The background of the cover is a photograph of a brick building with a series of arches. The building is made of red brick with a patterned brickwork. The arches are supported by brick pillars. In the foreground, there is a garden with green plants and small blue flowers. The entire image is framed by a white border.

Institutional Self Study Report

**In Support of Reaffirmation
of Accreditation**

October 2011



Fresno City College



Fresno City College

Institutional Self Study Report

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

October 2011

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Certification of the Institutional Self Study Report

Date: August 18, 2011

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

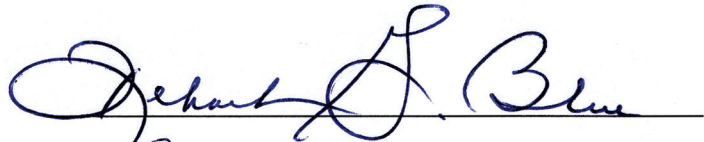
From: Tony Cantú
Fresno City College
1101 East University Avenue
Fresno, California 93741

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

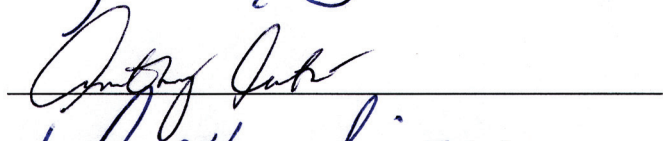
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

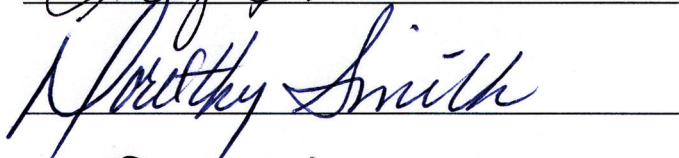
Deborah G. Blue, Ph.D.
Chancellor



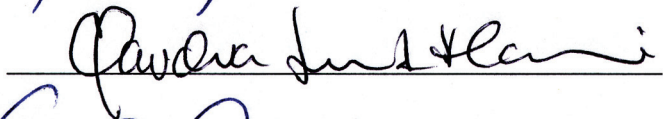
Anthony Cantú
Interim College President



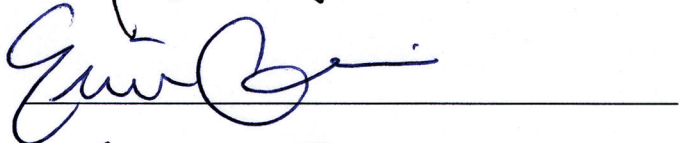
Dorothy Smith
President, Governing Board



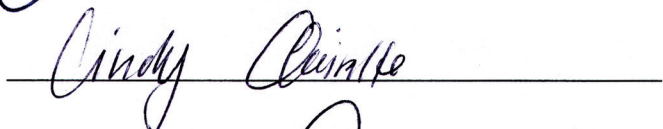
Claudia Habib, Ed.D.
President, Academic Senate



Ernie Garcia
President, Classified Senate



Cindy Quiralte
President, Associated Students



Kelly Fowler
Interim Vice President of Instruction/
Accreditation Liaison Officer



INTRODUCTION

History of Fresno City College

Descriptive Data and Demographic Summary

Accomplishments from Previous Self-Identified Planning Agenda

Program Review, Institutional Planning and Resource Allocation

Student Learning Outcomes Assessment

Off Campus Sites and Centers

Distance Education

External Audit

History of Fresno City College

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.

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 which were all favorable. He didn't 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 couldn't 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, now part of the State Center Community College District, is a bustling and vibrant community college serving over 25,000 students each semester. With eight academic divisions and two student service divisions, it boasts award-winning 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, and the Training Institute, a contract education program providing customized training. 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 his legacy by being a leader in education throughout the state and the central valley.

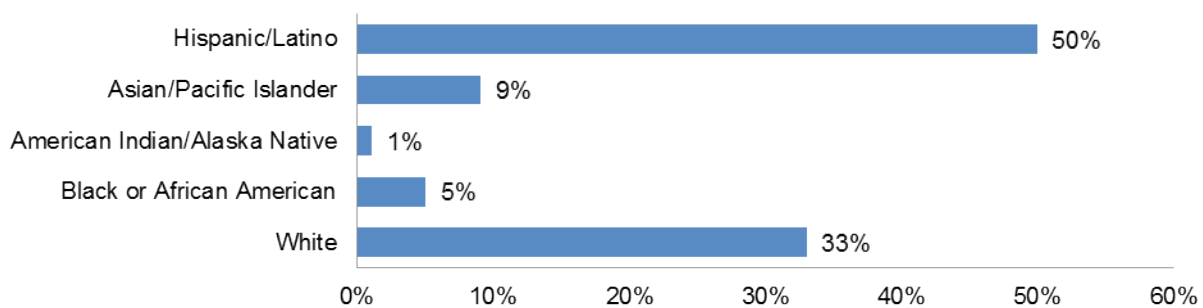
Source: Fresno City College Website

Descriptive Data and Demographic Summary

Population and Service Area Characteristics

Fresno City College (FCC) is a public associate degree granting community college located in the center of the city of Fresno. FCC serves a very diverse population. According to a 2010 census and a 2005–2009 American Community Survey (ACS), there were 930,450 people and 279,000 households residing in the county of Fresno. Families made up 72% of the households in Fresno County. There were 315,531 housing units in Fresno County, 8% of which were vacant. The racial makeup of the county population was 33% White, 5% Black or African-American, 1% American Indian and Alaska Native, 9% Asian, and 2% from two or more races. Hispanic or Latino of any race was 50% of the population (Figure 1).

Figure 1: Fresno County Ethnic Distribution



Source: U.S. Census Bureau, 2010 Census

U.S. Census Bureau 2005–09 ACS data showed that 22% of the people living in Fresno County were foreign born. Seventy-eight percent were U.S.-born, including 64% who were born in California. Thirty percent of the county population was under 18 years and 10% was 65 years and older. The median age of Fresno County was 30 years, which was much younger than the median age of 37 in the United States. For every 100 people, there were 50 males and 50 females.

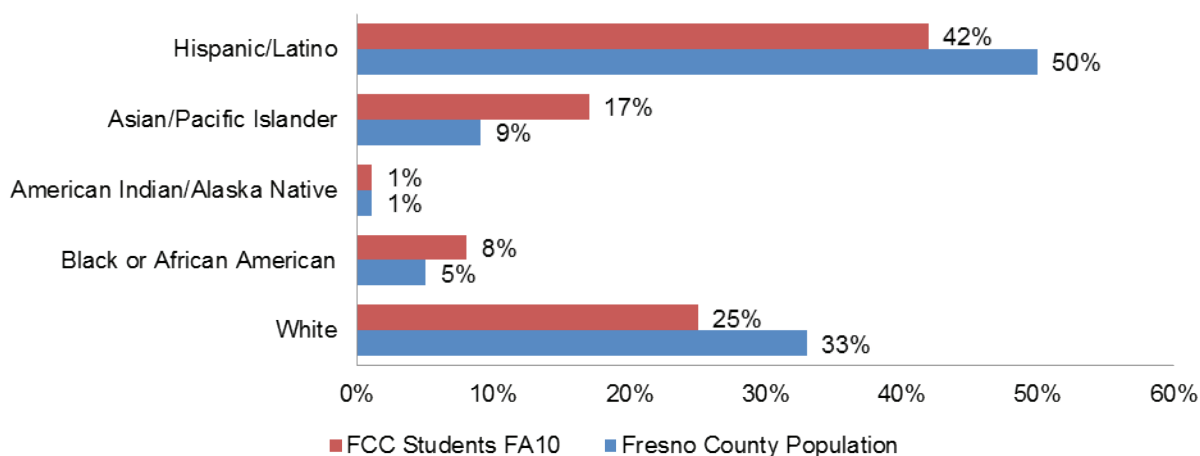
FCC also serves a large number of low-income populations. The median income for a household in Fresno County was \$46,230. About 21% of people were in poverty. Thirty percent of the related children under 18 were below the poverty line (poverty line varies based on family size), compared with 10% of people 65 years old and over.

Fresno County populations have a relatively low level of educational attainment. In 2005–09, 73% of people 25 years and over had at least graduated from high school and only 19% had a bachelor's degree or higher. Twenty-seven percent were dropouts; they were not enrolled in school nor had they graduated from high school.

In 2005–09, for the employed population 16 years and older, the leading industries in Fresno County were educational services/health care/social assistance (23%), retail trade (11%), and agriculture/forestry/fishing and hunting/mining (9%).

The following chart provides a comparison of the ethnic distribution of the fall 2010 FCC student body to the Fresno County population, based on U.S. 2010 census data:

Figure 2: Comparison of Fresno County and Student Ethnicity



Source: U.S. Census Bureau & SCCC Institutional Research

Data indicated that White and Hispanic student populations (25% and 42%, respectively) were underrepresented in the student body compared to the White and Hispanic general populations within Fresno County (33% and 50% respectively). Conversely, the Asian student population at FCC (17%) was overrepresented relative to the Asian general population in the county (9%). African American students at FCC (8%) were also slightly over represented when compared to their proportion in Fresno County (5%).

Student Profile

Headcount/FTES

Overall, the College experienced strong enrollment growth in the last five years, as demonstrated by increases in both headcount and FTES. Unduplicated student headcount showed a 5% increase from fall 2006 to fall 2010 and a 14% increase from spring 2006 to spring 2010. Student FTES also increased by 8% from fall 2006 to fall 2009 and 13% from spring 2006 to spring 2010. However, headcount and FTES declined in fall 2010 due to intentional reductions in course offerings (Table 1).

Table 1: FCC fall and spring enrollment – Headcount and FTES

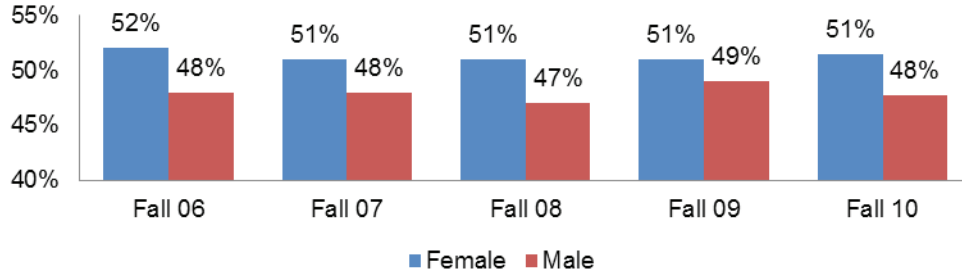
FCC	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	% Change
Headcount	23,421	23,326	25,622	26,237	24,563	5%
FTES	7,765	7,651	8,657	8,790	8,385	8%
FCC	Spring 06	Spring 07	Spring 08	Spring 09	Spring 10	% Change
Headcount	21,281	21,000	22,415	24,587	24,185	14%
FTES	7,292	7,304	7,779	8,376	8,254	13%

Source: SCCC Institutional Research

Gender

On average, the female student headcount was higher than the male student headcount. This trend has been consistent over the past five years. In fall 2009, the ratio of male to female students became slightly more balanced (female 51% vs. male 49%) (Figure 3).

Figure 3: Student Gender

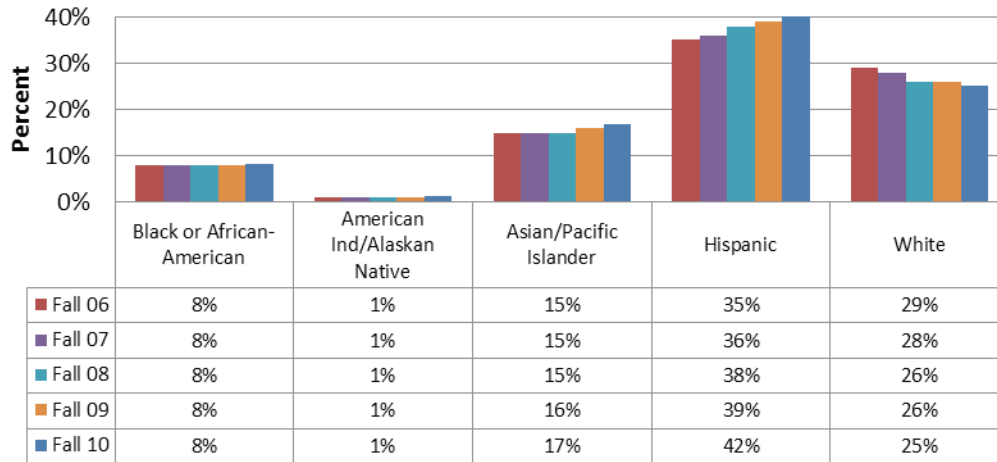


Source: SCCCD Institutional Research

Ethnicity

The ethnic groups with the largest headcounts between fall 2006 to fall 2010 was comprised of Asian students, Hispanic students, and White students. At FCC, the Hispanic student population increased by 7% from fall 2006 (35%) to fall 2010 (42%). In contrast, the White student population declined by 4% from fall 2006 (29%) to fall 2010 (25%). Asian/Pacific Islander and African American students remained relatively steady in the past five years.

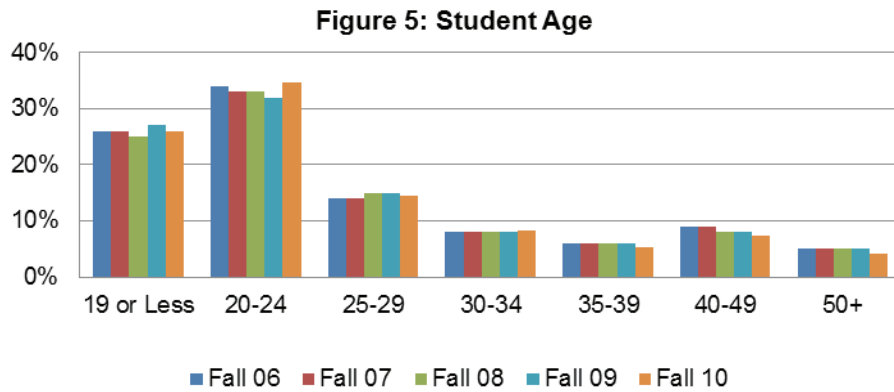
Figure 4: Ethnicity



Source: SCCCD Institutional Research

Age

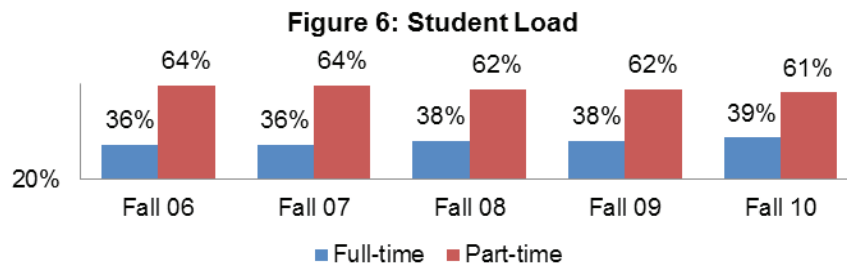
Students who were younger than age 24 constituted more than half of the College’s student population (61% in fall 2010). Of the total student population, students between ages 18–24 declined slightly from fall 2006 to fall 2009; however, this group of students increased to 35% in fall 2010. The number of older students (35 and over) decreased in fall 2010. Students in other age groups exhibited a steady trend from fall 2006 to fall 2010 (Figure 5).



Source: SCCCD Institutional Research

Student Load

Over 60% of FCC students were part-time students who took fewer than 12 units of classes per semester; just under 40% of students enrolled full-time. This remained relatively consistent, with only slight increases in full-time enrollment over the past five years.



Source: SCCCD Institutional Research

Employee Diversity

FCC full-time employees by job classification data were presented in Table 2. In the past five years, FCC employed over 600 full-time employees.

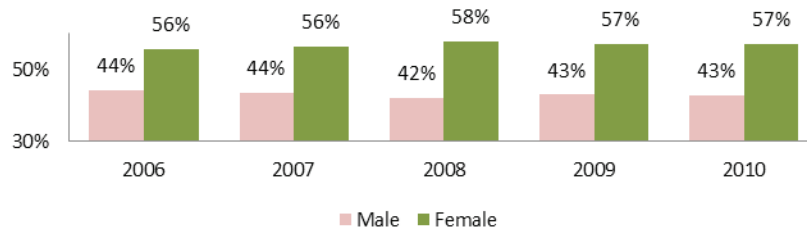
Table 2: FCC Full-Time Employees by Job Classification

Classification	2006	2007	2008	2009	2010
Administrator	24	25	25	24	25
Classified	271	279	269	266	264
Classified Manager	8	9	8	8	7
Faculty	322	319	324	325	323
Total	625	632	626	623	619

Source: SCCCD HR

Employee diversity trends are presented in Figures 7 and 8 for last five years. Analyses of data showed that the number of female employees has increased slightly in the recent three years. In 2010, female employees constituted 57% of total FCC full-time employees (n = 619) while males constituted only 43% of total FCC full-time employees (Figure 7).

Figure 7: FCC Employee Gender

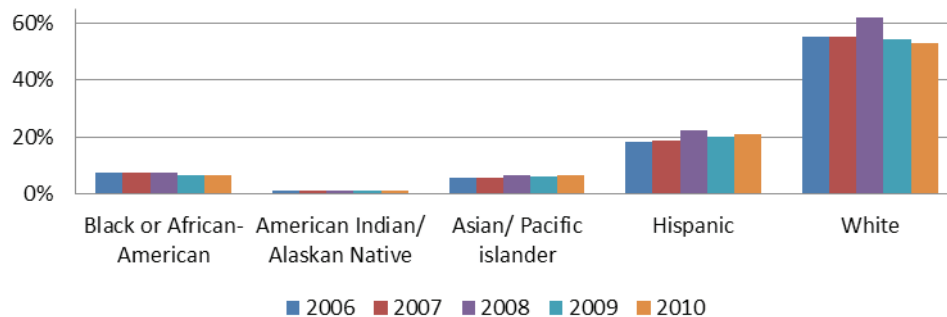


Source: SCCC CD HR

Note: FCC employee data includes full-time employees only

In terms of employee ethnicity, the number of White and Hispanic employees has been stable except in 2008. More White and Hispanic employees were hired in 2008. However, Whites still constituted the largest ethnic group among FCC full-time employees (about 53% over the past five years). About 20% of FCC full-time employees were Hispanics. The number of Asians/Pacific Islanders showed slight increases in past several years. African American employees showed slight decreases in the past two years (Figure 8).

Figure 8: Ethnicity

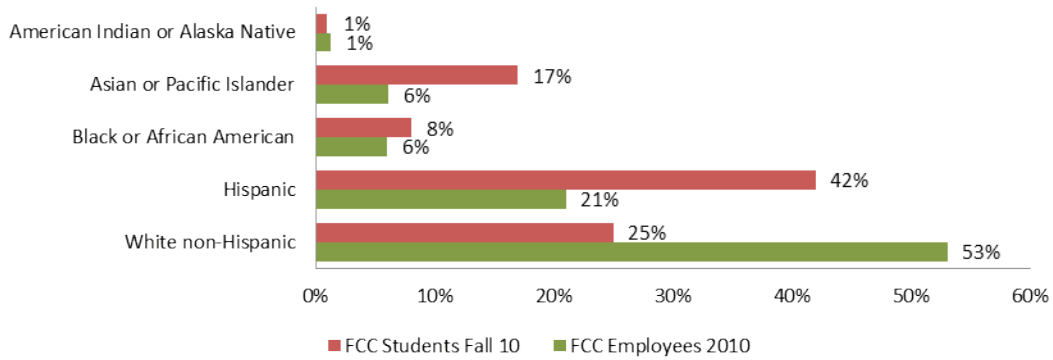


Source: SCCC CD HR

Note: data includes full-time employees only

A comparison of FCC student ethnicity and employee ethnicity as of fall 2010 showed that White employees were significantly overrepresented at FCC (25% of White students vs. 53% of White employees). In contrast, Hispanic employees were significantly underrepresented as compared to the FCC student population (42% of Hispanic students vs. 21% of FCC Hispanic employees). Asian/Pacific Islander employees (6%) were also underrepresented when compared to their proportion in student population (17%) (Figure 9). African American employees were slightly underrepresented (6%) as compared to their proportion in FCC student population (8%).

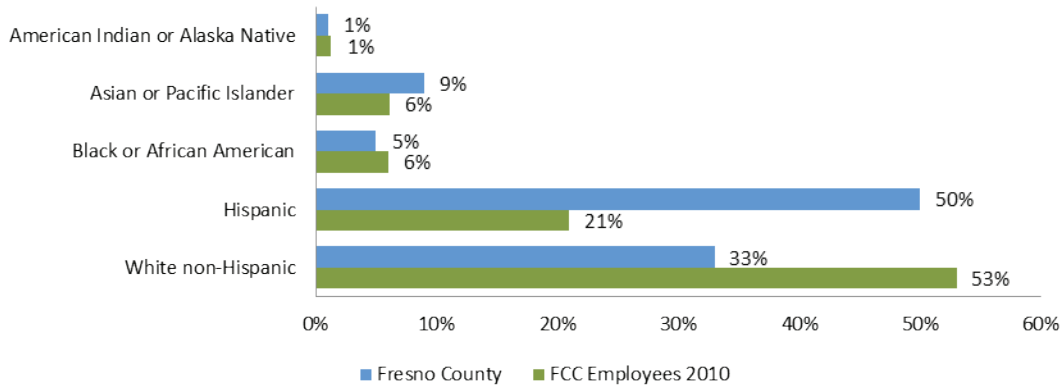
Figure 9: FCC Students vs. Employees



Source: SCCCD Institutional Research & SCCCD HR
 Note: FCC employee data includes full-time employees only

A comparison of the ethnic distribution of FCC employees and Fresno County population (Figure 10) revealed that Hispanic employees (21%) were significantly underrepresented at FCC when compared with the Fresno County population (50%). In contrast, Whites were significantly overrepresented among FCC full-time employees (53% at FCC vs. 33% in the county). Asians were also slightly underrepresented among FCC full-time employees.

