none">Move assessment of outcomes beyond mapping at the program, GE, and Institutional level.Develop practices that encourage systematic feedback on outcomes research.	I.B.1 I.B.2 II.A.1 II.A.3 II.A.11 II.A.12

Overview of Current Status of Student Learning Outcome Assessment

During the process of writing the self-evaluation the College recognized that while there have been considerable strides made in the area of outcomes assessment, necessary changes can be implemented to build a culture of assessment and sustainability regarding student learning. Areas of significant progress in outcomes assessment include standardization and utilization of results from assessment reports for student learning outcomes and identification and planning of assessments for service unit outcomes (SUOs).

Historically, all outcomes reporting was done manually using spreadsheets and word processing documents. Progress had to be manually counted, making it difficult to track outcomes assessment for currency. In 2015, the College purchased TracDat. In spring and summer 2016, the College transferred all previous assessment reports from Blackboard to TracDat. This allowed the outcomes and assessment coordinator to identify programs that were out of cycle with outcomes assessment and offer support. Since that time, the College has consistently moved toward all courses being assessed. In addition, this advanced reporting structure allowed the outcomes and assessment coordinator to create reports for programs as they entered the program review cycle. The College established a process whereby the Outcomes and Assessment Committee compared assessment data to success data allowing departments to conduct a deeper analysis as part of the program review. During this time, the outcomes and assessment coordinator became a voting member of the Program Review Committee to emphasize the link between program review and outcomes assessment.

The campus has successfully defined instructional student learning outcomes and assessments; however, consistency is lacking for reporting and assessing for service units. In fall 2016, the outcomes and assessment coordinator worked with the Program Review Committee to determine a process for service unit areas to report on assessment activities. To support the development of service unit outcomes, the College funded a counselor to work part-time in the development of service unit outcomes (SUO representative). During the spring 2017 semester, the SUO representative met with all service unit areas to identify meaningful outcomes, plan assessments for those outcomes, and calendar when assessments would occur.

To accomplish both of these projects, the College has dedicated the necessary resources to professional development regarding outcomes. Every semester outcomes topics are offered as a flex day activity in addition to various trainings throughout the semester. In fall 2015, the outcomes and assessment coordinator reported on the status of outcomes assessment at the College and provided a status report to all constituency groups. In spring 2017, the College dedicated two different working sessions for outcomes during opening day activities. The first session was for faculty to calendar assessments during their program review cycle, and the second session was to provide an overview of SUOs and for service unit employees to calendar a meeting date with the SUO representative to identify outcomes and plan assessments. Additionally, in spring 2017, the outcomes and assessment coordinator held numerous workshops for programs to map course student learning outcomes (CSLOs) to program student learning outcomes (PSLOs) and then to institutional student learning outcomes (ISLOs).

Project Description

The College's activities to this point have laid the foundation for a sustainable culture of assessment from which the following projects can launch. There are three main goals the College is going to work toward.

1. Increase professional development opportunities for outcomes and student learning;
2. Integrate outcomes into additional campus processes; and
3. Examine current practices to ensure they are meaningful and alter them as deemed necessary.

These goals, and the activities associated with each one, will allow the College to develop a sustainable culture of assessment.

While faculty and staff understand that outcome assessment is connected to learning, the activities laid out in the plan below will allow faculty to further explore the role of outcomes in curriculum design, learning activities, and assess the extent to which the outcomes are appropriate for courses and programs.

Similarly, the College has the procedures in place to integrate outcomes into already well-established campus processes. The activities identified in the plan allow for these procedures to become a part of campus culture through professional development.

Finally, the College acknowledges that changes to the assessment process thus far have been helpful in sustaining assessment activities but recognizes opportunity for growth. Current practices have helped the College to establish sustainable methods of collecting assessment results, and the activities laid out in the following plan allow for those results to be used in meaningful ways for faculty and staff to influence student learning and success.