Figure 10: FCC Employees vs. Fresno County



Source: U.S. Census Bureau & SCCCD HR
 Note: FCC employee data include full-time employees only

Student Success

Term GPA

Student term GPA was calculated by ethnicity and gender (Table 3). Data showed that African-American students had the lowest GPA over the past five years, followed by Hispanic students. White students earned higher GPA than other groups. In terms of gender, females earned slightly higher GPA than males.

Table 3: FCC Term GPA by Ethnicity and Gender

GPA	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Black or African-American	1.96	2.00	1.97	1.90	1.93
American Indian/Alaskan Native	2.43	2.36	2.18	2.25	2.20
Asian/Pacific Islander	2.35	2.35	2.34	2.34	2.35
Hispanic	2.08	2.07	2.10	2.10	2.14
Race/ethnicity unknown	2.42	2.46	2.46	2.36	2.51
White/non-Hispanic	2.64	2.59	2.63	2.62	2.66
Total FCC	2.32	2.30	2.30	2.28	2.31
GPA	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Female	2.36	2.37	2.35	2.34	2.38
Male	2.26	2.20	2.23	2.21	2.23
Total FCC	2.32	2.30	2.30	2.28	2.31

Source: SCCC Institutional Research

Retention

Retention is defined as the percent of students who stay in courses to the end of term based on duplicated course enrollment. Retention rates for FCC students have increased over the past five years for all student groups. In comparison with other ethnic groups, African-American and American Indian/Alaskan Native students had relatively lower retention rates. Females and males demonstrated nearly no difference in their retention rates in the past five years (Table 4).

Table 4: FCC Retention Rate by Ethnicity and Gender

Retention	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Black or African-American	80%	80%	81%	83%	86%
American Indian/Alaskan Native	83%	82%	84%	85%	86%
Asian/Pacific Islander	86%	87%	88%	90%	90%
Hispanic	84%	85%	87%	88%	89%
Race/ethnicity unknown	87%	87%	88%	90%	89%
White/non-Hispanic	88%	88%	89%	90%	90%
Total FCC	86%	86%	87%	89%	89%
Retention	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Female	85%	86%	87%	88%	89%
Male	86%	86%	87%	89%	89%
Total FCC	86%	86%	87%	89%	89%

Source: SCCC Institutional Research

Successful Course Completion Rate

Successful course completion rate is defined as the percent of students who successfully completed the course (grade of A, B, C, or pass). As with retention, data showed that African-American students had the lowest successful course completion rates than other ethnic groups. American Indian/Alaskan Native and Hispanic students also had relatively low successful course completion rates. White students performed the best in successful course completion rates. There was not much difference between females and males in their successful course completion rates (Table 5).

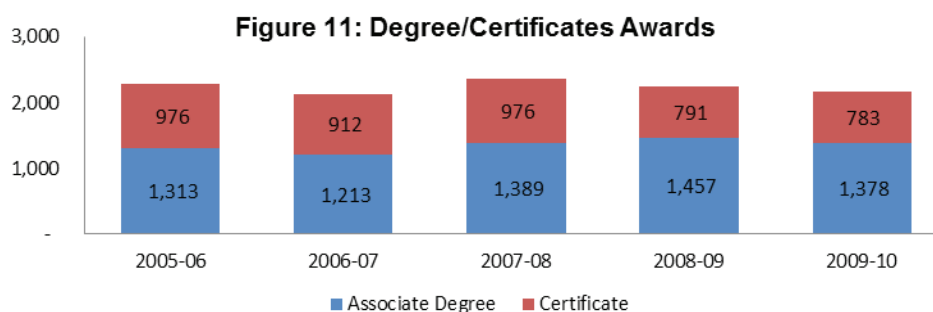
Table 5: Successful Course Completion Rate by Ethnicity and Gender

Successful Course Completion Rate	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Black or African-American	51%	52%	51%	53%	55%
American Indian/Alaskan Native	63%	60%	58%	60%	60%
Asian/Pacific Islander	65%	66%	66%	68%	68%
Hispanic	58%	57%	59%	61%	63%
Race/ethnicity unknown	68%	69%	71%	70%	72%
White/non-Hispanic	72%	70%	73%	74%	74%
Total FCC	64%	63%	64%	65%	66%
Successful Course Completion Rate	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Female	63%	64%	65%	66%	68%
Male	64%	62%	63%	65%	65%
Total FCC	64%	63%	64%	65%	66%

Source: SCCC Institutional Research

Degree/Certificate Awards

Fresno City College awarded more than 2,000 degrees/certificates every year (Figure 11). The highest number of degrees and certificates was awarded in 2007–08 (total 2,365 awards). However, the number of awards has declined slightly in last two years (2,248 awards in 2008–09 and 2,161 awards in 2009–10).



Source: SCCC Data System

Basic Skills

Basic skills course enrollment has increased from fall 2006 to fall 2009 for all English, ESL, and mathematics courses. In comparison with the College's overall successful course completion rate, basic skills English and ESL courses demonstrated higher success rates for the last five years. In contrast, basic skills math courses had lower successful course completion rates than FCC overall. However, successful course completion rate for basic skills math has been improving in the last several years. ESL basic skills courses had the highest successful course completion rates (Table 6).

Table 6: Successful Course Completion Rate in Basic Skills Courses

Basic Skills Course Enrollment	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
English	3,181	3,353	3,680	3,980	3,867
ESL	1,095	1,085	1,129	1,128	1,078
Math	2,967	3,110	3,687	3,938	3,565
Total	7,243	7,548	8,496	9,046	8,510
Total FCC Course Enrollment	76,415	68,381	85,219	76,548	69,837
Basic Skills Successful Course Completion Rate	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
English	61%	59%	62%	64%	67%
ESL	70%	69%	66%	74%	69%
Math	50%	54%	57%	62%	61%
Total FCC Successful Course Completion Rate	64%	63%	64%	65%	66%

*Note: Basic skills courses include all English/ESL and math courses below transfer level.
Source: SCCC Institutional Research*

When compared to transfer level English, basic skills English had lower successful course completion rates. However, the gap has decreased in recent years. Successful course completion rate for basic skills math increased over the last five years and performed better than transfer level math in the most recent two years (Table 7).

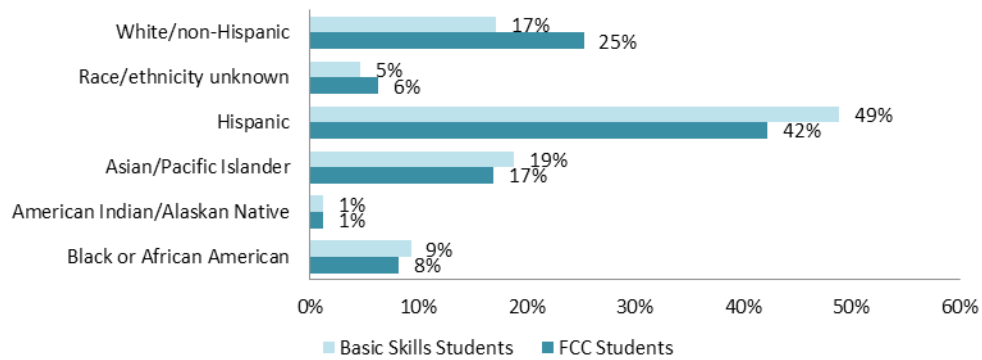
Table 7: Successful Course Completion Rate for Basic Skills and Transfer Level Courses

Course Success Rate	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Basic Skills English	61%	59%	62%	64%	67%
Transfer Level English	66%	64%	67%	70%	70%
Basic Skills Math	50%	54%	57%	62%	61%
Transfer Level Math	58%	54%	60%	54%	56%

*Note: Basic skills English and math include all courses below transfer level.
Source: SCCC Institutional Research*

The ethnic distribution of basic skills students was compared with FCC student population (Figure 12). In comparison with FCC's total student population, Hispanic students were overrepresented in the basic skills student group in fall 2010. Asian students and African-American students were also slightly overrepresented among basic skills students. White students were underrepresented in basic skills courses.

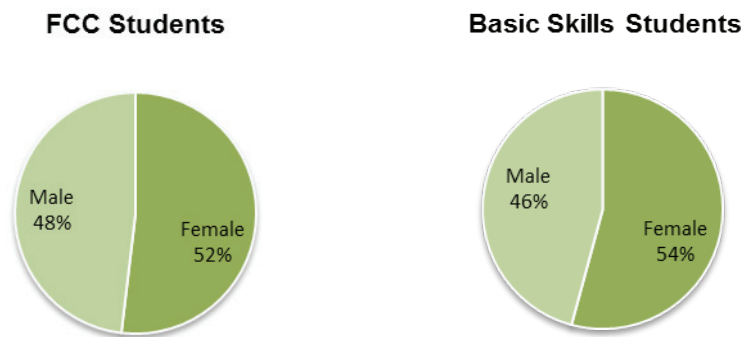
Figure 12: Ethnicity of FCC Students and Basic Skills Students Fall 2010



Source: SCCC Institutional Research

Females were slightly overrepresented in basic skills courses in fall 2010 relative to FCC's total student population (Figure 13).

Figure 13: Gender of FCC Students and Basic Skills Students – fall 2010



Source: SCCC Institutional Research

Distance Education

Distance Education course offerings were about 3–4% of total course sections at FCC in the last five years (Table 8). Comparisons of course success by instructional modality showed that course retention rate (percent of students who stay in the course to the end of term) and successful course completion rate (percent of C or better or pass) were somewhat lower for Distance Education courses (Table 9). However, term GPA for Distance Education courses was slightly higher than non-Distance Education courses for fall 2010.

Table 8: FCC Distance Education Course Sections

Course Sections	TERM				
	2006FA	2007FA	2008FA	2009FA	2010FA
Distance Education	65	65	92	93	85
Non-Distance Education	2,205	2,158	2,233	2,144	2,116
TOTAL	2,270	2,223	2,325	2,237	2,201
% of Distance Education	3%	3%	4%	4%	4%

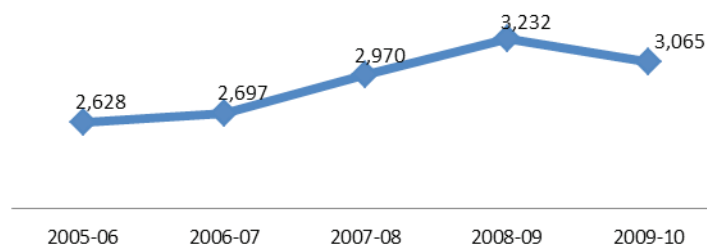
Table 9: FCC Distance Education Success Fall 2010

FALL 2010	Fall 2010 Term GPA	Retention Rate	Successful Course Completion Rate
Distance Education	2.34	83%	61%
Non-Distance Education	2.31	89%	67%
FCC TOTAL	2.31	89%	66%

Transfer

Transfer is one of the core functions of community colleges. At FCC, a total of 14,592 FCC students transferred to a four year institution from 2005–06 to 2009–10. Transfer volume has been increasing from 2005–06 (n=2,628) to 2008–09 (n=3,232). In 2008–09, more than 3,200 students transferred. However, the number of transfers declined to 3,065 in 2009–10, possibly due to changes in transfer policy the CSU system implemented that year (Figure 14).

Figure 14: FCC Transfer Volume



Source: National Student Clearinghouse, spring 2010

Top transfer destinations for FCC students for last five years are listed in Table 8. Data indicated that the top five transfer destinations for FCC students were: California State University Fresno (n=6,446), University of Phoenix (n=1,896), Fresno Pacific University (n=940), National University (n=732), and DeVry University at Fremont (n=321).

Table 10: Top Transfer Destinations for FCC Students – 2005–06 to 2009–10

Top Transfer Destinations for FCC	#
California State University - Fresno	6,446
University Of Phoenix	1,896
Fresno Pacific University	940
National University	732
Devry University - Fremont	321
California State University - Sacramento	193
University Of California-Davis	168
Ashford University	157
Other CSU Campuses	1,182
Other UC Campuses	506
All Other Universities	2,051
TOTAL	14,592

Source: National Student Clearinghouse as of spring 2010

Transfer rates are calculated using an official methodology developed by the California State Chancellor’s Office. The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. Transfer cohort students are attributed uniquely to one “home” community college based on where they earned most of their units. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC), and California State University (CSU) data provided information on the enrollment of former California Community College students at public and private four-year transfer institutions within the United States. Both 4-year and 6-year transfer rates are displayed in Figures 15 and 16.

Data revealed that at FCC, the 4-year transfer rate was 25–26%, and the 6-year transfer rate was 37–41%. FCC’s 4-year transfer rate is consistent with statewide trends. However, the FCC 6-year transfer rate was relatively lower than state rates, especially for the 2004–05 cohorts (Figures 15 and 16).

Figure 15: FCC 4-Year Transfer Rate

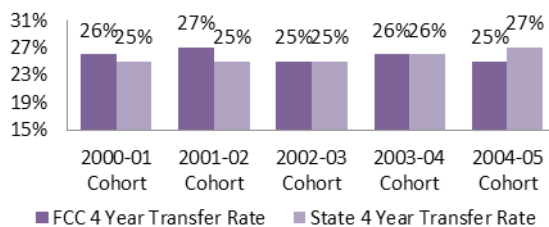
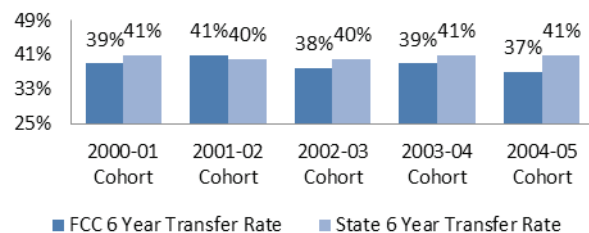


Figure 16: FCC 6-Year Transfer Rate

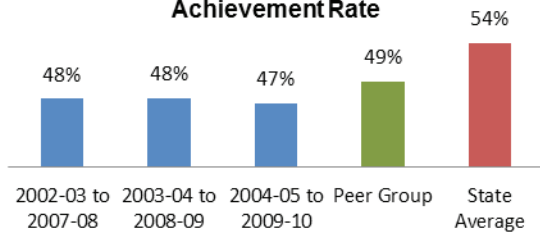


Source: California Community Colleges Chancellor’s Office Data Mart

ARCC Performance Indicators

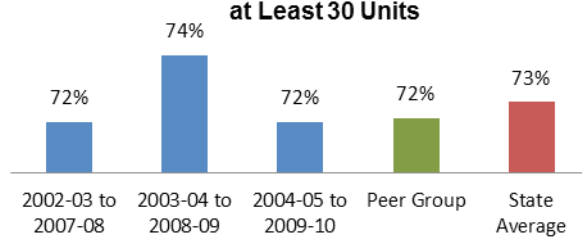
Fresno City College showed solid performance on most of the accountability indicators relative to its peers and state average. According to the Accountability Reporting for the Community Colleges (ARCC) report released in March 2011, the College is at or above the peer group average for most measures, with particularly high scores on the improvement rate for credit ESL courses and both measures for basic skills courses. FCC's rate for student progress and achievement was slightly lower than that of its peers. FCC's persistence rate was also lower than that of its peers. However, recent data showed a slight improvement in persistence, with a rate of 1% higher than two years ago. FCC showed the most improvement in credit basic skills. Both the annual successful course completion rate and the improvement rate for credit basic skills courses have increased over the past three years, by 7% and 9% respectively. FCC's rates in basic skills are quite a bit higher than either its peer group or the state (Figures 17 to 23).

Figure 17: Student Progress and Achievement Rate



Percent of first-time students who showed intent to complete and who achieved transfer, earning AA/AS or certificate of 18+ units, "Transfer Directed", or "Transfer Prepared" status within six years.

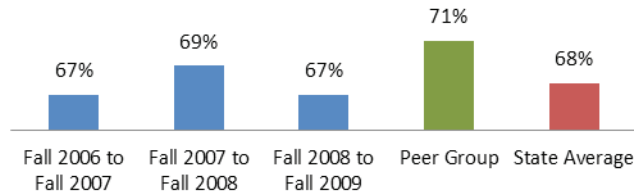
Figure 18: Percent of Students who Earned at Least 30 Units



Percent of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.

Source: California Community Colleges Chancellor's Office

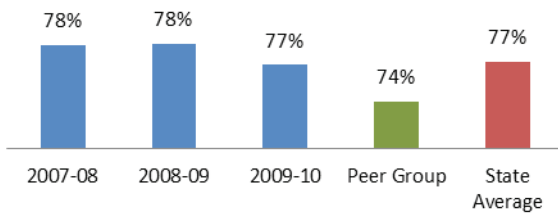
Figure 19: Persistence Rate



Percent of students with a minimum of six units earned at FCC in a fall term and who returned and enrolled in the subsequent fall term anywhere in the CCC system.

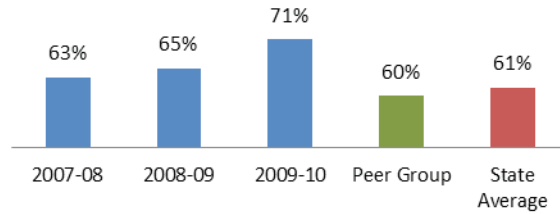
Source: California Community Colleges Chancellor's Office

Figure 20: Annual Successful Course Completion Rate for Credit Vocational Courses



Percent of students who took vocational courses and stayed to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass.

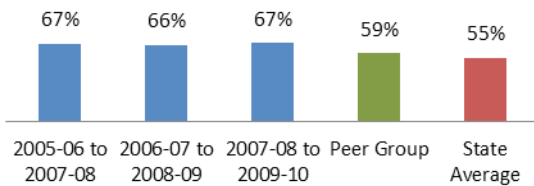
Figure 21: Annual Successful Course Completion Rate for Credit Basic Skills Courses



Percent of students enrolled in credit basic skills courses and stayed to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass.

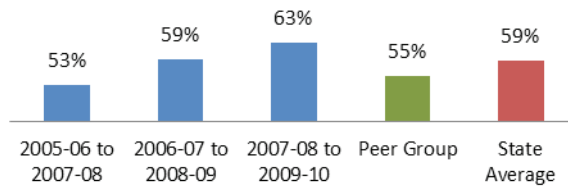
Source: California Community Colleges Chancellor's Office

Figure 22: Improvement Rate for ESL Courses



Percent of students who successfully completed a higher-level ESL course or college level English course within three academic years of successfully completing the first ESL course.

Figure 23: Improvement Rate for Credit Basic Skills Courses



Percent of students who successfully completed a higher-level course in the same discipline within three academic years of successfully completing the first credit basic skills English or Math.

Source: California Community Colleges Chancellor's Office

Accomplishments from Previous Self-Identified Planning Agendas

- 1. Begin the development of Fresno City College's 2005–2010 strategic plan utilizing a collaborative process involving all constituencies and incorporating the findings of the current self study.**

This has been addressed in the College's response to Recommendation 3 (p. 72).

- 2. Beginning in fall 2005, develop a plan to assess the effectiveness of program review and five-year curriculum review processes.**

The program review process is evaluated at the end of each academic year through a survey of participants for that academic year. A survey was completed in spring 2009 and spring 2010. Results of the surveys have been used to redesign the instructional program review self-study form and to initiate a review of the administrative and occupational self-study forms.

- 3. Under the leadership of the Academic Senate and the Curriculum Committee during the fall 2005 semester, begin the dialogue regarding outcomes at the program and degree levels. As student learning outcomes continue to be included at the course level, begin the development of a process to measure the achievement of stated outcomes.**

The College has established institutional student learning outcomes. As part of the dialog on student learning outcomes at the program and degree level and the measurement of those outcomes, a student learning outcomes and assessment coordinator was approved and filled fall 2009. This is a faculty member of 60% re-assigned time. The position was approved by all the constituencies. The coordinator has developed a series of workshops during the academic year to provide the necessary information to faculty on assessing outcomes for their courses and programs. This is explained in detail in Standard IIA.

- 4. Develop a comprehensive plan to improve the College transfer rate.**

The Transfer Center has instituted multiple programs and services designed to increase the number of students who transfer to post-secondary universities. This effort includes a comprehensive plan to inform students and the College campus about the transfer process with timelines for preparation to transfer. The plan addresses:

- Development of online *Blackboard* accounts to enable students to access transfer information.
- Classroom presentations by Transfer Center Counselors and staff with comprehensive information about steps for transfer.
- Redesign of the Transfer Center website with the focus of making the information regarding transfer activities and University representative visits much more comprehensive and student friendly.
- Increased workshops and online information regarding Transfer Admission Guarantees (TAGs) in conjunction with the University of California (UC) System.
- Increased workshops to explain and teach the California State University (CSU) General Education Breadth requirements for admittance into the CSU system.
- Increased collaboration with regional partners from the UCs, CSU, Private, and Independent universities to provide a wide variety of options for students regarding transfer.
- Creation of a transfer culture on campus by providing information, workshops, and counseling very early in the matriculation process for new, returning, and transfer students.
- Collaboration with campus based transfer focused programs (e.g. Puente, USEAA, IDILE, SYMBAA) to ensure consistency in the delivery of transfer information to students.
- The use of multiple venues for campus and community activities to get students focused on transfer (e.g. College Night, Major's Fair, and Flex Day).

Additionally, the 2007–2008 Transfer Center’s Annual Plan provides evidence that greater emphasis is being placed on the training of faculty and other staff to become “force multipliers and partners” in the College’s effort to encourage more students to consider and prepare for transfer as an option in their educational goals. Finally, because transfer is an institutional function, multiple venues occur for dialogue between instructional and non-instructional faculty and staff to ensure student educational success stays at the forefront of the College’s institutional mission.

5. Assess current evaluation methods to better support student development and success.

Student Services has fully participated in the College wide program review process with most units having completed their scheduled reviews. Additionally, the area has undertaken an exhaustive review of successful student learning outcomes and practices and has developed a template to be used to implement the assessment and evaluation of student learning outcomes (SLOs) and service unit outcomes (SUOs) in all areas of Student Services. This effort has been guided by a representative group of Student Services administrators, faculty, and staff who review and modify existing SLOs and SUOs. The vice president of student services has conveyed the expectation that each program/department lead be responsible for assessing and evaluating a minimum of one SLO and one SUO in 2010–2011. The expectation will be that commencing in 2011–2012, each department and program providing student support services will identify, assess, and evaluate SLOs and SUOs annually.

Student Services, working in conjunction with the Office of Institutional Research, Assessment and Planning, has collected data to assess and evaluate program outcomes associated with special programs such as Puente, IDILE, SYMBAA and USEAA. The College has altogether identified 12 cohort and learning community programs that will be tracking students to determine course success, retention, and persistence rates. This data will be used to support and modify strategies/activities that contribute to student success.

6. Assess current library services to determine an appropriate level of resource allocation.

This has been addressed in the College’s response to Recommendation 4 (p. 82).

7. Develop and implement a comprehensive online tutorial system.

In spring 2006, Fresno City College explored a few different online tutoring platforms intended to increase the student retention rate and support student learning. AskOnline e-tutoring software was the first pilot implemented. Two online tutors in math and English were employed, and online tutoring services were available weekly for a minimum of 11 hours.

In spring 2007, the AskOnline e-tutoring platform was discontinued due to its high renewal cost. The “Whiteboard” module by the Tutor-Trac Corporation, a no-cost option at the time, replaced it. Whiteboard is an online collaboration tool that allows people to meet in an online forum. Whiteboard allowed students to meet with tutors in a virtual environment; it also allowed tutors to lead sessions, share documents, and demonstrate problem solving. Three tutors were employed for a total of 19 hours per week. Online tutoring support was available for math, English, and chemistry courses.

In fall 2007, online tutoring services were further expanded to provide support to Biology and Accounting 4A & 4B courses as well. A total of four online tutors were engaged in this new service for a total of 24 hours per week.

In spring 2008, two online tutoring platforms were designed by Tutorial Services faculty: The Online Writing Center (OWC) and a customized e-tutoring environment (<http://onlinetutoring.sccd.edu>) for all other subjects. These programs were designed with the most effective and practical tutoring methods in mind. Although the online system did not replace face-to-face consultations, it provided a dynamic alternative for those students who needed assistance and were unable to obtain it on campus. As with on-site tutoring, the online system reinforces the student’s role as owner and controller of a text and situates the writing consultant as an informed

reader and responder. On March 24, 2008, the OWC began its pilot debut with three English instructors teaching different course levels. Students could submit texts seven days a week, anytime. Tutors would respond within 48 hours of submission. The process included accessing the website through a portal, answering a series of questions related to the assignment and draft, and then submitting the paper to the database as an attachment.

The customized e-tutoring environment for all other subjects was intended to be a dynamic, fully interactive tutoring platform designed according to the District's needs. Students had the capabilities to use voice and video as well as text chatting and whiteboard technology. However, these capabilities required faculty to maintain the technology, and with the number of students interested in online tutoring and the technological advances Fresno City College was gaining, the department agreed to explore other options.

In spring 2009, the online tutoring system was changed to Wimba/Pronto. This platform was integrated within the Blackboard course management system, a service already provided by the campus. The Wimba system was funded by both the Title V Grant Budget & Basic Skills Initiative.

In spring 2010, the online tutoring system contract with Wimba was not renewed due to cost. The online tutoring platform was then switched

to CCCconfer; this platform is offered through a grant from the Chancellor's office at no cost to the College. CCCconfer is the California Community Colleges system's Web and phone-based collaboration service. This new platform features public and private chat areas, electronic whiteboard with polls, quizzes, and surveys; applications can also be shared and all presentations can be archived.

There are several areas that Tutorial Services would like to focus on in respect to online tutoring. Online tutoring service should be offered during the times that are most convenient for students. Based on a 2009–2010 survey the majority of students indicated that they prefer online tutoring service during late night hours of 6–9 p.m. on weekdays, 12–4 p.m. on Saturday and 5–10 p.m. on Sunday. This would be feasible if online supervisors and tutors were able to work from an off campus location.

Tutorial Services would also like to implement an orientation for instructors before the start of classes to introduce the online tutoring program to full and part-time instructors. This will ensure faculty members understand what will be happening with the online tutoring program during the semester. This will also help with attaining faculty support. Many faculty members are not at ease with the concept of "online" tutoring. Relationships should be established with interested instructors; all online classes should be targeted.

Online Tutoring Data

	Number of Visits by Students	Number of Student Contact Hours
Spring and Fall 2006	211	164
Spring 2007	249	264
Summer 2007	146	131
Fall 2007	263	311
Spring 2008	210	181
Fall 2008	108	60
Spring 2009	546	323
Fall 2009	88	78
Spring 2010	208	247

8. Assess the effectiveness of current staff development activities and use the information in the development and implementation of a staff development plan.

The Campus wide Professional Development Coordinating Committee was established during the fall 2007 semester. It developed the calendar for spring 2008 and fall 2008 flex day activities and collected the evaluations of the various presentations for use in the development of a College staff development plan during the 2008–2009 academic year. Unfortunately, the committee shifted focus from developing a plan to the development of the flex day calendar. In November, 2009 the committee submitted a memo to the Strategic Planning Council (SPC) stating that it intended to dissolve. This recommendation was not accepted and the committee will reconvene in fall 2011.

9. Assess current human resources allocation process to develop and implement a human resources plan that is fully integrated with an institutional planning process scheduled to begin fall 2005.

This recommendation has been addressed in the College's response to Recommendation 3.3 (p. 78).

10. Reconvene the facilities and grounds committee representatives of all constituent groups for planning, evaluating, and prioritizing physical facilities initiatives.

The Facilities and Grounds Committee has been reconvened and is now operating as the Fresno City College Facilities Committee, which was approved by all constituent groups, to support the College's Strategic Plan goals and objectives. The committee has established an operating agreement which defines the membership, authority, responsibilities, and operating rules of the committee.

This committee is established to assist in development of strategic planning of facility use and secondary effects management; provide for a safe and clean environment conducive to student learning; provide a friendly and comfortable work environment; work with District

Grounds and Maintenance Departments to maintain focused projects to sustain and improve buildings, landscape, lighting, climate, storage, parking and address safety issues relative to facilities. The composition of the committee includes faculty, certificated management, classified staff, and classified management. The committee makes recommendations to the Strategic Planning Council.

The operating agreement is posted to Blackboard under the Facilities Committee and meets quarterly or as necessary. The committee prepares and makes available to affected employees, written records of the facility issues discussed at committee meetings. Also, the committee reviews the results of the scheduled maintenance and facility plans, develops secondary effects planning models, and submits recommendations to assist in the evaluation of facility improvement suggestions and evaluates the effectiveness of facility planning.

11. Restructure the Technology Advisory Committee (TAC) with representation of all campus constituencies to update and implement the existing Campus Technology Use Plan that aligns with a campus wide planning process.

This recommendation has been addressed in the College's response to Recommendation 3.4 (p. 80)

12. Complete the revision of the Fresno City College Grant Funding Handbook.

District wide meetings were held that included classified and management from each campus. A District wide process was agreed to and Shelly Conner, Director of Grants was responsible for taking it forward for approval. The process was approved at Chancellor's Cabinet January 12, 2009. The campus Grants and Contracts Procedures Manual was updated fall 2010. It is in alignment with the District process and included the title changes for the administrative positions.

13. Provide continuing in-service training to all constituent groups on the Budget Procedures Handbook to increase awareness of the budget process.

The Budget Procedures Handbook was updated in fall 2010. The Budget Committee has been assigned responsibility to review the handbook annually and update as needed. During the fiscal year in-service training has been provided on budget reports, GL structure, transfers, purchasing and travel guidelines. Several presentations have been provided to the constituents groups, during opening day presentations, and in the Strategic Planning Council and Budget Advisory Committee meetings. Additionally, during the Board of Trustees meetings and special board planning meetings, discussions on funding priorities and resource allocation have been discussed. Currently, the District is initiating a taskforce to develop a District wide Resource Allocation Model.

14. Develop a meaningful structure and procedure for shared decision making to ensure that all constituent groups have significant involvement in decisions that affect them.

This recommendation has been addressed in the College's response to Recommendation 1 (p. 69).

Program Review, Institutional Planning and Resource Allocation

The Fresno City College strategic plan is a rolling two year plan and programs complete program review every five years. Occupational programs also complete an additional two year review. Both processes are data driven and connect directly to resource allocation.

If resources are requested through program review, the program must complete an action plan and/or a request for additional faculty. The program review is presented to the Program Review Committee which votes on the proposed recommendations. Recommendations from the Program Review Committee are submitted to the Strategic Planning Council through the Strategic Planning Support Team. The Council then determines the appropriate body to refer the item(s). Action plans can also be submitted outside of the program review process.

Each spring the Strategic Planning Council (SPC) determines the annual planning priorities for the College. If resource allocation is requested, action plans are submitted for FCC Advisory Committee recommendations (Program Review Committee, Budget Advisory Committee, College Governance Review Committee, Distance Education Committee, Enrollment Management Committee, Environmental Health and Safety Committee, Facilities Committee, Human Resources, Committee, Outcomes and Assessment Committee, Staff Development Committee, and Technology Advisory Committee). The recommendations are submitted to the SPC along with action plans for consideration for approval. When an action plan is approved and implemented, progress reports are submitted to the SPC. If resource allocation is not requested, unit strategies are identified and implemented.

Student Learning Outcomes Assessment

Following the changes in the ACCJC standards in 2002, the FCC course outline of record reflected this initial emphasis on student learning outcomes (SLOs) by renaming the “Course Objective” section as “Objectives/Outcomes.” Faculty members were encouraged to rewrite objectives into broad student learning outcome statements. When the College’s curriculum approval process was migrated into CurricUNET in 2009, a separate section for student learning outcomes was added to the course outline of record. Faculty were given the option to create separate student learning outcomes or continue to use those identified in the “objectives/outcomes section” of the course outline of record. Flex day presentations as well as training sessions have been offered.

This separation of outcomes and objectives allowed faculty to have as many objectives and in sufficient detail as necessary for the course. Faculty were requested to limit the course student learning outcomes to six or less. Since degrees and certificates are published in the catalog, these student learning outcomes require Curriculum Committee approval. To expedite this process, a schedule was developed for faculty to submit SLOs for their courses and degree/certificates. Initially, a schedule was developed for all courses and degrees/certificates to include student learning outcomes. Course SLOs, not part of Curriculum five-year review, were entered by the Curriculum Analyst and the Curriculum Chair. Since degrees and certificates are published in the catalog, these student learning outcomes require Curriculum Committee approval. Degrees and certificates, not part of Curriculum five-year review, were submitted through the Curriculum approval process. Subject areas under going Curriculum five-year review entered student learning outcomes as part of that process.

The development of an Outcomes and Assessment Committee (OAC) was finalized in spring 2009. This

was facilitated by the outcomes and assessment coordinator who was appointed in 2008. The mission/purpose of the OAC was identified as “to oversee all campus assessment activities.” It also stated that “the primary responsibility for developing outcomes and analysis of the assessment data lies within the individual instructional and support groups of the College.” The outcomes and assessment coordinator served on the Statewide Academic Senate Accreditation/Student Learning Outcomes Committee from 2009–2010 and participated in 2009 and 2010 Accreditation Institute and the 2010 Student Learning Outcomes Institute.

The process of mapping course student learning outcomes to degree/certificate outcomes began in fall 2010. By the end of spring 2011, course student learning outcomes were being mapped to degrees/certificates and to Institutional Student Learning Outcomes as appropriate. The Institutional Student Learning Outcomes were written by the Curriculum Committee and approved by constituent groups in spring 2010. As part of the mapping process, the assessment of course student learning outcomes was mapped in the Outcomes and Assessment Calendar. Discussion of the assessment data remains with the discipline faculty. A course assessment report is completed for each outcome assessed. Degree/certificate learning outcomes are assessed through the course student learning outcomes. To close the loop, assessment and discussion of degree/certificate learning outcomes will be part of the program review process. Curriculum changes will take place during the five-year curriculum review process.

There will be an evaluation of the process next academic year. Clearly, there will need to be a dedicated student learning outcomes website (other than Blackboard) which can easily hold a large amount of retrievable information.

Off Campus Sites and Centers

Fresno City College has two off-campus locations:

The Fresno City College Training Institute
390 W. Fir Building A #204
Clovis, CA 93611

The Fresno City College Career & Technology Center
2930 E. Annadale Ave.
Fresno, CA 93725

As partners in the economic development of the Central San Joaquin Valley, the Fresno City College Training Institute offers on-site training resources for any industry or business that wants to expand or locate here in the valley. The Fresno City College Training Institute has become a primary resource for training, reeducation and continuing education for business, government and industry. "Custom classes," seminars or workshops provide learning opportunities with a variety of benefits.

The Fresno City College Career & Technology Center (CTC) offers a learning environment for practical

hands-on education. Year-round registration is in effect for a variety of noncredit, open-entry classes. Counseling and job placement services are available.

Most classes run six hours a day, five days per week, for the number of weeks indicated. Enrollment is taken on an open-entry basis, and class beginning and ending dates are calculated for each individual enrollee. Students are required to take a reading test prior to registering. A student may not register for a course subsequent to another course without having first successfully met the performance requirements of the former course. Partial credit will not be given to students who do not complete a course/program.

In June, 2010 the Manchester Center site was closed due to fiscal pressures. The educational programs were moved back to the main campus and the employees from other agencies, such as the county CalWORKs counselors, returned to their home agencies. The College submitted a substantive change report to the Commission.

Distance Education

In 2009–10, FCC offered 4,264 course sections. 166 of those sections were offered as distance education (DE), which represents 4% of the total schedule. As mentioned in the Chancellor's April 2011 Distance Education Report, faculty initiative is the number one resource for DE course and program development. DE courses and programs at Fresno City College are an instructor-driven environment, where efforts have been focused on curriculum development/approval, assessing student preparedness, success, and retention factors in DE, defining and implementing regular and effective personal contact between student and faculty, and determining faculty training requirements.

Fresno City College distance education courses offer the same quality, objectives, credits and learning outcomes as face-to-face courses. It is recommended that faculty interested in teaching in a distance education format complete an online teacher training program

before teaching online. Before a course is offered online, discipline faculty complete a distance education addendum to the Title 5 Course Outline of Record. This addendum goes through the curriculum process to ensure that the course will maintain the same rigor, quality, objectives and student learning outcomes as face-to-face courses, as well as meet all Title 5 Distance Education Requirements.

Establishing accessible DE learning environments is another major area of focus for the institution, especially in working to meet new accessibility standards released in January 2011. The DE Committee serves as a principal forum for campus discussions on these and other issues related to improved distance education at the College.

External Audit

External audits are conducted by an independent auditor retained by the State Center Community College District. The November 29, 2010 (most recent) report conducted by Perry-Smith in accordance with auditing standards generally accepted in the United State of America and the standards applicable to financial audit contained in the Government Auditing Standards, issued by the Comptroller General of the United States.

In accordance with Government Auditing Standards, the report included a review of the schedule of expenditures of federal Budget Circular A-133 and the Audits of States, Local Governments, and Non-Profit Organizations. The independent auditor stated “Such information has been subjected to the auditing procedures applied in the audit of the basic financial statement and, in our opinion, is fairly stated in all material respects in relation to the basic financial

statements taken as a whole.” Furthermore, the independent audit stated “In our opinion the State Center Community College District complied, in all material respects with the aforementioned requirements for the year ended June 20, 2010...”

The auditor found no material weaknesses but found one non-material weakness at the District level (not specific to Fresno City College) in compliance with state programs. “The District has modified its procedures to ensure that all verification for special admit students are received.”

The Schedule of Audit Findings and Questioned Costs reflects Financial Statements auditor’s report issued as Unqualified, Federal Awards auditor’s report issued as Unqualified and State Awards auditor’s report issued as Qualified.

ORGANIZATION

Organization for the Self Study

Organization of the Institution

Organization for the Self Study

The College continued the self study process immediately following the 2005 accreditation site visit. Per the Commission recommendations the College began to develop a workable strategic plan. As a function of the new strategic plan, the Strategic Planning Council and its advisory committees were developed. These committees were assigned the appropriate Commission recommendations and began to address them immediately. The co-chairs of these committees came together under the direction of Tony Cantú, Vice President of Instruction/Accreditation Liaison Officer and continued to work until the Accreditation Steering Committee (ASC) was formed in 2009.

Campus representatives attended a Self-Study Workshop at Merced College on September 24, 2009. In October 2009, the ASC was called together under the leadership of Tony Cantú. The ASC is chaired by a faculty member, a classified professional, a student and the vice president of instruction. The membership of the ASC includes the co-chairs of each subcommittee. At the initial meeting the ASC began to plan the organization of the self-evaluation process. In December, an email was sent to the campus community requesting participation in the development of the self-study. A presentation was also made at the Opening Day meeting in January. Following these announcements, nine subcommittees were formed. Each committee was chaired by a faculty member, classified professional and an administrator.

Once the committees were finalized, the ASC reviewed the Guide to Evaluating Institutions and began to prepare the self study. Blackboard was the vehicle used for the subcommittees to organize and share information with the campus community. In the beginning of the fall 2010 semester, faculty member Cyndie Luna joined the process as support to the ASC and the subcommittees. She became the point person for collecting and organizing the work of the subcommittees and editing documents. During the 2010–2011 academic year, the subcommittees and the ASC met as necessary. In April 2011, Tony Cantú, Vice President of Instruction, became the interim College president. Kelly Fowler, Dean of Instruction and Technology at the Willow International Center, became the interim vice president of instruction. During this time, Kelly Fowler was appointed the acting accreditation liaison officer.

As complete drafts were collected, they were sent to the College community for input. Open forums were held on February 4, 2011 and May 13, 2011. In addition, individuals that did not serve on subcommittees were identified to be critical readers and provide feedback to the subcommittees. The final draft was completed and submitted to the current chancellor in June 2011 and then placed on the July 5, 2011 State Center Community College District Board of Trustees agenda.

Calendar for the Development of the 2011 Accreditation Self Study

2009	
August	Inform campus community of next site visit and start of the preparation of the self study
September	Attend self study workshop on the 24th at Merced College
October	Steering Committee begins meeting and approves operating agreement
November	Review 2005 Self Study, Commission Action Letter, recommendations, and reports to Commission. Data gathering begins and continues throughout the development of the self study, post self-studies from other colleges on Blackboard to serve as examples
December	Begin Introduction, Response to 2005 Recommendations, District Map, send out campus email requesting participation in the development of the self study
2010	
January	Presentation on Opening Day, subcommittees formed
February-March	Finalize subcommittees, review template for organizing information based on the ACCJC Guide to Evaluating Institutions, review planning statements from 2005 Self Study; review ACCJC rubric, continue evidence gathering and data collection, begin writing the introductory parts of the self study (i.e., Eligibility Requirements, Achievement Data, Response to Recommendations) from 2005 site visit,
April-May	Reviewed progress of subcommittees, discussed the Gap Analysis by Standard, reviewed Eligibility Requirements draft, standing advisory planning committees (i.e., Technology Advisory Committee, Distance Education, Program Review, etc.) will update the Responses to the 2005 Recommendations
June-July	Subcommittees work on evidence gathering, etc.
August-December	Subcommittees work to write first draft
2011	
January	College update on Opening Day
January	First draft electronically distributed Campus wide for comments, suggestions, corrections
February	Campus Forum
February-March	Preparation of second draft Incorporating comments and suggestions from Campus Forum
March	Second draft electronically distributed Campus wide for comments, suggestions, corrections
March	Feedback from ALO, faculty editor, critical readers and campus wide distribution
March – May	Preparation of semi-final draft
May	Semi-final draft electronically distributed Campus wide for comments, suggestions, corrections
May	Campus Forum
May-June	Subcommittees finalize drafts and submit evidence
June	Critical readers provide feedback and semi –final draft is edited
July	Board reviews final draft of self study
August	Board Approves self study
August	Self Study Sent to Commission
September	Preparation for site visit
October	Accreditation site visit

October 7, 2009, Revised April 30, 2010, July 21, 2010, June 25, 2011

2010–2011 Accreditation Steering Committee

Co-Chairs

Tony Cantú(A), Linda DeKruif(F), *Josephine Llanos(C), *Dee Keovilay(S)

Standard I – Institutional Mission and Effectiveness

Bob Boyd(F), Peg Mericle(A), Kelli O'Rourke(C)

- A. Mission
- B. Improving Institutional Effectiveness

Standard II – Student Learning Programs and Services

- A. Instructional Programs— Linda DeKruif*(F), David Good*(A), Rhea Riegel*(C)
- B. Student Support Services— Yuri Kostin(F), Chris Villa(A)
- C. Library and Learning Support Services— Irene Palm(F), Jim Tucker(A), Ray Sanchez(C)

Standard III – Resources

- A. Human Resources—Jothany Blackwood(A), Daniel Himes(F), Michael Hopkins(C)
- B. Physical Resources—Penny Cristan*(A), Richard Kilgore(F), Jeannie Koshear(F)
- C. Technology Resources— Roberta Baber(F), Tim Woods(A), Harry Zahlis(C)
- D. Financial Resources— Shanna Ahrens(C), Marianne Dunklin(F), Michael Guerra(A)

Standard IV – Leadership and Governance

Michael Bourbonnais(C), Tony Cantú*(A), Bruce Hill(F)

- A. Decision-Making Roles and Processes
- B. Board and Administrative Organization

Support: Cyndie Luna

Critical Readers: Lynn Badertscher, Paula Demanett, Janice Emerzian, Eric Fletcher, Sean Henderson, Cris Monahan-Bremer, Rick Santos