Action Items and Measurable Outcomes

Action Item	Associated Goal	Resources Needed	Responsible Person(s)	Timeline	Desired Outcome	Assessment Strategy
Identify recognized speakers in the assessment field or from the campus community to lead campus sponsored workshops on designated work days	Goal 1 and Goal 2	Resources allocated for funding speakers Space/Time	Vice president of instruction (VPI) Outcomes and Assessment Coordinator (OC) OAC (Outcomes Assessment Committee)	Beginning: Spring 2018 End: Spring 2023 (1/year for 5 years)	Faculty will reflect on outcomes research to develop strategies to mitigate gaps and facilitate improvement	Review of PR self-study Review of 5-year curriculum review changes as appropriate
Provide professional development related to outcomes for part-time employees	Goal 1	Resources for paying part-time employees Space/Time	VPI, OC, OAC, Institutional Research (IR)	Spring 2018: Survey by department to determine training needed Spring 2018/ Fall 2019: Training provided based on survey results; ongoing training will be established	Part-time and full-time employees are involved in outcomes and assessment efforts	Completion of assessment reports
New faculty orientation session to address how outcomes work in curriculum development	Goal 1 and Goal 2	Time and space	VPI, Curriculum Chair (CC), OC	Beginning Spring 2017 Ongoing	When developing new courses, faculty will include identified learning outcomes	Review of course outlines of record
Provide support and professional development to all employees that describes how outcomes relate to program/unit planning and campus reporting structures such as program review and annual unit planning	Goal 1 and Goal 2	Time and space Identify an SUO Coordinator	VPI, Program Review Coordinator (PRC), OC, IR	Beginning Spring 2018 Ongoing	Employees understand how outcomes relate to programs and planning in both instructional and student service areas	Survey Review of assessment reports Program Review

Action Item	Associated Goal	Resources Needed	Responsible Person(s)	Timeline	Desired Outcome	Assessment Strategy
Develop informational webpages related to outcomes. Display all course, program, and institutional outcomes in a visual manner	Goal 1	Time/Space	Webmaster, VPI, VPSS, IR, OC, Deans	Beginning Fall 2018	Provide access to students and the greater community regarding learning outcomes and their relationship from course to program, to the institutional level	Completion of webpages
Training for SLO and SUO connection to ISLOs	Goal 2	Time/Space	VPI, VPSS, OC	Beginning Fall 2018 Ongoing	All employees in student learning and service units will identify how both SLOs and SUOs contribute to ISLO achievement and their individual role in supporting outcomes and assessment	Survey to determine understanding and quality of training Completed assessment reports
Establish college wide dialogue about the assessment process of ISLOs and GE SLOs	Goal 2	Time/Space	President, Accreditation Liaison Officer (ALO), VPI, VPSS, OC, College Employees	Beginning: Fall 2018 End: Spring 2020	The College will determine how to effectively and efficiently assess both ISLOs and GE SLOs, or consider using only one level of assessment	Assessment method developed based on constituency-based discussions
Work with faculty to identify program student learning outcomes that drive curriculum	Goal 1, 2, 3, and Goal 2	Time/Space	VPI, VPSS, IR, OC, CC		Faculty will identify where students achieve mastery of skills within a program, which can help in the development of pathways for programs	Review of PSLO assessment reports and Curriculum Maps (if/when we begin this process)

Action Item	Associated Goal	Resources Needed	Responsible Person(s)	Timeline	Desired Outcome	Assessment Strategy
Establish Semi-Annual Assessment Days	Goal 3	Time/Space	VPI, VPSS, OAC, OC	Beginning Fall 2019	College employees will have designated time to discuss assessment activities in their area	Review of assessment reports
Identify instructional faculty leads for assessment	Goal 3	Compensation or release time for full-time faculty leads Time/Space	VPI	Beginning Fall 2018 End: Fall 2020	Faculty will help fellow faculty in the identification, assessment, and reporting of outcomes	Review of assessment reports and course outlines of record

Action Project #2: Student Achievement – Improving Core 9 Results

Standard Alignment: IA.1, IA.2, IA.3, IB.1, IB.4, IB.7, IC.1, IIA.1, IIA.2, IIA.5, IIA.6, IIA.13, IIA.14, IIC.1, IIC.5	
Goal	Action Items
1. Engage the College in dialogue about Core 9 Indicators and possible evidence-based solutions to improve results	<ul style="list-style-type: none"> • Institutional Research and Effectiveness (IRE) Committee and Student Equity and Success (SES) committee will collaborate to develop opportunities for data driven conversations and communication • Develop and conduct a constituency-based survey to determine support for possible evidence-based solutions
2. Select specific, evidence-based solutions that support achievement of Core 9 Indicators	<ul style="list-style-type: none"> • SES will examine data, plans, initiatives, surveys, including IRE recommendations, to select specific evidence based solutions that are broadly supported by constituent groups • Develop multiple avenues for communication of Core 9 solutions • Create professional development opportunities, including Flex Day activities, that support implementation of solutions
3. Create a Core 9 Achievement plan to implement identified solutions	<ul style="list-style-type: none"> • Create a plan that clearly identifies broad constituent supported solutions, outcomes, resources, responsibilities, and assessment • Implement plan • Assess results