*Co-chair changes

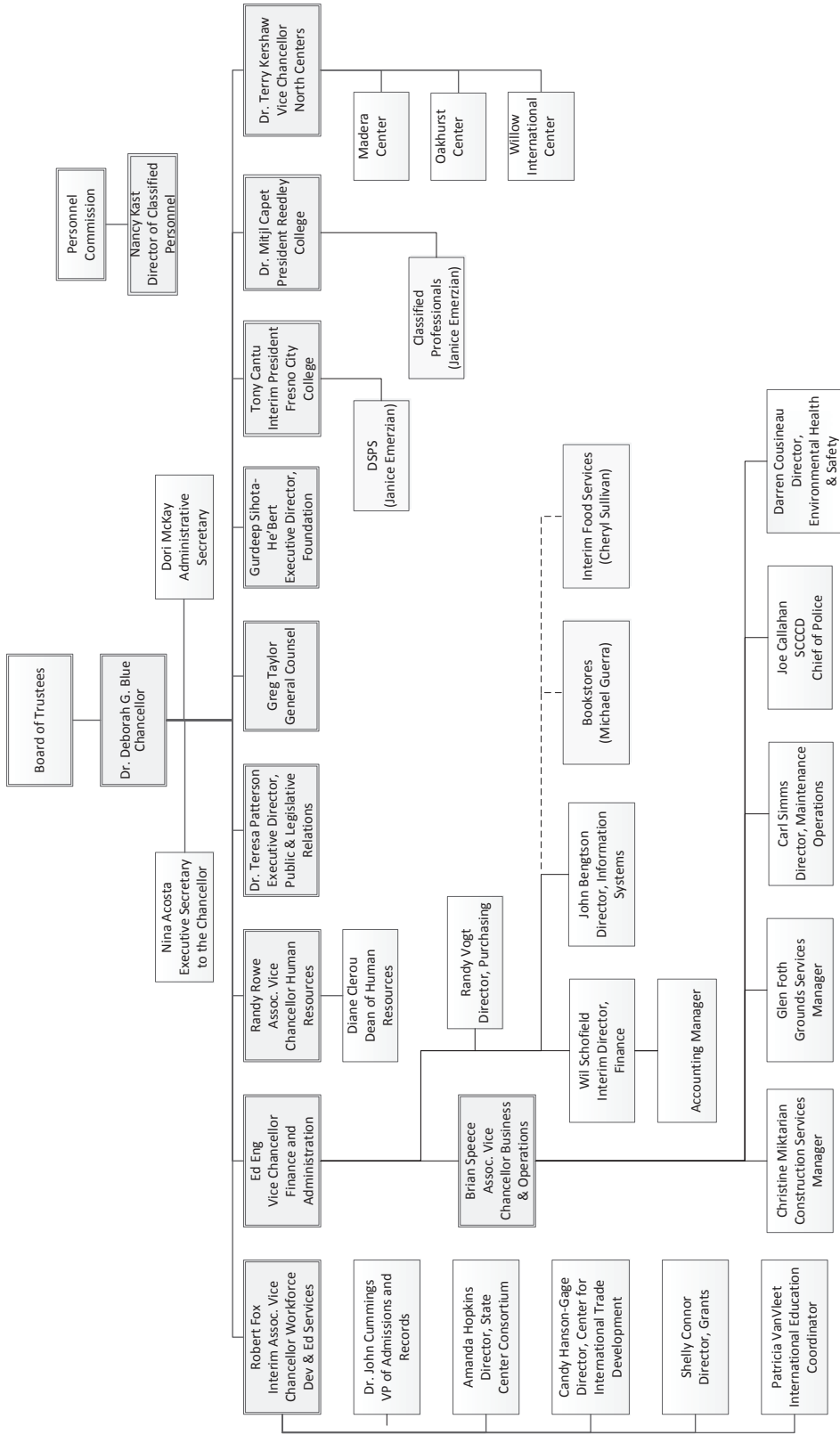
- Josephine Llanos replaced a classified professional that was not attending in spring 2011.
- Dee Keovilay participated in the fall 2010 semester.
- Maggie Taylor was the original faculty co-chair and Michael Roberts the administrative co-chair in spring 2010. Michael replaced Maggie in fall 2010 when he returned to the classroom so Maggie could focus on her role as Curriculum Chair and SLO coordinator. David Good replaced Michael as the administrative co-chair. Linda DeKruif, Academic Senate President replaced Michael Roberts in spring 2011. Rhea Riegel joined as classified co-chair in spring 2011.
- Penny Cristan replaced Cheryl Sullivan as administrative co-chair when Cheryl transferred to Reedley College as interim vice president of administrative services.
- Tony Cantú replaced Cynthia Azari when she resigned as president in April 2011.

Key: A= Administrator, F=Faculty, C=Classified Professional, S=Student

Organization of the Insitution



State Center Community College District

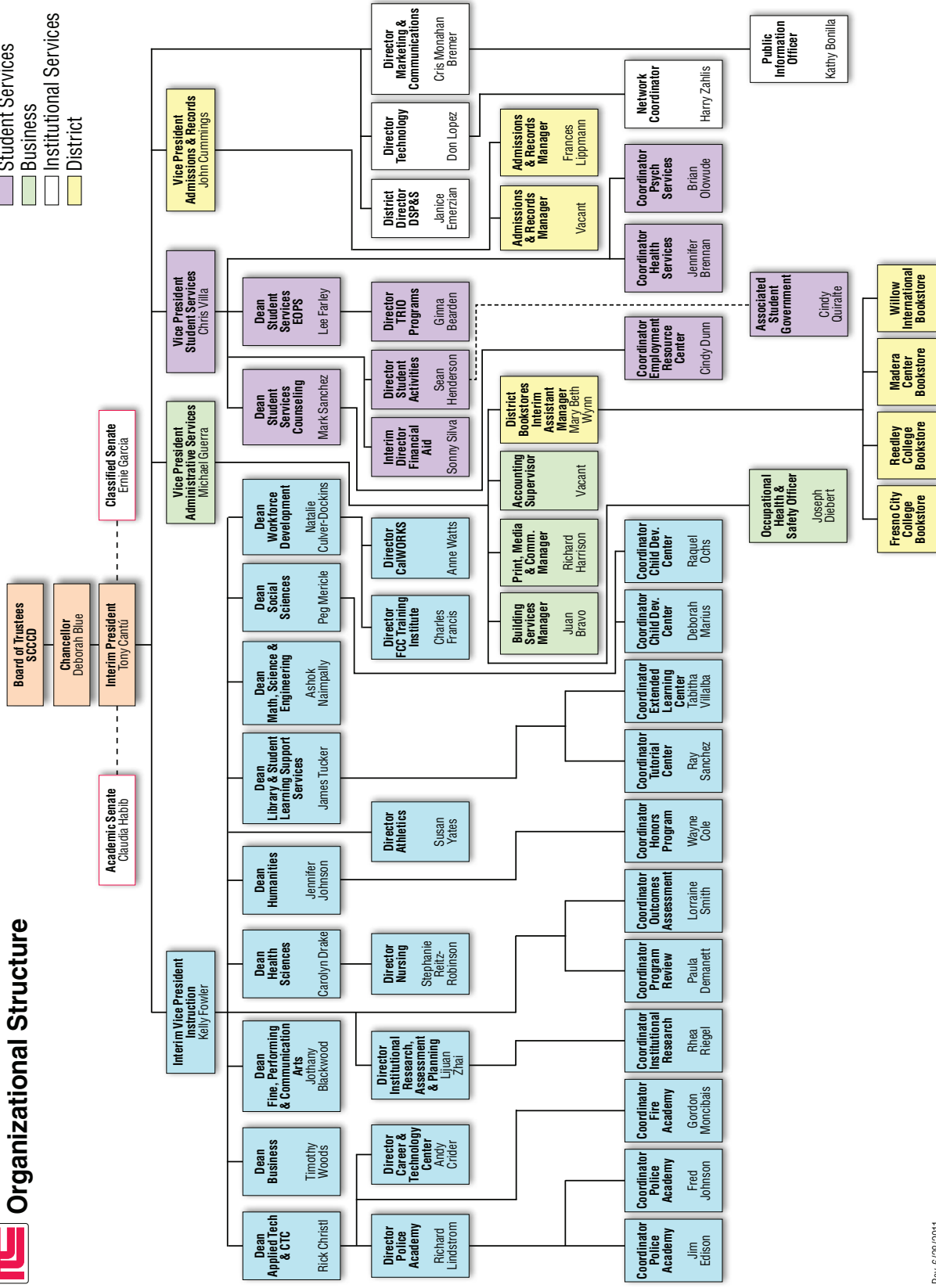


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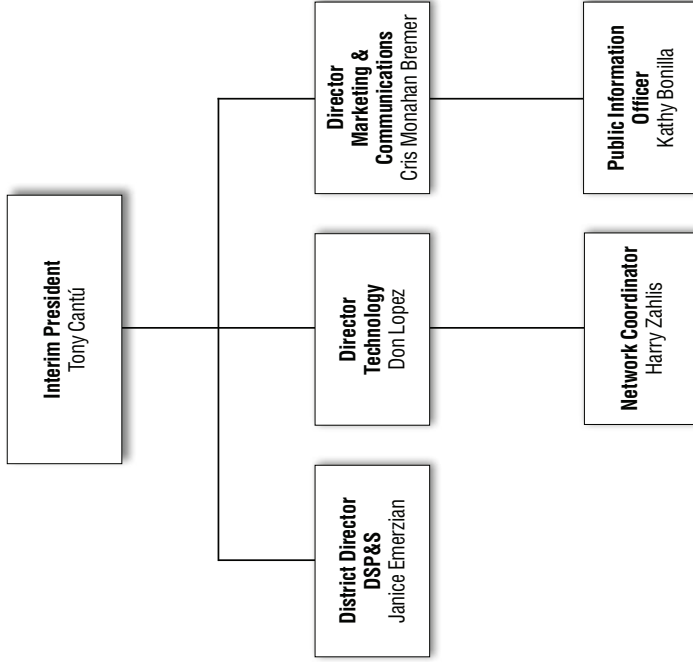
Fresno City College Organizational Structure

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



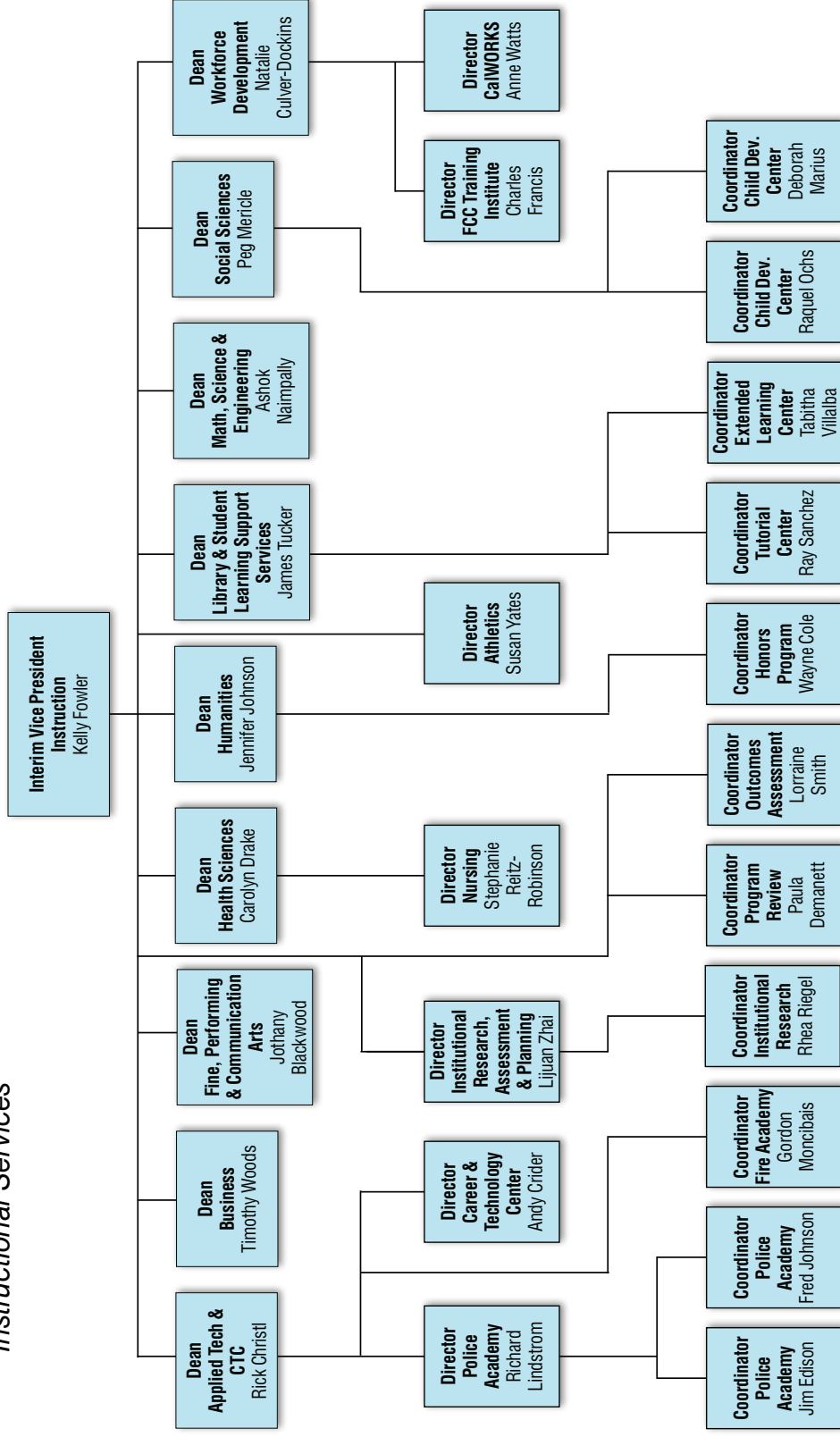


Fresno City College
Organizational Structure
Institutional Services



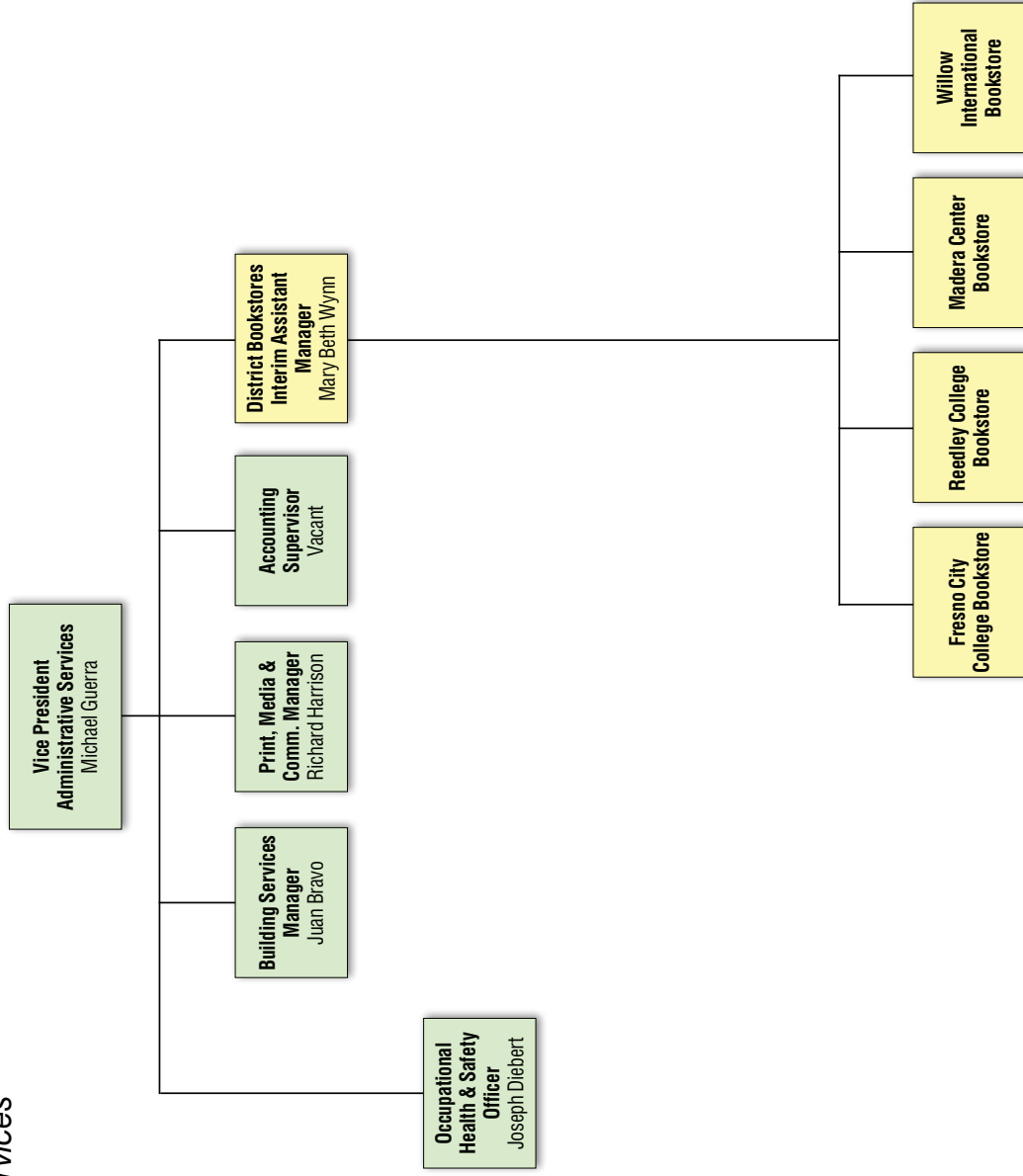


Fresno City College Organizational Structure Instructional Services



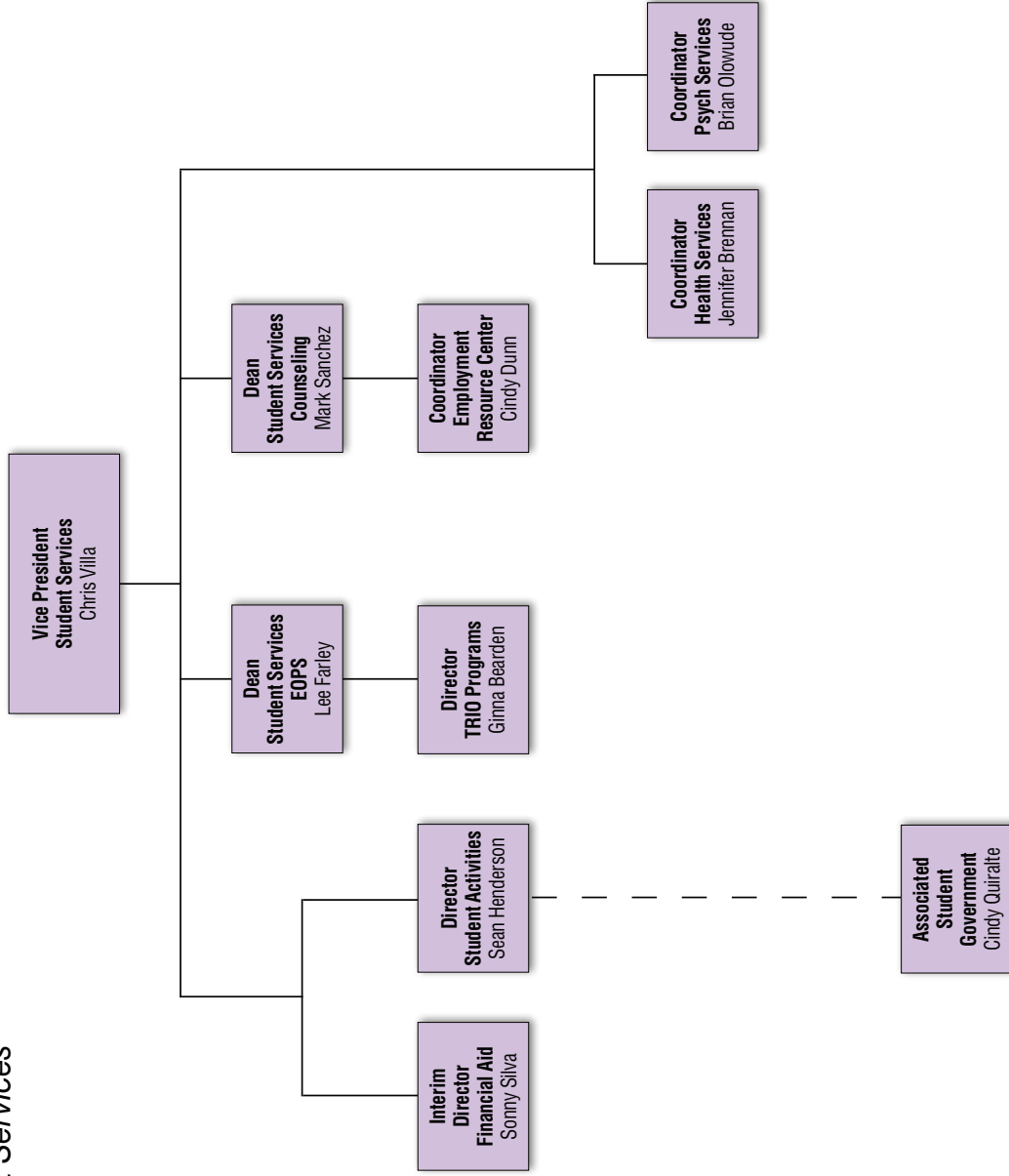
Fresno City College
Organizational Structure
Administrative Services

Business
 District



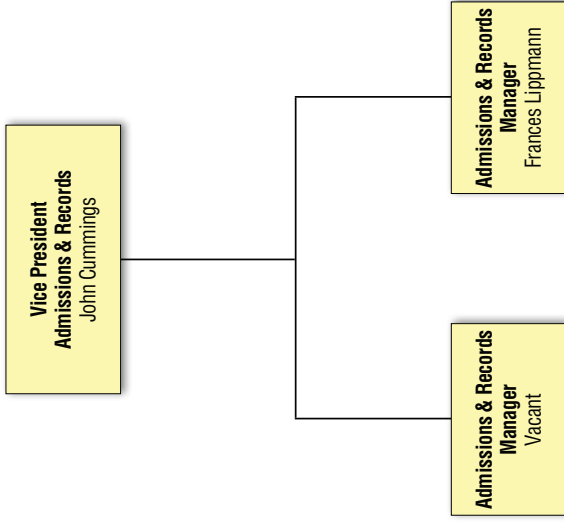


Fresno City College
Organizational Structure
Student Services





Fresno City College
Organizational Structure
Admissions & Records



STATE CENTER
COMMUNITY COLLEGE DISTRICT
FUNCTIONAL MAP

Preamble to the State Center Community College District Functional Map

For the 2005 accreditation self studies, the State Center Community College District developed a functional map to delineate responsibilities between the District and the two colleges. The functional map was based on accreditation standards and indicated whether each standard was met primarily by the District, primarily by the colleges, or by both.

In completing the 2011 self-study, the district office accreditation liaison designee from the District Office met individually with the accreditation liaison officers of each campus to discuss the roles and functions and to determine if any changes had occurred in the District since the last self studies were written. It was recommended that the District consider a new format to map out the responsibilities for meeting accreditation standards, one that more accurately depicted how functions are shared across the colleges and centers and between the colleges/centers and the District Office. After several models were considered, a mapping model based on a similar process and document recently used in the Los Rios Community College District and the San Mateo Community College District was selected. The selected format was chosen because it is organized by accreditation standard, and as such is simple to follow. Furthermore, the designations of primary, secondary and shared responsibilities have meaning for individuals on our campuses.

The new format was presented to the Chancellor's Cabinet on January 26, 2011, for review and approval. On February 15, the draft functional map was presented for discussion at a joint meeting of the Accreditation Liaison Officers, after which it was disseminated to constituency groups at the colleges and college centers for review and input. Recommendations were discussed at a District wide team meeting with representation from each college or center on March 10, 2011. Input from the various groups was incorporated, and the functional map was presented to the Chancellor's Cabinet on May 23, 2011. It was approved on June 6, 2011.

The State Center Community College District Functional Map illustrates how the colleges and the District manage the distribution of responsibility by function in relation to the ACCJC/WASC accreditation standards. The functional map depicts the level and type of responsibility as follows:

- P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.
- S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
Standard I: Institutional Mission and Effectiveness		
A. Mission:		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	S	P
2. The mission statement is approved by the governing board and published.	S	P
3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	S	P
4. The institution’s mission is central to institutional planning and decision making.	S	P
B. Improving Institutional Effectiveness		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	S	P
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	S	P
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	S	P
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	SH	SH
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.		P
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.		P
<p>Standard II: Student Learning Programs and Services The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</p>		
<p>A. Instructional Programs The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>		
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	S	P
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	SH	SH
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	S	P
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.		P
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		P
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.		P
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.		P
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.		P
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		P
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.		P
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.		P
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	S	P
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.		P
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	S	P
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.	S	P
c. The recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	S	P
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	S	P
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.		P
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.		P
a. 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.	S	P
b. 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.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	S	P
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty members distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	S	P
c. 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 or student handbooks.	Not applicable	Not applicable
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable	
<p>B. Student Support Services</p> <p>The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>		
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	S	P
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
a. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution • Educational Mission • Course, Program, and Degree Offerings • 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 	S	P
b. Requirements <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer 	SH	SH
c. Major Policies Affecting Students <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees 	S	P
d. Locations or publications where other policies may be found	SH	SH
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.		P
a. 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.		P
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.		P
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.		P
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
f. 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.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	S	P
<p>C. Library and Learning Support Services</p> <p>Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>		
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.		P
a. 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.		P
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.		P
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		P
d. The institution provides effective maintenance and security for its library and other learning support services.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
<p>e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</p>		P
<p>6. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>		P
<p>Standard III: Resources The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.</p>		
<p>Human Resources The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>		
<p>1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p>	S	P
<p>a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty members play a significant role in selection of new faculty. Degrees held by faculty and administrators 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>	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
b. 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.	S	P
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	S	P
d. The institution upholds a written code of professional ethics for all of its personnel.	S	P
2. The institution maintains a sufficient number of qualified faculty members with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	SH	SH
b. 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.	SH	SH
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	S	P
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	S	P
<p>Physical Resources Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</p>		
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. 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. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
<p>C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</p>		
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	S	P
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
<p>D. Financial Resources Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.</p>		
1. The institution relies upon its mission and goals as the foundation for financial planning.	S	P
a. Financial planning is integrated with and supports all institutional planning.	S	P
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	S	P
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. 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.	S	P
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. 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.	SH	SH
e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. 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.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH
<p>Standard IV: Leadership and Governance The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.</p>		
<p>Decision-Making Roles and Processes The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</p>		

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.	SH	SH
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.		P
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	S	P
5. The role of leadership and the institution's governance and decision-making structures 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.	S	P
<p>B. Board and Administrative Organization</p> <p>In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/ system and the colleges.</p>		

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	P	
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	P	
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	P	
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	P	
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	P	
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	P	
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	P	
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	P	
i. The governing board is informed about and involved in the accreditation process.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
<p>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	P	
<p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>		P
<p>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>		P
<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 		P
<p>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>		P
<p>d. The president effectively controls budget and expenditures.</p>		P
<p>e. The president works and communicates effectively with the communities served by the institution.</p>		P
<p>3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p>	P	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	District	College
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	P	
b. The district/system provides effective services that support the colleges in their missions and functions.	P	
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S
d. The district/system effectively controls its expenditures.	P	S
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	P	S
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	P	S
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	P	

CERTIFICATION
OF CONTINUED
COMPLIANCE WITH
ELIGIBILITY REQUIREMENTS

Certification of Continued Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as an education 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's authority to operate as a degree-granting institution is the continuous accreditation 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. (ER.1: FCC 2010–12 Catalog inside cover, FCC website; ER.2: FCC 2010–12 Catalog Page 7).

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The current mission statement may be found in the College catalog and the FCC website, posted on the Strategic Planning Council Blackboard site and the 2010–2012 Strategic Plan brochures. It was most recently revised by the Strategic Planning Council and then submitted to all College constituencies for recommendations and approval. The College mission statement, vision, and core values are appropriate to a degree-grant-

ing institution of higher education and were last revised on April 15, 2010. They are scheduled for review and possible revision every two years. The mission statement reflects life-long learning and achievement of student goals as the primary goals of the institution. (ER.3: SCCCDC Website October 7, 2008 Board of Trustee Minutes; ER.4: SCCCDC Website January 13, 2011 Board of Trustee Minutes).

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program, its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they 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.

The State Center Community College District (SCCCDC) is governed by a seven-member board. Each board member is elected from a specific geographic area of the District. The board is an independent policy-making body that has ultimate responsibility for ensuring the fiscal integrity of the District and the quality and integrity of the educational programs and services it provides. Board members have no employment, family, ownership, or other personal financial interest in the District or its colleges and cen-

ters. As required by law, board members adhere to a conflict of interest policy. (ER.5: SCCC Board of Trustees Website; ER.6: Board Policy 2012; ER.7: Board Policy 2710).

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 administrator nor the college chief administrator may serve as the chair of the governing board.

The president of Fresno City College is appointed by the board after a nationwide search. 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 Fresno City College, although he is expected to contribute to District wide and community endeavors. In July, 2008, Ned Doffoney resigned as president and Guy Lease was interim president during the fall 2008 term. Cynthia Azari then became president until she resigned in April 2011 at which time Tony Cantú, Vice President of Instruction, became the interim president through 2011–2012. (ER.8: FCC Website; ER.9: Board Policy 2430).

5. Administrative Capacity

The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

There are 25 administrators at Fresno City College. All administrators have the appropriate education preparation, experience, and training to support the College mission. (ER.10: Organizational Structure; ER.11: FCC Website).

6. Operational Status

The institution is operational, with students actively pursuing its degrees.

Fresno City College enrolls approximately 25,000 students per semester. Students are enrolled in a

variety of courses that lead to transfer, two-year degrees, certificates of completion, certificates of achievement, and vocational programs. Approximately 1,300 students earn associate's degrees each year and approximately 800 earn certificates. (ER.12: SCCC Fact Book 2010–2011 page 8; ER.13: SCCC Institutional Research Website; ER.14: Schedule of Classes).

7. 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.

Degree opportunities and transfer courses are clearly identified in the College catalog. Fresno City College offers over 2,200 course sections every semester, of which 89 percent are either degree- or transfer-level. Approximately 86 percent of students enroll in these courses. (ER.15: 2010–2012 Catalog pages 30–34, 96–190; ER.16: 2010–2012 Catalog pages 30–34; ER.17: 2010–2012 Catalog pages 191–198; ER.18: SCCC Institutional Research Website).

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient context and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Fresno City College's educational programs are consistent with the College mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Programs are based on at least two years of coursework, and many of the programs have stated objectives in the College catalog. (ER.19: 2010–2012 Catalog pages 80–82; ER.20: 2010–2012 Catalog pages 96–344; ER.21: 2010–2012 Catalog page 94, FCC Website).

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Fresno City College awards academic credit based on Title 5–55002.5 and accepted practices in California community colleges. Information regarding academic credit is published in the College catalog. (ER.22: 2010–2012 Catalog pages 20–25; ER.23: 2010–2012 Catalog page 19; ER.24: 2010–2012 Catalog pages 20–22).

10. Student Learning and Achievement

The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they offered, achieved these outcomes.

Fresno City College defines and publishes course requirements for all degree and certificate programs in the College catalog. The College provides student matriculation services to assess student progress through such programs and to help ensure student achievement of program outcomes. Student retention rates, student success rates, degree and certificate completion rates, and job placement rates are used during program review to assess program effectiveness. (ER.25: 2010–2012 Catalog example from page 101; ER.26: FCC Program Review Committee Blackboard site; ER.27: FCC Institutional Research website transfer and licensure rates).

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge.

General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

The purpose of general education courses is stated in the College catalog. General education learning outcomes are designed to ensure the breadth of knowledge and to promote intellectual inquiry. All students pursuing a degree must demonstrate competence in writing, reading, oral communication, and mathematics; a familiarity with computer concepts and use; an understanding of national, state, and local government; and an awareness of lifetime physical and mental wellness. Students must also select courses in the natural sciences, social and behavioral sciences, the humanities, and language and rationality. The learning outcomes for these courses are described in the course outline of record. The quality and rigor of these courses are consistent with academic standards appropriate to higher education. (ER.28: 2010–2012 Catalog pages 197–344; ER.29: 2010–2012 Catalog page 34; ER.30: 2010–2012 Catalog pages 35–37).

12. Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Fresno City College maintains an atmosphere of intellectual freedom and independence for both faculty and students. Board Policy 4030 on Academic Freedom affirms that “intellectual freedom is to be guarded as a basic right of all citizens in a free society” and that “this freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students.” This climate of intellectual freedom is maintained faithfully throughout the College. (ER.31: Board Policy 4030).

13. Faculty

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

In fall 2010, there were 323 full-time faculty and 548 part-time faculty employed at Fresno City College. The names, degrees, and year of employment of full-time faculty are listed in the College catalog. Information regarding part-time faculty is kept in the division offices and the District. Faculty duties and responsibilities are stated in the Faculty Handbook and in Administration Regulation 7122: Item number 4 refers to faculty responsibility for developing and reviewing curriculum and item number 13 refers to faculty responsibility for the assessment of student learning outcomes. (ER.32: 2010–2012 Catalog pages 346–354, Fall 2010 Part-time Roster Board of Trustee Minutes October 5, 2010, Spring 2011 Part-time Roster Board of Trustee Minutes March 1, 2011; ER.33: AR 7122; ER.34: FCC Website).

14. Student Services

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

Fresno City College fosters a student learning environment by providing student services that focus on developing the interpersonal skills of the student. These services are delivered with the purpose of achieving student success.

The College provides student support services in the following areas: Admissions and Records, Assessment Center, Counseling, Disabled Students Programs and Services, Employment Resource Center, Educational Opportunity Programs and Services, Financial Aid and Scholarships, Health Services, International Students, Psychological Services, Student Activities and Clubs, Transfer and Career Center, Tutorial Center, and Veterans Office. (ER.35: FCC Demo-

graphic Trends; ER.36: FCC Blackboard Site Student Services Division Assessment Reports; ER.37: 2010–2012 Catalog pages 57–66; ER.38: 2010–2012 Catalog pages 59–60, 64–66).

15. Admissions

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

Fresno City College is a public community college with open access. The College's admission policy is consistent with the College mission and specifies the qualifications of students appropriate for its programs. These policies are found in the College catalog, schedule of classes, and on the College website. Admission is open to any student who has received a high school diploma or its equivalent or to anyone who is at least eighteen years old. The College application is completed online through CCCApply. Students may register for any classes or programs offered provided they meet any prerequisites. (ER.39: Board Policy/Administrative Regulation 5010; ER.40: FCC Website online application; ER.41: 2010–2012 Catalog page 11).

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and institutional programs in whatever format and wherever they are offered.

Fresno City College provides long-term access to information and learning resources and services to support its educational mission. The College's library and student learning support services include the library, tutorial center, Writing and Reading Center, and two computer labs. The library's collection includes books, periodicals, non-print media, and online databases. The library and its computer lab are open 54.5 hours per week during the semester. The Tutorial Center is open 39 hours per week and the tutorial computer lab is open 44 hours per week. The hours of all these locations have been reduced in

the past year due to budget cuts. Additional computer labs at various locations around the campus are open for student and staff use throughout the semester under the administration of the division deans. In total, the College has approximately 2,800 computers being used by students, faculty, staff, and administrators. (ER.42: Profile of holdings; ER.43: Copies of agreements for access to external resources).

17. Financial Resources

The institution documents a funding base, financial recourses, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The College undergoes external independent audits. The District creates tentative and final budgets as described in Standard III. Budget documents are provided to appropriate members of campus, community, to administrators, and the Board of Trustees. External, independent audits are performed annually with the auditor providing a report at an open Board of Trustees meeting. The most recent audit for the fiscal year ending June 30, 2010 is included as evidence in Standard IIID. The report provided the College/District with an “unqualified opinion.” (ER.44: See IIID.18 2009–2010 Financial Audit Report).

The College closely monitors federal grant monies. The Administrative Services Office as well as the District Business Office maintains financial records and oversight over all accounts for the College, including Financial Aid, grants, and externally funded programs. The majority of these records are accounted for in the District’s restricted and fiduciary funds, which are audited as part of the District’s restricted and fiduciary funds and audited as part of the District’s annual external audit described above. (ER.45: Categorical Programs; ER 44).

18. 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. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the last submission of the application. The audit must be certified and any exceptions explained. It is recommended that the auditor employ as guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The State Center Community College District is audited on an annual basis by an independent audit firm. The audit firm uses *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants, as a guide to its audit of the District. The audit meets the reporting requirements of the California Community Colleges Chancellor’s Office. At the end of the process, an exit interview with key personnel is conducted to review, explain, and make recommendations. All exceptions are noted and documented in a letter to management. The Board of Trustees reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm. The College will submit its two most recent audits to the Commission with this eligibility application. The College will provide a copy of the current budget and a certified copy of the current audited financial statement for onsite review by the visiting team. (ER.44; ER.46: See IIID.3 2010–2011 Final Budget; ER.47: 2009–2010 Financial Audit Report December 7, 2010 Board of Trustees Agenda, Financial Aid Department Program Review; ER.48: Loan default rate from the National Student Loan Data System).

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, recourse allocation, implementation, and reevaluation.

The College has adopted a cyclical integrated planning model. Each year the Strategic Planning Council prioritizes College goals. Program review self-studies identify unit goals and strategies in order to integrate the College goals into the individual programs. A program's self-study includes an evaluation of progress toward course and program student learning outcomes and assessments. Goals and strategies associated with a program review self-study may require an action plan for additional resources. The action plan may come through as part of the program review process or may be submitted at a later date if additional resources are needed. Action plans submitted at the time of the program review self-study are evaluated by the Program Review Committee. Action plans evaluated by the Program Review Committee are submitted to the Strategic Planning Council for distribution to the appropriate advisory committee for recommendation on the allocation of resources requested in the action plan. Recommendations from the advisory committees are then reviewed by the Strategic Planning Council for resource allocation. The Strategic Planning Council submits its final recommendation to the College president for final consideration. (ER.49: 2010–2012 Strategic Plan Brochure, Integrated planning website; ER.50: Integrated Planning Flowchart, Action Plan Handbook, Approved action plans; ER.51: Fall 2010 Environmental Scan, Outcomes and Assessment Year-End Report).

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Web Site
- Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Recourses
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfers

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfers Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications Where Other Policies may be Found

The College catalog provides the information required by the Commission. The mission of Fresno City College is clearly articulated in the College catalog as well as in the strategic plan. The College catalog and the schedule of classes provide the public with current information about degrees and curricular offerings, student fees, financial aid, refund policies, admission policies, and transfer requirements. The names and academic preparation of the faculty and administration are listed in the catalog. The names of board members, District administration, and

Fresno City College administration are listed. Much of this information is also included on the Fresno City College website and is available in alternate formats. (ER.52: 2010–2012 Catalog).

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution must comply with Commission requests directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The State Center Community College District Board of Trustees assures that the District's colleges adhere to the eligibility requirements, the accreditation standards, and the policies of the Commission. Fresno City College describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College complies with Commission requests, directives, decisions, and policies in a timely manner. It also makes complete, accurate, and honest disclosure to the Commission. (ER.53: Board Policy/Administrative Regulation 3200; ER.54: list of program accreditations; ER.1).

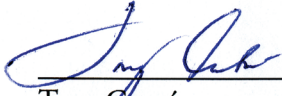
Evidence for Eligibility Requirements

- ER.1 FCC 2010–12 Catalog inside cover,
[FCC Website](#)
- ER.2 FCC 2010–12 Catalog Page 7,
[FCC Website](#)
- ER.3 SCCCD Website October 7, 2008 BOT Minutes
- ER.4 SCCCD Website January 13, 2011 BOT Minutes
- ER.5 SCCCD Website, Board of Trustees
- ER.6 Board Policy 2012
- ER.7 Board Policy 2710
- ER.8 [FCC Website: President's Office](#)
- ER.9 Board Policy 2430
- ER.10 Organizational Structure
- ER.11 FCC Website:[Administrative Services](#), [Office of Instruction](#), [Student Services](#)
- ER.12 SCCCD Fact Book 2010–11, page 8
- ER.13 SCCCD Institutional Research Website
- ER.14 Schedule of Classes
- ER.15 2010–12 Catalog Pages 30–34, 96–190
- ER.16 2010–12 Catalog Pages 30–34
- ER.17 2010–12 Catalog Pages 191–198
- ER.18 [SCCCD Institutional Research Website](#)
- ER.19 2010–12 Catalog Pages 80–82
- ER.20 2010–12 Catalog Pages 96–344 (see ER.52)
- ER.21 2010–12 Catalog Page 94: Education Programs;
[FCC Website: Online Programs](#)
- ER.22 2010–12 Catalog Pages 20–25 academic credit, Pages 35–49 (transfer)
- ER.23 2010–12 Catalog Page 19
- ER.24 2010–12 Catalog Pages 20–22
- ER.25 2010–12 Catalog example from Page 101
- ER.26 [FCC Blackboard site](#) (FCC Program Review Committee / Documents / Meeting documents)
- ER.27 FCC IR Website Transfer rate; Licensure rate
- ER.28 2010–12 Catalog Pages 197–344 (see ER.52)
- ER.29 2010–12 Catalog Page 34
- ER.30 2010–12 Catalog Pages 35–37
- ER.31 Board Policy 4030
- ER.32 2010–12 Catalog Pages 346–354 - full time roster;
Fall 2010 Part-Time Roster Board of Trustee Minutes October 5, 2010;
Spring 2011 Part-Time Roster Board of Trustee Minutes March 1, 2011
- ER.33 Administrative Regulations 7122
- ER.34 [FCC Website](#)
- ER.35 FCC Demographic Trends
- ER.36 FCC Blackboard Site Student Services Division Assessment Reports
- ER.37 2010–12 Catalog Pages 57–66
- ER.38 2010–12 Catalog Pages 59–60, 64–66
- ER.39 Board Policy/Administrative Regulations 5010
- ER.40 [FCC Website Online application](#)
- ER.41 2010–2012 Catalog Page 11
- ER.42 Profile of holdings and resources, including electronic resources

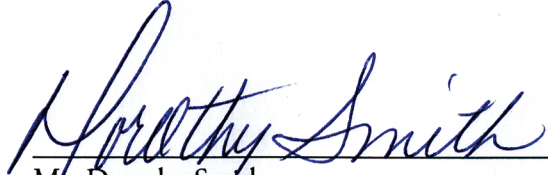
- ER.43 Copies of agreements for access to external resources
- ER.44 See IIID.18 2009–2010 Financial Audit Report
- ER.45 Spreadsheet of categorical programs
- ER.46 See IIID.3 2010–2011 Final Budget
- ER.47 2009–10 Financial Audit Report December 7, 2010 Board of Trustee Agenda;
Financial Aid Department Self-Study Program Review Blackboard Site
- ER.48 Loan default rate from the National Student Loan Data System
- ER.49 2010–12 Strategic Plan Brochure;
[Integrated Planning](#)
- ER.50 Integrated Planning Process Flowchart;
FCC Action Plan Handbook;
SPC Blackboard Site: Approved Action Plans
- ER.51 FCC SPC Fall 2010 Environmental Scan;
Outcomes and Assessment Year-End Report
- ER.52 FCC 2010–2012 Catalog
- ER.53 Board Policy/Administrative Regulations 3200
- ER.54 Child Development Center: National Association for the Education of Young Children ([center website](#), catalog page 58);
Dental Hygiene: the American Dental Association Commission on Dental Accreditation (ADA-CODA) (Dental Hygiene Program Handbook page 2);
Food and Nutrition, Dietetic Service Supervisor Program: California State Department of Health Services, Licensing and Certification Division (catalog page 144);
Health Information Technology Program: Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in cooperation with the American Health Information Management Association (AHIMA) (catalog page 147);
Human Services, Alcoholism and Drug Abuse Counseling: California Association for Alcohol/Drug Educators (CAADE) (catalog page 149);
Radiologic Technology Program: The Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.) ([Program website](#));
Respiratory Care Program: Commission on Accreditation for Respiratory Care (CoARC) ([program website](#); catalog page 180);
Surgical Technology: Commission on the Accreditation of Allied Health Education Programs (CAAHEP) ([program website](#), catalog page 184)

Statement of Assurance

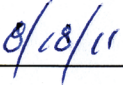
We certify that Fresno City College continues to comply with the eligibility requirements for accreditation established by the Western Association of Schools and Colleges.