Overview of Current Status of Student Achievement

Fresno City College has established Institutional Set Standards and uses the Institutional Effectiveness Index to set goals for the institution. The Institutional Research and Effectiveness Committee further identified the Core 9 Indicators that would be the primary focus for institutional efforts. In striving to achieve the goals established by the Core 9, the College understands the importance of ensuring that solutions specifically address achievement gaps. Disaggregate data indicate achievement gaps exist for some FCC student populations. As a result, the College engages in numerous activities to mitigate disproportionate impact.

Project Description

Fresno City College is committed to improvement of student achievement. The College has committed resources through the addition of institutional research personnel and data visualization software to support efforts of evidence-based decision-making. The FCC educational master plan and strategic plan include goals that focus specifically on student achievement. To further focus the College efforts on improvement of student achievement, Project #2 identifies goals that will facilitate conversation, professional development, evidence-based decision-making, planning, and implementation needed to ensure solutions are broadly supported. This project seeks to put into practice the College vision that states, “As educational leaders in the community, Fresno City College faculty, staff, and students will engage in a partnership to transform lives through education.”

Action Items and Measurable Outcomes

Action Item	Associated Goal	Resources Needed	Responsible Person(s)	Timeline	Desired Outcome	Assessment Strategy
Institutional Research and Effectiveness (IRE) Committee and Student Equity and Success (SES) committee will collaborate to develop opportunities for data-driven conversations and communication	Goal 1	Committee Work IR	IRE and SES Committees	Fall 2017 - ongoing	Broad constituent participation in conversation	Survey
Develop and conduct a constituency-based survey to determine support for possible evidence-based solutions	Goal 1	Committee Work IR	IRE Committee IR Office	Early Fall 2018	Identification of possible evidence based solutions that are broadly supported	Survey
SES Committee will examine data, plans, initiatives, surveys, including IRE recommendations, to select specific evidence-based solutions that are broadly supported by constituent groups	Goal 2	Committee Work IR	SES Committee	2018-2019	Identification of Core 9 Solutions	Core 9 Solutions supported by constituency groups
Develop multiple avenues for communication of Core 9 solutions	Goal 2	Committee Work IR	SES Committee	Spring 2018	Constituency groups will be well informed on Core 9 Solutions	Survey
Create professional development opportunities, including, Flex Day activities, that support implementation of solutions	Goal 2	Committee work IR Additional resources TBD based on solutions chosen	SES Committee Professional Development Coordinator	Fall 2018 - ongoing	Constituency groups will participate in professional development and indicate whether the activities were useful	Survey
Create a plan that clearly identifies broad constituent supported solutions, outcomes, resources, responsibilities, and assessment	Goal 3	Committee work	SES Committee	Spring 2019	Core 9 Achievement Plan will be completed	Core 9 Achievement Plan will be approved by constituency groups

Action Item	Associated Goal	Resources Needed	Responsible Person(s)	Timeline	Desired Outcome	Assessment Strategy
Implement plan	Goal 3	Committee work IR Additional resources TBD based on solutions chosen	SES Committee	Fall 2019	Core 9 Plan will be implemented	Assessment component of plan will begin
Assess results	Goal 3	Committee work IR Additional resources TBD based on solutions chosen	IRE and SES Committee	Spring 2020 - ongoing	Assessment results will be analyzed and reported	Constituent groups will indicate broad communication of results

Changes and Plans Arising out of the Self Evaluation Process

I think that a counselor helping me develop an educational plan was really helpful. It is helpful to know what I need to take because I don't want to take unnecessary classes and get off track.