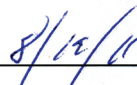
Tony Cantú
Interim President, Fresno City College



Ms. Dorothy Smith
*President, Board of Trustees
State Center Community College District*



Date



Date

RESPONSES TO
RECOMMENDATIONS
OF THE 2005 VISITING TEAM

Responses to Recommendations of the 2005 Visiting Team

Recommendation 1 - Participatory Governance

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

Progress and Analysis:

Since its approval in March 2008, the College Governance Council represents all constituent groups and works to ensure these groups actively participate in College planning and decision making. In 2009–2010 the College Governance Council developed a College Governance Handbook which was approved by all constituent groups by the end of May 2010. As stated in the 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 due process form and procedure from the College Governance Handbook has been designed for use by individuals or a group when there is a concern regarding the lack or absence of shared governance process used in reaching decisions. The Handbook also states the committee's role is to review/ensure that the shared governance process is maintained, and not to address the actual decision.

Results:

The College meets the requirements of the Commission. A participatory governance process that ensures all constituent groups actively participate in planning and decision making processes on campus has been approved by the constituent groups and implemented. The work of the Strategic Planning Council and the College Governance Council ensures that the participatory governance model will continue to guide the College's planning efforts.

Future Plans:

The College Governance Council will continue to monitor participatory/shared governance at Fresno City College. There has been confusion on campus because the College Governance Council's name is so similar to the Strategic Planning Council. Therefore the committee has begun the process to change its name to College Governance Review Committee.

Evidence for Recommendation 1:

1. College Governance Council Handbook with Operating Agreement
2. College Governance Council Meeting Agendas and Minutes
3. Strategic Planning Council Meeting Agendas and Minutes
4. Strategic Planning Council Handbook, revised November 2010

Recommendation 2 - Program Review

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

Progress and Analysis:

An operating agreement for the Program Review Committee was written and approved by all campus constituencies in September 2007. In October 2009, the operating agreement was reviewed by the committee and revised. In November 2009, all campus constituencies approved the document with the revisions.

The Program Review Committee is composed of elected, appointed and standing members. Members are distributed across the four constituencies on campus—eleven faculty, one student, five administrators and two classified. The committee meets regularly during the academic year.

A faculty coordinator is assigned (forty percent reassign) to keep the committee's calendars, agendas and minutes; maintain a Blackboard organization site with program review document archives, training materials, data sources, and related documentation; provide training to self study team members in the program review process and documentation, and provide assistance to faculty and staff during the writing and assessment portions of the program review process.

Since the October 13, 2008 mid-term report, sixty instructional, occupational and administrative program reviews have been reviewed and accepted by the Program Review Committee. All identified programs and administrative units have now completed a comprehensive program review within the last five years.

In spring 2008, a six-year program review calendar was completed. The calendar aligned program review with the curriculum review process, and forecasted instructional and occupational program reviews to the academic year 2014–2015. Administrative program reviews were forecasted until 2013–2014.

In 2008–2009, 13 faculty/staff positions were requested via the program review process. Five of the positions were supported by the committee. Two of the faculty requests resulted from representation of data from program reviews presented in the 2007–2008 academic

year. Seven action plans requesting a variety of facility, technology and physical resources were requested. Six of these action plans were supported by the committee and forwarded to the Strategic Planning Council Support Team.

During the 2008–2009 the occupational program review process was implemented as a pilot. Twelve occupational programs were reviewed using the template. At the end of the year committee members agreed to revise the template to include questions regarding advisory committees for occupational programs.

In 2009–2010, two new faculty/staff positions and one upgrade of an existing classified position were requested via the program review process. All three proposals were supported by the committee. Eight action plans requesting a variety of facility, technology and physical resources were requested of which seven action plans were supported by the committee and forwarded to the Strategic Planning Support Team.

The instructional program review template was revised by the committee in fall 2009. Constituencies approved the template at the end of fall 2009 for implementation for programs presenting in fall 2010.

Two surveys were conducted of individuals participating in program review. A survey of individuals participating in the program review process during the last three years was conducted in spring 2009. One hundred and twenty-six surveys were distributed. Fifty-three surveys were completed. Forty-nine percent of those answering the survey felt that program review would improve their programs. Survey responses indicated that the training sessions need to provide better training on data interpretation.

In spring 2010, a survey of those individuals who completed a program review during the fall 2009 was conducted. Forty-two surveys were distributed. Twenty-four respondents completed the survey. The results were used to redesign the instructional program review self-study form and to initiate a review of the administrative and occupational self-study forms.

Results:

The College is in its fifth year of a six year cycle of program reviews for instruction, occupational and administrative programs. Furthermore, the College has implemented a two-year review cycle for occupational programs. Recommendations for additional resources for programs have been supported by the Program Review Committee and forwarded to the Strategic Planning Support Team. The team then forwards the recommendations to the appropriate campus advisory committee for review and recommendation to the Strategic Planning Council.

During the time period since the last midterm report, the Program Review Committee accomplished and addressed the following:

- A revised Program Review Committee Operating Agreement was approved by campus constituencies in November 2009.
- The occupational program review as mandated by the Education Code 78016 was instituted as part of the College's program review process in 2008–2009.
- The instructional program review template was revised and piloted in fall 2010. The revision placed a larger emphasis on curriculum, assessment, outcomes and the analysis of supporting data.
- A program discontinuance policy was approved by the Academic Senate and forwarded to the vice president of instruction in spring 2010.
- An ongoing evaluation of the program review process has begun through surveying program review participants.

Future Plans:

- Revise the administrative program review self-study form.
- Assess the effectiveness of the program review process through the use of survey data.
- Work with the director of institutional research, assessment and planning to establish the validity and best of use of available data for program review.

Evidence for Recommendation 2:

1. Program Review Committee Operating Agreement (Approved 11/2009)
2. Six-year program review calendar forecast for instructional and occupational programs
3. Six-year program review calendar forecast for administrative program review
4. Occupational program review template
5. Program Review Summary Table 2008–2009
6. Program Review Summary Table 2009–2010
7. Survey results, spring 2009
8. Survey results, spring 2010
9. Program Review Instruction Template (Approved fall 2009)

Recommendation 3 - Planning

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

Progress and Analysis:

The Strategic Planning Council (SPC) began its work in spring 2006 to develop a College strategic plan. After constituent approval in August 2006, the 2006–2008 Fresno City College Strategic Plan was initiated with coordination by the SPC. In this initial plan there were eight goals and corresponding objectives and KPIs for each. Following an evaluation of the Strategic Planning process in spring 2007, 2008, and 2010, the Strategic Planning Operating Agreement was revised. The revised 2010–2012 strategic plan was submitted to constituent groups for approval April 2010.

At the fall 2007 opening day meeting, a member of the SPC presented an update on the progress of the 2006–2008 Strategic Plan. Strategic planning updates continue at the first day of each semester during the opening day meetings. SPC members report strategic planning updates to their constituent groups. During fall 2010, the SPC initiated email strategic planning updates after SPC meetings to all faculty, staff, and administrators.

The SPC has been meeting at regular intervals. The composition of the SPC, which is reflective of the campus constituent groups, increased the student representation from two to three. The SPC continues to meet twice a month during the academic year. Agenda items include budget updates, environmental scan information, action plan requests, reports from planning committees and review of the College's goals.

The Strategic Planning Support Team (SPST) members, appointed by the College president, include the director of technology, a former Academic Senate president and the College's director of institutional research, assessment and planning. The SPST provides strategic planning assistance and training. The new position of director of institutional research, assessment and planning began supporting the SPC and the planning process during fall 2010.

Action plans remains central to the planning process. Action plans are now a required component of program review when a program is requesting funding or facilities. In addition, the Human Resources Committee requires submission of action plans when requesting classified positions. Members of the SPST provide training and support for the development of action plans.

At the SPC meeting of February 25, 2010, the council reviewed the 2008–2010 College Strategic Plan in preparation of developing the 2010–2011 Priority College Goals for submission to the chancellor and review at the Board of Trustees retreat in March 2010.

As part of the evaluation of the 2008–2010 FCC Strategic Plan, the goals, objectives and KPIs were reviewed by the SPC during spring 2010. The revised Strategic Plan for 2010–2012 was approved by the SPC at the April 29, 2010 meeting for constituent approval.

Results:

The College meets the accreditation standard through implementation of an effective planning process. Planning (now Advisory) committees have made significant progress in utilizing the strategic plan and make recommendations based on action plans. The Strategic Plan has been revised for 2010–2012. The 2010–2011 prioritized goals have been identified. The revised action plan form and process are currently undergoing another review for possible revisions. The evaluation of the Strategic Planning Council and strategic planning process is conducted annually.

The constituent groups have approved revised institutional student learning outcomes, mission, vision, and core values statements submitted by the Strategic Planning Council on April 15, 2010. An ethics statement for faculty, staff, and students was adopted fall 2008.

Future Plans:

The College will continue to evaluate the progress of the strategic plan on an annual basis, communicate the results to the College community, and use the results for improvement of the planning process. The College currently uses the electronic Strategic Planning Database for unit strategies and activities and plans to add action plans to the database.

Evidence for Recommendation 3:

1. FCC Strategic Planning Opening Day Presentation, Fall 07, Spring 08, Fall 2008, Fall 2009, Spring 2010, Fall 2010
2. FCC 2008–2010 Strategic Plan Goals and Objectives, FCC 2010–2012 Strategic Plan Goals and Objectives
3. FCC Strategic Planning Handbook including Operating Agreement
4. FCC Strategic Planning Support Team Procedures and Guidelines
5. FCC 2008–2010 and 2010–2012 Strategic Plan Brochure including Mission, Vision, Core Values, Ethics, and Institutional Student Learning Outcomes
6. Agenda and minutes of Strategic Planning Council and the Strategic Planning Support Team
7. Action Plan Guidelines and Training
 - a. Action Planning Handbook
 - b. Action Plan Training
 - c. Sample Action Plan Submission Form
8. Approved Action Plan Examples
9. FCC Prioritized Goals for 2008–2009, 2009–2010, 2010–2011
10. Evaluation survey of strategic planning process
11. Strategic Planning Newsletters and e-mail all updates

Recommendation 3.1 - Evaluations

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

Progress and Analysis:

As stated in the October 15, 2006 progress report, the College began addressing this recommendation prior to receipt of the Commission's action on the College's accreditation status. In December 2006, the College president requested an update on the status of all employee evaluations. Senior administrators were directed to submit this information prior to the end of fall 2005. Additionally, all management evaluations were completed and submitted to the president by January 31, 2006.

To ensure that all evaluations are completed in accordance with the procedure outlined in Article XIII, Section 1 of the AFT agreement; in Article 29 of the CSEA agreement; Board Policy 4315 (a) Academic Management Assignment, Evaluation and Tenure; and Board Policy 4315.3, Classified Management/Confidential Performance Evaluation, senior administrators are now required to submit the status of all employee evaluations for their areas at the end of each semester to the College president for his review. The format for reporting the status of employee evaluations was approved by President's Cabinet in April 2006 and continues to be used for accountability purposes.

Results:

This recommendation has been fully addressed. Evaluations of classified professionals, faculty, and managers are now up to date and conform to the process and procedure outlined in the bargaining agreements and board policies. Evidence of the currency of staff evaluations is available in the Office of the President.

Future Plans:

The status of all evaluations will continue to be submitted to the College president at the end of each fall and spring semester. This will ensure that all evaluations are conducted in a systematic manner and will continue to provide evidence that evaluations remain current and follow established policies and procedures.

Evidence for Recommendation 3.1:

1. Article XIII, Section 1 and Section 2 of AFT Contract
2. Section 21 of the CSEA Contract
3. Board Policy 7125 Employee Evaluations
4. Administrative Regulation 7125 Evaluation
5. Form for Reporting Status of Employee Evaluations

Recommendation 3.2 – Distance Education

The team recommends that the college develop a distance education plan to guide a more concerted effort for online courses and supplemental online instructional support services (Standards IIA.1d, IIA.1b, IIA.2d).

Progress and Analysis:

As indicated in the College's Progress Report (October 15, 2006), a Distance Education (DE) Committee was formed under the purview of the Academic Senate during the 2005–2006 academic year. An operating agreement which included representatives from all campus constituencies was approved in fall 2006. In fall 2009, with the approval of the Academic Senate the Distance Education Committee became a direct advisory committee to the Strategic Planning Council. A new operating agreement was written and approved by campus constituencies in late fall 2009. In January 2010, the reconstituted Distance Education Advisory Committee met with its new membership of elected, standing, appointed and advisory members. The committee now consists of fourteen faculty members, two administrators, two students and three classified professionals. Meetings are held on a regularly scheduled semester calendar. A Distance Education Plan was adopted in September 2007. Distance Education Guidelines were adopted in 2007.

In fall 2008, Distance Education completed a comprehensive instructional program review. The program review noted that the College's distance education program:

“...at Fresno City College currently is a de-centralized and collaborative endeavor. The discipline faculty determines curriculum offered in a distance education format. Each division dean is responsible for the scheduling and assignment of distance education courses offered by departments. The Distance Education Committee of the Academic Senate currently provides general guidelines, planning, goals, and objectives for distance education on the campus. The Director of Technology has the primary responsibility for identifying, developing, coordinating, and supporting the equipment and/or software used in the delivery of distance education courses. In addition,

the Director of Technology is responsible for hiring and training technicians used in two-way interactive courses. The Teaching and Learning Center provides hands-on experience in application and curriculum integration” (Distance Education Program Review, Section I, Part A, 2008).

This particular document excerpt notes the issue and challenges associated with decentralization of distance education processes. The program review document listed “the designation of administrative hierarchy that oversees Distance Education” as a top priority (Distance Education Program Review, Section VI, Part C). Other priorities listed in the document were: increase the number of offerings so that an associate's degree could be achieved in the online environment; add additional support personnel, and increase the number of faculty who receive training to teach online (Ibid).

In response to the need for the creation of an administrative structure for distance education, a distance education coordinator position (40% reassigned faculty) was created in spring 2010. The distance education coordinator is responsible for communication with faculty on distance education course requirements; faculty orientation and support; provision of data and assistance with distance learning reports; considering effective instructional for the technology applied to a particular course; monitoring the appropriate and legal use of copyrighted materials used in distance education courses; and assuring that the delivery of quality distance education instruction is delivered in accordance to Title 5 Regulations, Section 508 ADA requirements and the Accreditation Standards.

In fall 2010, the Distance Education Committee completed a draft Distance Education Structure and Support action plan requesting an administrative structure be established for the distance education program (DE Committee Agenda and Minutes; DE Structure). The recommended administrative structure would include a DE director, DE coordinator,

and a DE support technician. The primary outcome for implementing the DE action plan would be, “improving the access and delivery of distance education with a Distance Education administrative structure that will be responsible for implementing and managing distance education.” (Distance Education Structure and Support Action Plan)

In spring 2011, the director of institutional research, assessment and planning presented an initial key indicator report to the DE committee. The report identified trends in DE enrollment, DE student demographics, number of courses taken by DE students, course success – face-to-face versus DE students for the fall 2010 term. In reviewing the statistics for distance education courses, the Distance Education Committee reiterated the need to utilize data in guiding DE planning and implementation. DE courses represent 4% of all sections offered by the College. The study found that there is a very low association between age and DE course GPA. It was observed that there were no significant differences in DE course GPA between full-time and part-time students. The findings also indicated that students who had successfully completed computer literacy courses had a significantly higher DE course GPA than those who did not (Distance Education Statistics Presentation). The DE Committee recommended that further data be collected for analysis. The DE Committee will be hosting Campus wide deliberative discussions in 2011–2012 on distance education to better define the role and function of distance education at the College (DE Committee Agenda and Minutes).

The Distance Education Committee had addressed the need for trained faculty in online teaching through the creation and implementation of the Online Teacher Training Program in 2008. The curriculum was established as a special studies program. The program consists of eight courses (9 units). The eight courses include the following: Introduction to Online Learning, Introduction to Course Development with Blackboard, Integrating Student Services, Managing and Assessing Your Online Course, Integrating Instructional Support Services, Accessibility in an Online Environment, Integrating Library Support Services, and Integrating Multimedia into Your Online Course. Courses are designed specifically for use and design with the Blackboard Learning Man-

agement System. A cohort system has successfully produced approximately fifty graduates of the program. During the 2009–2010 year, the program was suspended due to budget constraints. Currently, faculty who wish to teach online are encouraged to complete an online instructor training program such as the one offered by @ONE (<http://www.onefor-training.org/certification>).

In spring 2010, the DE committee identified the need to perform a gap analysis to study 508 compliance (Distance Education Committee Meeting Agenda and Minutes). The committee reviewed several standards and rubrics designed for distance education course evaluation. A draft rubric was created in spring 2010 for pilot review in fall 2010. Areas identified for review included accessibility, learner support, and implementation of instructional technology.

The Distance Education Plan (2007) describes student support services to online students.

An online tutoring program— <http://fresno.askonline.net> — was started in spring 2006. The program was funded by XXO general budget. The platform was based on a “chat room text-based” concept without any audio or video capabilities. The Title V grant funded an improved, home-grown product modeled after the current (at the time) District online counseling platform. This online tutoring platform began in spring 2008.

Through the use of Basic Skills funding an online tutorial program was established using WIMBA and began in spring 2009. The program employed an adjunct faculty member and six peer tutors. Due to a cut in budget funding during the 2009–2010 year, the program was downsized to its current configuration of one adjunct faculty and two peer tutors. CCConfer was substituted for WIMBA as the choice of communication tool.

Access to library services and resources for the College’s distance education students is equivalent to those services and resources provided for students and faculty in traditional campus settings. The library provides remote access to over 28,000 ebooks and 16 periodical databases. The students can access online materials with a student identification number. This method ensures that a student will not be slowed in the research process by having to come to

the library and get a library card. Reference assistance is available through the “Ask-a-Librarian” email service and by telephone. Both services are available only during the open hours of the library.

Future Plans:

In addition to the areas noted above, several areas still need to be addressed by the Distance Education Advisory Committee. These areas include:

1. Student retention and success in distance education courses
2. Maintenance of effective instructor contact hours
3. Reinstatement of the Online Teacher Training Program
4. Student preparedness for success in online courses

Evidence for Recommendation 3.2:

1. Distance Education Committee Agendas and Minutes
2. Distance Education Structure and Support Action Plan
3. Distance Education Statistics Presentation
4. Distance Education Committee - Documents

Recommendation 3.3 Human Resources Planning

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

Progress and Analysis:

As part of the October 2005 self study, the College included the integration of human resources allocation into a College wide planning process. The College began addressing this recommendation in fall 2006 when an ad-hoc Human Resources Committee was formed to develop an operating agreement for a permanent Human Resources Committee. The committee would identify human resource needs, evaluate human resources proposals, and prioritize human resource allocations incorporating program review, budget information, and strategic planning. At its February 27, 2007 meeting, the Human Resources Committee finalized an operating agreement that was forwarded to the constituent groups for review and approval. All constituent groups approved the FCC Human Resources Committee Operating Agreement in spring 2007.

At the time of the April 17, 2007 site visit, the constituent groups had not yet approved the operating agreement for the Human Resources Committee. Since then, the agreement has been approved and committee members have been identified: nine faculty, two classified professionals, two students, and three administrators.

Results:

The committee met for the first time on August 31, 2007. The committee reviewed the operating agreement, elected a chair, set a timeline for receiving requests for new certificated positions, and assigned specific tasks to different committee members. It was decided that requests for new certificated positions were due to the committee chair by noon on September 14, 2007. The chair then sent copies of the requests to committee members in preparation for the September 21, 2007 meeting.

At the September 21, 2007 meeting, the committee reviewed 20 requests for new certificated positions. The majority of the requests had been recommended for consideration as part of the program review process. Others were presented as part of the action planning process. The committee invited the orig-

inator of the request and the area administrator to present requests to the committee.

The committee met on September 28, 2007 to hear presentations and consider the requests for new certificated positions. The committee had the opportunity to ask questions of the presenters regarding their requests. After the presentations, the committee was asked to rank the positions and forward the rankings to the committee chair, who tallied the results. The results were discussed at the committee's October 12, 2007 meeting. The committee forwarded the prioritized list for new certificated positions for 2008–2009 to the Strategic Planning Council (SPC). At the request of the SPC, the chair of the Human Resources Committee was invited to attend the SPC meeting to provide information on the process used to prioritize the positions and answer questions. The SPC accepted the Human Resources Committee's recommendation and five growth positions were approved.

In spring 2008, the committee followed the same process in prioritizing requests for classified positions. The committee prioritized ten classified positions and forwarded the recommendation to the SPC. After discussion, the SPC accepted the committee's recommendation.

The Human Resources Committee also revised its operating agreement and made recommendations for revisions to the faculty request form.

The College meets the standard. Human resources are directly linked to program review, the action planning process, and the strategic plan and are integrated into the institutional planning process.

Future Plans:

In December of 2010, the Human Resource Committee conducted a meeting to review the operating agreement. There were no recommendations for changes to the operating agreement at this time. The committee has not reviewed any requests for positions due to the current budget constraints. The committee operating agreement states that the committee will meet in the first six weeks of the fall

semester to review recommendations for certificated personnel. This meeting will be conducted if there are any requests. If there are not any human resource requests at the beginning of fall 2011, the committee will hold an annual meeting to review membership and the operating agreement.

Evidence for Recommendation 3.3:

1. Human Resources Committee Operating Agreement
2. Human Resources Committee Agendas and Minutes
3. Prioritized List of Certificated Positions
4. Prioritized List of Classified Positions
5. Human Resources Committee Membership

Recommendation 3.4 – Technology Plan

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

Progress and Analysis:

Fresno City College continues to support campus technology through the approval of several technology-related action plans and the implementation of a hardware replacement cycle for faculty and staff computers. Technology planning is also supported through the College's program review process, where academic departments consider technology requirements in relation to curriculum and instructional needs. The Media Center conducted a program review in spring 2008, with the assistance of the Technology Advisory Committee (TAC). The Program Review Committee accepted the report and several recommendations were approved, including an action plan for additional support personnel and a change in the name of the Media Center to Technology Support Services. An action plan was submitted to the Human Resources Committee and the committee prioritized the requested position as number two on the list.

Many of the program reviews submitted by instructional units over the past four years have included requests to convert at least some of their existing classroom facilities into "smart classrooms." The Technology Advisory Committee has submitted action plans for audio/visual equipment for all classrooms on campus, standardization of Classroom Response Systems, and a Portal for Students and Employees. The first two plans have been approved by the Strategic Planning Council and the Portal for Students and Employees is under consideration. As a result, 95 classrooms of the 165 classrooms on campus are now equipped as "smart classrooms." In addition, the 19 classrooms in the Business Education building are equipped with a computer, sound equipment, a projection system mounted in the ceiling, and a monitor that also functions like a smart whiteboard.

The College has integrated technology planning in many ways. Since the last accreditation visit and the subsequent findings, the campus has made significant progress towards institutionalizing a planning process through the Strategic Planning Council and the various advisory committees (i.e.: Technology Advisory

Committee, Distance Education Committee, Facilities Committee, Budget Advisory Committee, etc.). All have included shared governance as part of the participatory model for campus constituency involvement – faculty, staff, students, and administrators. The committees have also provided vehicles through which campus issues can be raised and resolved through action plans and information can be gathered and used for future plans and decisions. The TAC annually updates the campus technology plan's progress in achieving its goals.

The Fresno City College 2009–2011 campus technology plan was updated in spring 2009 and submitted and reviewed by the campus constituency in spring 2010. Fresno City College continues to collaborate with the District with respect to technology planning through committee representation on the Technology Coordinating Committee (TCC). The District TCC meets on a regular basis and has considered several planning projects recommended by the FCC TAC, including, free email for students, and a Student Portal. Fresno City College continues to be well represented on the TCC.

Implementing a technology plan that coordinates with the District technology plan has been difficult. As the planning and coordination processes are cyclical in nature, it is not clear whether District planning directs College planning or College planning directs District planning. As constituents from the District's colleges and centers meet and coordinate their efforts, the plans for each area evolve, issues are resolved and progress is made. However, there is not a clear overarching plan that is developed, implemented, completed and evaluated based on the combined needs of the colleges, centers and District. This is mainly attributed to the turnover in the associate vice chancellor, workforce development and educational services position, which chairs the Technology Coordination Committee. Planning that has taken place between the campuses and the District has been done on a more informal basis. To a certain extent this has been successful, but is not systematic.

Results:

The College has addressed this recommendation and working toward closer coordination with the District. The Technology Advisory Committee continues to meet on a bi-monthly basis. The committee recently completed the new Fresno City College website map and design, and worked through summer 2008 to complete the transition. The College technology plan was recently updated and reviewed by constituents in spring 2010. The campus has fully integrated technology planning within the program review process; coordination with the District technology plan has been more difficult.

The committee has updated the progress report for the 2009–2011 Campus Technology Plan Goals and provided annual reports to the Strategic Planning Council regarding action plan progress. The action plan for SMART classrooms, which was the result of several program reviews, resulted in 95 classrooms of the 165 classrooms on campus are now equipped as “smart classrooms.”

Future Plans:

The College will work with the District to develop an integrated strategic technology planning and support model that can be implemented District wide.

Evidence for Recommendation 3.4:

1. Program Review Committee Agenda and Minutes
2. Program Review Committee Archives
3. Fresno City College Campus Technology Plans
4. Technology Support Services Documents
5. Minutes from AS, CS, ASG and SPC
6. Technology Advisory Committee Membership 2008–2009
7. Technology Advisory Committee Meeting Agendas and Minutes
8. Technology Advisory Committee 2006–2008 Progress Report
9. District Technology Coordinating Committee Membership

Recommendation 4 – Library Resources

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

Progress and Evaluation:

To begin the process of addressing the deficiencies of the currency, quality, and depth of the library’s materials collections, the library faculty reviewed and revised the library’s collection development policy. A detailed analysis of collection levels by Dewey subject area was completed and is being used as a guide for acquisitions to ensure that materials are being purchased to meet curricular needs.

In order to determine the areas of the collection most in need of updating, an analysis of the age of the collection by Dewey classification number was performed. Rather than analyzing the age of the collection as a whole, each classification was analyzed

separately to determine which specific subject areas needed to be updated. In addition, the number of titles added to each classification and the funds spent for these titles were also included as part of the analysis. This analysis served as a benchmark for library faculty when making purchasing decisions. A collection analysis is now performed annually and collection development goals are adjusted as needed.

It was apparent that additional resources needed to be provided to decrease the average age of the collection. Therefore, Fresno City College made a significant commitment in financial resources to remedy the deficiencies in the library’s book collection. Following is a summary of expenditures for books and media for the past five years.

Category	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011 (Through May 30)
Non-Fiction	\$89,224	\$162,895.36	\$175,652.35	\$78,987.01	\$79,297.30
Reference (Includes standing orders)	\$32,261	\$42,720.45	\$17,035.58	\$16,573.43	\$9,730.68
Fiction (Includes fiction, short stories, children’s)	\$3,287	\$12,262.24	\$4,869.58	\$1,789.90	\$1,560.27
Other (Media)	\$640	\$11,311.56	\$12,038.26	\$6,186.03	\$26,167.85
Totals	\$125,412	\$229,189.61	\$209,595.77	\$103,536.37	\$116,756.10

The acquisitions expenditures for fiscal 2009–2010 equaled \$5.36 per FTES, down from a high of \$13.38 per FTES in fiscal 2007–2008. While much of this was due to the reduction in the acquisitions budget, the lowering of the ratio was exacerbated by the fact that FTES rose over this period from 17,134 in 2007–2008 to 19,299 in 2009–2010. Official FTES for spring 2011 is not yet available so acquisitions expenditures per FTES cannot be computed for the 2010–2011 academic year. However, fall 2010 FTES was 8385.43, down 404.32 from fall 2009, and since spring 2011 FTES will be lower than spring 2010, it is certain that acquisitions expenditures per FTES will be higher this year than last.

Results:

The library has made significant progress in addressing the recommendation of the visiting team. The library faculty has established a curriculum-based standard for collection development so that purchases are made based on an analysis of the age and depth of the current holdings. A “New Materials List” is compiled occasionally and emailed to the campus community. College faculty members are encouraged and actively solicited to submit purchase suggestions and requests for the library collections.

In order to increase the number of print holdings per student, Fresno City College has established a goal of increasing its holdings by an average of at least 3,000 titles per year. The library has surpassed this goal by adding an average of 3,658 volumes to the book col-

lection over the last five years. The number of books cataloged into the collection over that period was:

2006–2007	2,881 volumes
2007–2008	6,024 volumes
2008–2009	4,850 volumes
2009–2010	2,408 volumes
2010–2011 (Through May 30)	2,129 volumes
Total	18,292 volumes

Adjustments to the purchasing goal for each year has been made based upon available funds, curriculum needs, and analysis of data which would include but not be limited to the collection age reports, previous years' purchases, and new curriculum.

2010–2011 BOOK PURCHASES COMPARED TO BENCHMARK GOALS

Category	Benchmark Expenditure Estimate (2009 2010)	Actual Amount Expended 2010 2011 (Through May 30)	Number of Volumes Purchased 2010 2011 (Through May 30)
Humanities	\$26,000	\$26,107.38	692
Science & Technology	\$25,000	\$19,329.60	480
Social & Behavioral Sciences	\$32,138	\$33,860.31	881
Reference	\$15,000	\$9,730.68	77
Standing Orders	\$10,000	\$10,274.28	(Included in reference volume count)
Fiction (Includes fiction, short stories & children's)	\$2,000	\$1,560.27	85
Totals	\$100,138	\$90,588.24	2,215

In addition, library faculty added approximately 2,000 e-books to the collection in 2010–2011 to supplement the subject coverage by print materials. This brings the total e-book collection to approximately 26,000. In order to determine subject coverage within the collection as a whole and to facilitate subject searches for e-books, they are gradually being assigned Dewey classification numbers retrospectively.

A space evaluation of the library's circulating collection shelving revealed that the shelving could accommodate approximately an additional 4,000 volumes. In fall 2008, additional shelving was purchased to house an additional 10,000 items. The addition of the shelving resulted in the loss of nineteen study tables and approximately 76 seats in the West Wing. At the current rate of acquisition, the library will need to add additional shelving in about 2012–2013. Long range planning for future library space needs to be done.

Future Plans:

Collection Development Plan:

The collection analysis completed by the librarians includes a section for each subject area. The long term strategic collection development process will make use of this analysis to ensure that collection development continues to relate to the needs of College curricula. For fiscal year 2010–2011, the collection development plan is to expend funds as follows:

Circulating Non-fiction	\$112,183
Reference	15,000
Standing Orders (i.e. law books, series, etc.)	10,000
Fiction	2,000
Total	\$139,183

A comparison of *Choice* magazine's 2009 and 2010 College Book Price Indexes shows that the average cost for various categories of non-fiction books has changed as follows:

Category	2009	2010	% Change
Humanities	\$60.85	\$61.60	+1.2%
Science & Technology	\$71.00	\$67.13	-5.5%
Social & Behavioral Science	\$60.65	\$59.09	+2.6%
Reference	\$128.50	133.44	+3.8%

Approximate acquisition goals for each of these areas, plus standing orders and fiction for fiscal year 2010–2011, are listed in the chart below. These figures will remain the same for 2011–2012.

Category	Allocation
Humanities	\$35,000
Science & Technology	50,000
Social & Behavioral Science	27,183
Reference	15,000
Standing Orders	10,000
Fiction	2,000
Totals	\$139,183

The library will continue to monitor the purchasing of materials for the collection through the gathering and reporting of a dataset that will include, but not be limited to, funds expended, number of items purchased, and the area in which the title falls within the collection. The library's Millennium integrated library system provides report generating capabilities that facilitate this analysis. The library will also continue to use the five year program review process to review benchmarks, goals and objectives, and funding priorities for the library's collections.

Housing materials:

As the library moves forward in its collection development efforts, a concern has arisen regarding the loss of student seating as new shelving is added. The library faculty will be monitoring and evaluating the print materials usage patterns in order to determine the appropriate balance between monographic electronic resources and print resources.

Evidence for Recommendation 4:

1. Collection Development Policy
2. FY 2008 Budget – Operating Supplies and Expenses
3. FY 2009 Budget – Operating Supplies and Expenses
4. FY 2010 Budget – Operating Supplies and Expenses
5. FY 2011 Budget – Operating Supplies and Expenses

Recommendation 5 – District wide Recommendation

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

Progress and Analysis:

In order to develop an integrated strategic planning process that would help position the College to better meet both its current and future needs while at the same time address Accreditation Recommendation 3, the College contracted with the Datatel Institute for Institutional Effectiveness. The consultants, Burt Peachy and Scott Epstein, met with the Strategic Planning Council on March 16, 2006 to go over the process and timeline for the development of the College's strategic plan. Burt Peachy had facilitated the development of Reedley College's 2002–2005 strategic plan. Additionally, he and Scott Epstein also served as consultants to Reedley College as it updated its strategic plan. These same consultants also assisted in the development of a new District strategic plan.

The development of a District strategic plan that incorporated the strategic plans of the colleges and centers began during spring 2007 with an initial planning meeting that determined how representatives from the District Office and the colleges and centers would be involved in the process.

In April 2007, a large group of representatives from the District, colleges, and centers met to begin the process of coordinating the integration of the colleges' and the centers' strategic plans into an overall District strategic plan. The California Community Colleges Chancellor's Office (CCCCO) five strategic directions were used as the initial template to integrate the plans. The outcomes of the meeting were:

- The mapping of the ten strategic directions from the District's 2004–2007 plan, Fresno City College's seven strategic goals, Reedley College's seven strategic directions, and the North Centers' nine strategic directions with the CCCCCO's five directions (college awareness, access and success, student success and readiness, partnerships for economic and workforce development, system

effectiveness, and resource development)

- Renaming of the five CCCCCO strategic directions based on the mapping exercise to access, awareness, and success; teaching and learning; workforce readiness and partnerships; institutional awareness and communication; and resource development
- Mapping of each of the District's, colleges', and centers' strategic objectives to the five new District strategic directions
- Identification of key concepts and key performance indicators for each of the newly named five District strategic direction
- Identification of the need for a support team similar to that used by the Colleges and centers in the development and implementation of their respective strategic plans

The seven-member support team was established with a membership representing all locations and constituency groups. The team was chaired by the vice chancellor for economic development and educational services. The team's responsibilities were to:

- Serve as liaison between colleges/centers and the District
- Develop draft strategic themes, goals, objectives, and key performance indicators
- Link the District plan to the plans of the colleges and centers
- Support the action planning processes

The team met for a two-day workshop in May 2007 and affirmed that the District strategic plan would be a rolling plan with annual updates like those of the colleges and centers, reviewed and refined the mapping conducted in the April workshops, developed a draft of key performance indicators (KPIs), and planned for focus groups in May 2007.

The vice chancellor for workforce development and educational services conducted focus groups at Reedley College, the North Centers and Fresno City College in order to gain input on the five District strategic directions and how well they reflected the strategic goals and objectives of the colleges and centers. The input from these focus groups was used by the District Strategic Plan Support Team to prepare the first draft of the District strategic plan in July 2007. Each of the five strategic directions includes a goal statement, three to five objectives, and key performance indicators.

The District hosted a community charrette on October 29, 2007. College, Center and District personnel served as facilitators and recorders of the participants' overall impressions of the draft strategic plan and the community's specific recommendations as to the wording of each of the strategic directions introductory statement, goal statement, and objectives. This input was used to revise the District strategic plan, which was presented to the Board of Trustees at the December 4, 2007 meeting. The board approved the 2008 State Center Community College District Plan on January 8, 2008.

Furthermore, in response to this District recommendation, the former chancellor formed a Strategic Planning for Districtwide Facilities Committee in February 2006. This committee was charged with assisting in the planning process for the support of new and modernized facilities throughout the District. To this end, the committee may determine minimum staffing levels, unique factors at each location in setting minimum standards, and resource allocation for staffing, utilities, insurance, supplies, and other operational expenses. The committee consists of representatives from faculty, classified, and management staff from Fresno City College, Reedley College, the North Centers, and the District Office. The committee is chaired by the associate vice chancellor for business and operations. Recommendations are made to the chancellor.

Results:

The District committee formed by the chancellor has laid the groundwork for the discussions that will need to take place in order to address the issues and concerns associated with growth.

The committee had its first meeting on October 17, 2006 to assess the current levels of classified staffing at each location and to begin strategizing for the fall 2007 opening of the Willow and International expansion of the Clovis Center, the 2009 opening of the Madera Center vocational wing, the 2009 completion of the Old Administration Building modernization project, and the 2012 opening of the Southeast Center. The inclusion of representatives from each of the sites' strategic planning committees has provided the necessary coordination among the District, Fresno City College, Reedley College, and the North Centers.

In fall 2007, the committee reviewed a staffing comparison table which took into account at each location the FTES, head count, building square footage per maintenance person, building square footage per custodian, parking lot acreage per groundsman, landscape acreage per groundsman, FTES and head count per police officer. The committee came to the conclusion that a formula cannot be uniformly applied across locations due the variables such as age of buildings, College activities and events including sports and athletics, overall acreage and actual student bodies. At its January 2008 meeting, the committee determined that one of its goals is to derive and monitor staffing data for each campus and center to determine future staffing levels.

In spring 2008, the committee agreed on an operating agreement and agreed to consider the impact of program development on District facilities and to emphasize that committee members have the responsibility to communicate information back to their constituency groups. The committee also agreed to meet at least four times a year during the academic year.

Unfortunately, with the turnover in the vice chancellor for workforce development and educational services position the meetings and annual updating of the District's 2008–2011 Strategic plan did not continue. However, it was updated in May 2011. Under the leadership of the current chancellor, a process was undertaken in February 2011 to update the District's 2008–2011 Strategic Plan. The District contracted with The Brain Trust and three consultants worked with the District's Liaison for Strategic and Integrated Planning to go over the process and timeline for the update of the District's strategic

plan. That process was led by the District's Liaison for Strategic and Integrated Planning and the Strategic Planning Workgroup, in collaboration with The Brain Trust consultants.

The update of the District's strategic plan and supporting processes was developed by the Strategic Planning Workgroup, which is a group of representatives from constituency groups from the District, Colleges, and Centers. Their charge includes the coordination of the strategic plan update; the identification of processes and supporting structures for the development of the next strategic plan; and the development of an operating agreement for the proposed District Planning Council (DPC), which is a decision making body that will coordinate the District's strategic planning processes.

This group was also responsible for the development of the timeline that aligns the colleges and centers' strategic plans with the district's strategic plan. The update of the 2008–2011 Strategic Plan and the timeline for the colleges and centers' alignment to the District's strategic plan was presented to the Board of Trustees at the June 2011 meeting and approved by the board at the July 2011 meeting.

Finally, in respect to facilities, the Strategic Planning for District wide Facilities Committee continues to meet on a regular basis to assess the emerging resource needs of the District. The Committee makes recommendations to the chancellor.

Future Plans:

The current chancellor has identified the timeline for the development of the District's 2012–2016 Strategic Plan. That timeline also identifies that the Colleges and Centers Strategic plans will be 2013–2017 so that they align with the District's strategic plan and integrate District goals into the development of their plans. During summer and fall 2011, the goals and objectives of SCCCD's Strategic Plan will be assessed by the colleges and centers. Each college and center will respond to the goals and objectives of the plan as part of the measurement and evaluation of the plan. The evaluation of the 2008–2011 Strategic Plan will be presented to the Board of Trustees in October 2011 and will be used to support the direction of the comprehensive review for the 2012–2016 Strategic Plan. The 2008–2011 Strategic Plan expires in 2012 and

will transition with the development of the 2012–2016 SCCCD Strategic Plan. The complete process is outlined in Standard IB and in the BrainTrust Report on the 2008–2011 Strategic Plan Update.

Evidence for Recommendation 5:

1. Committee Membership of the Strategic Planning for District wide Facilities Committee
2. Strategic Planning for District wide Facilities Committee Agenda and Minutes
3. Strategic Planning for District wide Facilities Committee Operating Agreement
4. Update on District Facilities Presentation
5. Revenue Allocation Presentation
6. BrainTrust Report on the 2008–2011 Strategic Plan Update
7. Strategic Planning Workgroup Agenda and Minutes
8. Board of Trustees Agenda and Minutes June 2011, Presentation of Strategic Plan Update and Timeline
9. Board of Trustees Agenda and Minutes July 2011, Approval of Strategic Plan Update and Timeline

ABSTRACT

Abstract

The following abstract highlights the College's response to each of accreditation standards with the incorporation of the following themes: institutional commitment; student learning outcomes; organization; dialogue; institutional integrity; and evaluation, planning, and improvement.

Standard I: Institutional Mission and Effectiveness

Fresno City College is committed to realizing its mission. The College offers a wide array of courses and services that are central to the mission. Even with the current fiscal challenges, the College has maintained the diversity and quality of its programs and services.

Since the last accreditation, significant dialogue throughout the College led to the development of a workable strategic plan with the Strategic Planning Council to carry out implementation. The Strategic Planning Council focuses on qualitative and quantitative data and recommendations from its advisory committees, including the Program Review Committee, for decision making. As a result, resources are allocated according to goals and priorities identified through the inclusive decision making process.

Since the last accreditation, all instructional and non-instructional programs have completed at least one program review and many have completed a second. The recommendations from program reviews are sent to advisory committees of the Strategic Planning Council and often result in decision making.

The College has "closed the loop" with a systematic cycle of program review.

While the College works closely with the District, the momentum has been lost in respect to coordinated planning efforts. The District Strategic Plan was not updated annually due to turn over in the coordinating position. However, since the arrival of the new chancellor in July 2010, the District Office has moved forward with a clear direction for development of a District strategic plan that will effectively coordinate with the colleges and centers throughout the District.

Campus communication is a weakness that is evidenced throughout the standards. While the College has made tremendous progress in a cycle of evaluation, planning and implementation, many individuals on campus are unaware of it. Modes of communication are inconsistent and information is often difficult to locate. The College will immediately begin to address this issue.

Standard IIA: Instructional Programs

Fresno City College offers over 250 areas of study that lead to an associate's degree, transfer, vocational education, and lifelong learning. These programs are designed to meet the diverse needs of the student population and are offered in a wide variety of formats.

All instructional programs go through a cyclical process of self-evaluation and planning through the program review and five-year curriculum review processes. These processes are fully implemented and result in program improvement.

The College is striving to fully implement student learning outcomes (SLOs) at the course, program and

institutional levels. Under the leadership of the student learning outcomes and assessment coordinator and discipline faculty, all programs have developed course-level SLOs and the majority have assessed at least one. Course level SLOs are being mapped to program and institutional level outcomes.

To continue the momentum in respect to SLOs, the College will implement a calendar to ensure that all SLOs are assessed in a systematic fashion. Also, a permanent student learning outcomes site will be developed and used to house and easily track assessment data.

Standard IIB: Student Support Services

Student learning, access and success guides Student Support Services efforts. Student Support Services has made great strides in each of these areas.

In respect to student learning, Student Support Services has worked to develop SLOs and service unit outcomes (SUOs) for each of its areas. They have also developed a template for reporting and tracking of SLOs and SUOs. Many programs in the area have begun assessment of their outcomes and have implemented the results for program improvement.

With student access and success at the forefront, Student Support Services has worked to meet the needs of a diverse and ever-changing student population. They have overhauled their website and have implemented many online services, including orientation to increase ease of access while remaining compliant with all student privacy laws.

Standard IIC: Student Library and Learning Support Services

Since the 2005 accreditation, the library has implemented a collection development policy to meet the information source needs of students. As they have done so the availability of rich electronic resources has increased tremendously, providing a much needed balance between tangible and virtual resources.