—Student Equity Focus Group



Actionable Improvement Plans:

Changes and Plans Arising Out of the Self-Evaluation Process Implementation Table

Actionable Improvement Plan	Standard	Responsible Person(s)	Integration into planning processes	Timeline for Completion (Beginning and End Date)	Desired Outcome
Quality Focus Essay Project #1	IB.1 IB.2 IIA.1 IIA.3 IIA.16	Vice President of Instruction (VPI), Outcomes Coordinator (OC)	Outcomes and Assessment Advisory Committee	2017-2023	Complete activities identified in the QFE.
Quality Focus Essay Project #2	IA.2 IIA.1 IIA.16 IIC.5 IVB.3	Vice President of Instruction, Vice President of Student Services	Institutional Research and Effectiveness Committee	2017-2022	Complete activities identified in the QFE.
Guided Pathways - The College will examine guided pathways models to determine components that align with the College mission and meet the needs of FCC students. To ensure collaborative participation, the Guided Pathways Taskforce, which includes all constituency groups, will oversee the decision-making process.	IIA.4 IIA.5 IIA.6	VPI, VPSS, Guided Pathways Taskforce	Student Equity and Success Committee	2017-2019	Develop a plan to implement components of guided pathways that align with the College mission and meet the needs of FCC students.
Service Unit Outcomes - Library and Student Learning Support Services Division will develop mechanisms to ensure ongoing assessment of SUOs.	IIB.3	Library, Student Learning Support Services, OIRAP, and OAC	LSLSS Annual Unit Plan	2018-2019	Library and Student Learning Support Services Division SUOs will be regularly assessed and results will be analyzed.
Maintenance and Security Evaluation Procedure - Library and Student Learning Support Services Division Office will assist its units in cataloguing the various external services in use and develop an evaluation process that gathers feedback on their effectiveness from students, faculty, and staff	IIB.4	Library, Student Learning Support Services	LSLSS Annual Unit Plan	2018-2020	Implementation of the Library and Student Learning Support Services maintenance and security evaluation procedures.

Actionable Improvement Plan	Standard	Responsible Person(s)	Integration into planning processes	Timeline for Completion (Beginning and End Date)	Desired Outcome
Staffing Plan - Develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the College's mission and purpose.	IIIA.9	Human Resources, college president, VPI, VPSS, and Deans	President Annual Unit Plan	2018-2020	Implementation of staffing plan.
Administrator Orientation Program - Work collaboratively with the District to develop a new employee orientation program for newly hired administrators.	IIIA.10	Human Resources, college president, VPI	President Annual Unit Plan	2018-2020	Implementation of an administrative employee orientation program.
Review Cycle - The District will institute and implement a Board Policy and Administrative Regulation review cycle coinciding with the district wide accreditation cycle.	IIIA.11	District Office, SCCCCD Board of Trustees	Board of Trustees	2018-2019	Implementation of review cycle that coincides with accreditation cycle.
Professional Development Program - Hire a full-time permanent position to coordinate professional development efforts including a formal professional development program.	IIIA.14	VPI, Professional Development Committee	TSS Annual Unit Plan	2018-2020	Professional development coordinator will fully implement a professional development program.
Technology Planning - Work collaboratively with the District Technology Advisory Committee and other venues to ensure open lines of communication and effective technology planning.	IIIC.1	Technology Support Services (TSS) and District Technology Advisory Committee	TSS Annual Unit Plan	2018-2023	Develop formal means of communication with District Technology Advisory Committee.
Personnel - Technology Support Services will continue to advocate for a SQL database administrator, a SharePoint administrator, and a second systems technical resource analyst to support the growing infrastructure of the College	IIIC.2	TSS, VPI, college president, and Human Resources	TSS Annual Unit Plan	2018-2020	Secure funding and hire necessary personnel to support the College infrastructure.

Actionable Improvement Plan	Standard	Responsible Person(s)	Integration into planning processes	Timeline for Completion (Beginning and End Date)	Desired Outcome
Professional Development - TSS will utilize the action planning process in order to increase the funding for necessary training of technical staff.	IIIC.4	TSS	TSS Annual Unit Plan	2018-2020	Sufficient funding will be provided to ensure ongoing training of technical staff.
Governance Structure - When implementing the 2017-2021 strategic plan, the College will closely examine the roles of advisory committees and the Strategic Planning Council.	IVA.1	College president	Strategic Planning Council	2017-2021	Governance structure will align and support the implementation of the strategic plan.
Personnel - The College plans to implement components of the evaluative report provided by Brain Trust. The addition of administrative personnel will provide stabilization to support the College's purposes, size, and complexity	IVB.2	College president	President's annual unit plan	2017-2019	Secure funding and hire additional administrative personnel.