Student Learning Support Services is constantly evolving to meet the needs of the student population. They have piloted and evaluated several programs to

determine which ones best meet the needs of students and have implemented programs with great success. The addition of online tutorial services has increased student access and also addressed issues of limited space.

Space is an area of ongoing concern for the Library and Learning Support Services. As programs expand to meet the needs of students, the need for adequate facilities also increases.

Standard IIIA: Human Resources

The District meets its full time faculty obligation and adheres to the standards of conduct outlined in board policy, which is based upon American Association of University Professors (AAUP) standards.

Immediately following the 2005 accreditation site visit, the College ensured that all employee evaluations were current and implemented a tracking tool to monitor the evaluation cycle. The College president oversees this process to ensure compliance. Faculty involvement in student learning outcomes assessment is ensured through the evaluation process.

The College's hiring practices reflect its commitment to diversity. All searches are advertised in a variety of venues and those serving on hiring committees must receive training from District Human Resources to ensure a fair and consistent process. Demonstrated sensitivity to diverse populations is a required characteristic for all faculty positions.

Human Resources planning is fully integrated with institutional planning. The College's Human Resources Committee is an advisory committee to the Strategic Planning Council. Recent hires demonstrate the significant role of planning in hiring practices.

Standard IIIB: Physical Resources

The College utilizes its resources to ensure safe, secure and adequate physical resources to support the mission of the College, student learning and institutional effectiveness.

Facilities have been a key issue for the College due to the renovation of the Old Administration Building (OAB) through the Measure E Bond and other internal and external fundraising. Actions have included the renovation of the building, the allocation of space to programs and services, and the secondary effects. The College's Facilities Committee is an advisory committee to the Strategic Planning Council and assisted in the planning efforts for this project. Several administrative offices moved to the building in December 2010 and classrooms were open for instruction spring 2011. Parking is still an issue for the College, par-

ticularly as the OAB is open for community events. The College is working closely with the District to address this issue.

While the College has worked with the District to effectively planned facilities, the planning processes have been inconsistent and developed on an as-needed basis. The College will work to complete and fully implement a Facilities Master Plan which will be aligned with the College Educational Master Plan. An equipment replacement plan also needs to be developed to support the decision package process which allows for one-time lottery monies to be used for special projects including technology upgrades. Finally, the College and District facilities committees should have a direct relationship for effective planning.

Standard IIIC: Technology Resources

The College is committed to meeting the technology needs of students, faculty and staff. The College has completed many technology related projects to support student learning such as increased wireless availability on campus, stabilization of the network, and implementation of a successful student email system. The College has also implemented several Smart classrooms on campus that provide for an enhanced learning environment. Technology Support Services is using Title V grant funding in order to begin implementation of desktop virtualization which will streamline several processes, as well as free staff time to explore other projects for improved services and capabilities.

In respect to planning, the College's Technology Advisory Committee (TAC) and the Distance Education (DE) Committee make recommendations to the Strategic Planning Council regarding technology and instructional issues. Currently, the DE Committee is developing a plan to ensure 508 compliance in online classes. Efforts are also being made to assess student preparedness, success, and retention factors in distance education. These committees function well and are highly active; however integration with District technology planning is a challenge. This issue is important to ensure that the District is able to support the colleges and centers, particularly in emergency situations where District back up support would be needed. Technology support issues will be addressed with 2012–2016 District Strategic Plan.

Standard IIID: Financial Resources

The College remains a financially stable institution despite the current economic downturn. The College's resources are sufficient to support student learning programs and services, as well as institutional effectiveness.

Financial planning is integrated into the College's strategic plan. The Budget Advisory Committee is composed of representative constituencies and plans the annual budget in alignment with the College's strategic plan goals and objectives. Although these processes are in place, the College is going to

strengthen communication of the budget process to improve understanding of resource planning.

Currently, the District does not utilize a funding model in allocating resources. With the arrival of the new chancellor in July 2010, the District is now moving forward with the development of a District wide resource allocation model which will address equitable distribution of funding for the various sites. The College will be actively involved and will provide considerable input throughout the process.

Standard IV: Leadership and Governance

The College leadership values an environment that promotes participation and teamwork. The Strategic Planning Council and its advisory committees have provided an effective mechanism for faculty and staff to participate in decision-making. Immediately following the 2005 accreditation site visit, the College developed the College Governance Review Committee to ensure that shared/participatory governance practices are followed. All of these processes have been developed and approved by the College constituent groups and the role of the constituencies is well-defined in board policy. Communicating results of the strategic planning efforts is an area that needs improvement.

Board policies articulate the District's commitment to the accreditation process and the District adheres to WASC standards. The State Center Community College District Board of Trustees supports the development of educational programs and relies upon the expertise of the College in respect to student learning programs and services. Board policies and administrative regulations are readily accessible on the District website and are reviewed and revised as appropriate.

STANDARD IA-B

Institutional Mission

Institutional Effectiveness

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Committee Members

Co-Chairs:

Bob Boyd, Faculty

Peg Mericle, Administrator

Kelli O'Rourke, Classified Professional

Members:

Lydia Anderson, Faculty

Cynthia Azari, Administrator

Tony Cantú, Administrator

Diana Day, Faculty

Diane De Freitas, Faculty

Laurel Doud, Faculty

Christine Gough, Classified Professional

Ryan Leffingwell, Student

Cris Monahan-Bremer, Administrator

Contributors:

Todd Martinez, Faculty

Aaron Pankratz, Faculty

Standard IA: Mission

IA *The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

IA.1 *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

Descriptive Summary

The mission statement of Fresno City College is:

Fresno City College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population. Fresno City College provides a wide variety of quality services to support student success by engaging our students in achieving their educational goals. Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region.

Fresno City College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of a diverse population. Serving an average of 22,000 students a year, Fresno City College provides a wide variety of supportive services to assist students in achieving their educational goals. Moreover, the College is dedicated to working collaboratively with the community to enhance the economic and social development of the region.

According to 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 students. College programs are broad in scope while also meeting the needs of specific student groups. Fresno City College offers over 250 degrees and certificates. These

programs meet occupational as well as transfer goals. Approximately 19 percent of Fresno City College students have identified their goal as occupational training, 47 percent as transfer to a four-year college or university, and 17 percent are “undecided” (IA.1: Institutional Research Report, December 21, 2010*). The College provides academic and career counseling to assist undecided students in identifying their educational goals.

Fresno City College's character is well-described as a diverse community. As referenced in the Demographic Summary, over one-third of the College's students are Hispanic, another eighth are Asian, and eight percent are African American. The gender split is nearly equal. The majority of students are under the age of 24 (59 percent). Over 60 percent of students are low income (IA.2: Email from Institutional Research Director Feb 28, 2011). The College's programs and services align with this diversity, by offering instructional programs which study diversity, and programs and services which celebrate diversity. The College is inclusive in its understanding of and support for a broad interpretation of diversity beyond race and ethnicity. For example, a large percentage of students enter the College unprepared for college-level courses. Student learning programs and services are available to meet these students' needs through the Basic Skills Initiative as well as an extensive developmental education program (in math, English and ESL). At the other end of the educational spectrum, Fresno City College Honors Program provides courses with additional educational exploration for the honors student. The College provides financial aid assistance (in the form of federal and state financial aid as well as scholarships) to assist the large number of low income students.

Fresno City College also provides instructional programs and student services to celebrate ethnic diversity. 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.

* Second and subsequent references to evidence will only include the evidence number.

Each year a group of students visits the Museum of Tolerance in Los Angeles to further engage the diversity found at the College. The College also celebrates diversity through activities including Asian American Month, Black History Month, Women's History Month, and celebrations for Cinco de Mayo, Día de los Muertos, and César Chávez. Student clubs embody cultural celebration, with those such as Pan Afrikan Club, Grupo Folklórico, the Abilities Club, the Diversity Club, and the Veterans Club.

Additionally, the College offers traditional, online, and blended courses to meet scheduling needs of students (IA.3: Schedule of classes). Counseling, tutorial, and student organizations are among the many tools available to promote student success. These programs and activities are discussed further in Standard II.

The College works with the local community to enhance the economic and social development of the region. Such projects include the local Workforce Investment Board, the High-speed Rail Initiative, and several projects funded by the American Reinvestment and Recovery Act (ARRA).

Fresno City College has been involved with the local Workforce Investment Board to support the "Foster Bridge Project." This project supports the educational goals of Fresno County foster youth and emancipated foster youth (IA.4: Foster Bridge agreement with WIB). The College also partnered with the Workforce Investment Board and Pacific Gas and Electric (PG&E) to provide training for PG&E line workers. (IA.5: Workforce Development & Education Support). The College has been highly involved in the development of plans for the Central Valley's high-speed rail corridor, which demonstrates the ability to provide training for future rail maintenance workers (IA.6: San Joaquin Valley Academy for Railway Success California High Speed Rail Authority Sept. 2010 Board Meeting Minutes). Fresno City College Head Start, a community collaboration project, assists Head Start teachers and teachers' aides in completing their associate and bachelor degrees. (IA.7: SCCC Board of Trustee Meeting Minutes Oct. 7, 2008). The College has also used State Chancellor's Office funding to provide training through the Career Advancement Academy in programs such as Computer Aided Manufacturing, Warehouse Tech-

nician, and Water Treatment T2 and T3. Plans are also underway to provide training in wastewater management, water distribution, and welding in the spring and summer 2011.

The College contributes to the region's social development with a wide variety of cultural and educational events which are open to the public. A brief listing of the social and educational events hosted by Fresno City College in the past several years include: presentations by Spike Lee, Maya Angelou, Tedde McMillan, and Dr. Harry Edwards. Cross-campus colloquia on current events are presented by College faculty throughout the academic year (IA.8: Event and Master Calendars).

In sum, Fresno City College provides a wide array of programs and services to meet the needs of students and the community. These services range from the recruitment of high school students to a full-service counseling center, tutoring, psychological services, disability support services, financial aid, career counseling, health services, and a wide variety of academic programs, as well as student clubs and organizations. Each of these programs is designed to promote student persistence and success as students work toward their educational goals while also enhancing the economic and social development of its community.

Self Evaluation

The College meets the standard. Fresno City College is providing comprehensive programs and services for its students. Additionally, the College continues to work with the community to assist in the development of the economic and social growth of its service area.

Planning Agenda

None.

IA.2 *The mission statement is approved by the governing board and published.*

Descriptive Summary

The mission statement is approved by the governing board. The mission statement is published in the College catalog, the College strategic plan, and on

the College website. The mission statement was last approved by the State Center Community College District Board of Trustees in January 2011 as part of the 2010–2012 Fresno City College Strategic Plan (IA.9: Board of Trustees Meeting Minutes, January 13, 2011).

Self Evaluation

FCC meets this standard. The mission statement is approved by the governing board and is widely published.

Planning Agenda

None.

IA.3 *Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Descriptive Summary

The Fresno City College Strategic Planning Council, the College's participatory governance planning and recommending body, reviewed and revised the mission statement in August 2007 and again in February 2010. Each time the mission was reviewed the revised statement was sent to the respective constituent groups for feedback and approval. The constituent groups (faculty, staff, students and administrators) approved the revised mission statement in October 2007 and April 2010. The changes to the mission statement in October 2007 and 2010 were non-substantive. (IA.10: 2006, 2007, and 2010 Mission Statements). In May 2010, the Fresno City College Strategic Planning Council voted to review the mission statement every two years. (IA.11: May 13, 2010 SPC minutes).

Self Evaluation

The College meets the standard. As part of the accreditation process and strategic plan, the mission statement has been reviewed annually and revised as needed.

Planning Agenda

None.

IA.4 *The institution's mission is central to institutional planning and decision making.*

Descriptive Summary

The mission statement was central in the development of the Fresno City College Strategic Plan (IA.12: 2008–2010 Strategic Plan, and 2010–2012 Strategic Plan). The strategic plan is used to identify and evaluate action plans, decision packages, and hiring requests. As illustrated in the action planning process, the writing of requests for lottery monies (decision packages) and requests for new faculty must support the strategic plan and consequently the College mission (IA.13: Templates for action plans, decision packages and new faculty requests).

Additionally, since 2008, expenditure requisitions from the College operations budget require a cover memo delineating how the expenditure supports the College strategic plan. The area manager and a vice president must approve the request (IA.14: Expenditure Justification form).

Program reviews begin with a question about how the program supports the College's mission. (IA.15: Program Review Templates). All programs must tie their work and goals back to the mission.

Self Evaluation

The College meets this standard. The mission statement is central to institutional planning and decision making and is operationalized through the College wide strategic planning process.

Planning Agenda

None.

Standard IB: Improving Institutional Effectiveness

IB *The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

IB.1 *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Descriptive Summary

Fresno City College is committed to developing an ongoing, collegial, self-reflective dialogue focusing on the improvement of student learning and institutional processes. The Strategic Planning Council (SPC) is a major component for this dialogue. It is the vehicle that Fresno City College has established to implement College mission and goals. However, this dialogue is not limited to the SPC.

Dialogue occurs throughout the campus within a variety of constituent groups. Academic Senate, Classified Senate, Associated Student Government and administration are all active participants in discussions about student learning and institutional processes. Since the last accreditation cycle, the College has made a concerted effort to engage the entire campus community in dialogue regarding programs, processes and planning. All committees which report to the SPC are comprised of members from all four constituent groups (faculty, staff, students and administrators). These representatives are charged with keeping their constituencies informed

of the committees' work and agenda, and solicit input on issues from their constituents. At Deans Council and Academic Senate, for example, reports on committee work are standing agenda items (IB.1: Deans Council and Academic Senate agenda).

Dialogue among campus organizations include vigorous debate within the Academic Senate, Curriculum Committee and divisions regarding student learning outcomes (SLOs), and more recently, the budget (IB.2: Senate, Curriculum and division meeting minutes on SLOs and budget).

Representatives of all constituent groups are in dialogue. The president of Associated Student Government (ASG) reported that: 1) A member of ASG is in attendance at Classified Senate meetings; 2) A member of Academic Senate attends ASG meetings; 3) ASG and the Inter-club Council (ICC) participate in College wide committees, (Budget Advisory Committee, Facilities Committee, Program Review, etc.); 4) A student trustee is a member of the State Center Community College District Board of Trustees; 5) The ASG president is a member of the President's Cabinet; and 6) ASG maintains a Facebook page and a student life web page to maintain communication with students.

The Classified Senate is represented at ASG meetings, President's Cabinet, Communications Council, and makes regular reports to the State Center Community College District Board of Trustees.

The president of the Academic Senate reports senate business at President's Cabinet, Board of Trustee meetings, and opening day activities that include all faculty. These examples are documented by the agendas/minutes of these meetings (IB.3: Agenda and Minutes of President's Cabinet and the Board of Trustees). Other venues in which dialogue occurs are committee meetings, flex day activities, department and division meetings, as well as reports provided by representatives to their constituent groups.

Robust dialogue is occurring on campus. Yet keeping such a large organization informed and up-to-date is an overwhelming task. The president sends out

weekly communiqués entitled “City at a Glance” (IB.4: Samples of “City at a Glance”) which highlight some of the pressing issues of the College and contains a weekly calendar of events. Every day of the week at least one committee is meeting. Divisions typically meet with department chairs at least once a month and departments typically meet monthly. The President’s Cabinet, which meets bi-monthly, is comprised of all constituent groups, and receives reports from the SPC, the Chancellor’s Cabinet and other committees as needed.

While the College is committed to developing dialogue and has the vehicle in place for directing the dialogue, issues have been identified. The most pressing issue in respect to dialogue is keeping accurate, up-to-date, easily accessible information available to the College community. The College utilizes its webpage and Blackboard to archive documents (minutes, survey results, planning agenda, etc.). The content of these sites is not centrally managed and often the people responsible for content do not keep it updated. Also, with many different people maintaining the sites, the style varies from site to site, making navigation difficult. The College webpage is of particular concern in this area. Without a dedicated webmaster, it is up to individuals in various areas or on various committees to keep pages up-to-date. Editing the webpage is difficult and requires training, which is not provided on a regular basis.

For example, in spring 2007, the Strategic Planning Council surveyed the College community. “[O]nly 50 percent of the respondents agreed that the council reported effectively within the campus and community. Comments made on the survey indicate that the council needs to develop stronger and more effective communication strategies.” As a result, the report cited two recommendations under communication: 1) “Improve communication between council members and their constituent groups and with the College community.” and 2) “Improve communication between the College and the community.” (IB.5: Strategic Planning Council 2007 Survey). The council underwent another evaluation in spring 2008. However, it appeared that the results of this survey, as well as the spring 2010 survey were not made available. It was discovered that the links from the College website to the Blackboard data were not properly con-

figured. As a result, what appeared to be a break down in effective continuous communication was actually a programming error. The ongoing, collegial, self-reflective communication about the continuous improvement of student learning and institutional processes was taking place and being documented, but the communication was not available to all constituent members because of this error. This specific issue was finally resolved, but other webpages are still years out-of-date (IB.6: Blackboard sites for Associated Student Government and the Budget Advisory Committee).

Results from the 2010 SPC survey indicate that since 2007, the College community has increased in understanding of the SPC’s work in establishing goals and objectives for the College as well as establishing priorities for planning and resource allocation (IB.7: 2010 SPC Survey). Clearly, communication between the SPC and the College community has improved; however more improvement is needed.

In previous years, the SPC survey was sent to selected groups, such as current and past SPC members, ASG, Academic Senate, Classified Senate, CSEA, and President’s Cabinet. In spring 2011, the SPC revised the survey questions to access broader perceptions about integrated planning at the College (IB.50: 2011 SPC Survey). The survey link was sent to all employees and ASG members at the College. A total of 224 respondents completed the survey. Approximately 71 percent of respondents indicated that they are aware of the College’s goals and objectives. Seventy six percent of the respondents felt that planning information was important to them; however, it seemed that most information related to integrated planning was not properly communicated with the campus community. Therefore, respondents rated low agreement on most of the survey items. In fall 2011, SPC will review the survey results to continue to develop strategies to improve communication.

While communication has been taking place, it is unclear that an ongoing, collegial, self-reflective dialogue has been effectively occurring. Some of this may be attributed to the fact that the College’s webpage has not been maintained and was not properly linked with Blackboard. Some constituent members have relied upon the webpage while others have relied on Blackboard. At this time, there are three

primary methods used to communicate on campus: the College webpage, Blackboard, and Outlook e-mail. Because there are so many venues, individuals may not find what they are specifically looking for. Without consistent and easily accessible information, dialogue may not be effective across campus. This highlights the need for the College to implement a standard protocol for communications, posting of new information as well as archiving that information for future reference. This problem of effective dialogue is further challenged by the difficulty some committees have encountered in obtaining information from the District Office.

Another pressing issue for the College is the integration of the College's strategic plan with the District's. The District's 2008 plan is outdated and has not provided measureable benchmarks for the College to measure progress (IB.8: District Strategic Plan). As a result of the Fresno City and Reedley College self study processes the State Center Community College District (SCCCD) began to work toward updating the District wide strategic plan, and has recently launched a survey to gather evidence for this update (IB.9: email form the current chancellor).

The District updated the 2008 Strategic Plan in May 2011 and has developed supporting structures and processes for future planning. The objective for updating the 2008 Strategic Plan is to bring the strategic plan into alignment with the plans and planning processes at the colleges and centers, as well as to make the 2008 Strategic Plan current. The updated goals and objectives in the strategic plan are drawn from the goals of the District and the college/center educational master plans and strategic plans.

The updated strategic plan is grounded in current trends and demographic data; the changes to goals and objectives are supported by internal survey results; and the process is directed by a representative District wide Planning Workgroup, along with consultants from The Brain Trust.

The 2008 Strategic Plan does not include any major revisions to the District's vision, mission or values as those areas will be addressed as part of the comprehensive strategic planning in January 2012. This update also serves as a foundation for future planning

with the Comprehensive Strategic Planning process in 2012 (IB.10: Updated 2008 Strategic Plan).

During summer and fall 2011, the goals and objectives of SCCC's strategic plan will be assessed by the colleges and centers. Each college and center will respond to the goals and objectives of the plan as part of the measurement and evaluation of the plan. The evaluation of the 2008 Strategic Plan will be presented to the Board of Trustees in October 2011 and will be used to support the direction of the comprehensive review for the 2012–2016 Strategic Plan. The 2008 Strategic Plan expires in 2012 and will transition with the development of the 2012–2016 SCCC Strategic Plan.

In developing supporting structures for District wide integrated planning, SCCC is proposing a District wide planning calendar that aligns District and college planning to include the alignment of District strategic plan goals and objectives with college/centers strategic plans. This planning calendar establishes a timeline for ongoing planning, leading up to the comprehensive strategic plan in January 2012. The proposed planning calendar reflects a timeline for the District's strategic plan from fall 2012–2016 and a coordinated timeline for the colleges and centers to develop their strategic plans from fall 2013 to 2017 (IB.11: Planning Calendar).

Additional supporting structures for planning includes a proposed framework for accountability and assessment of District goals and objectives for the 2012–2016 Strategic Plan that evaluates the strategic plan for ongoing planning and assessment. The framework for accountability measurement and assessment of the 2012–2016 Strategic Plan includes the identification of a goal(s) and corresponding objective(s); baseline and target data; assessment method(s); assessment results; the person(s) responsible; and the final status or resolution of a given activity (IB.12: Framework for Accountability and Assessment).

The SCCC 2008 Strategic Plan does not adequately reflect an assessment framework for determining the completion or effectiveness of a specific goal and objective. In December 2008, there was a one year status report on the 2008 Strategic Plan that was pre-

sented to the Board of Trustees. Then in fall 2010 a follow up status report on the strategic plan was completed but this report was not presented to the Board of Trustees for review and approval.

To ensure ongoing and integrated planning at the District level that is integrated with the planning of the colleges and centers, the District created the Strategic Planning Workgroup. This body is made up of representatives from all colleges and centers and is reflective of various constituent groups. The Workgroup's charge is the immediate update of the 2008 Strategic Plan, the identification and development of support structures and processes for planning, and the development of operational guidelines for a District wide planning and governance group. These proposed guidelines will transition the existing Strategic Planning Workgroup from an ad hoc group for planning to the District Planning Council (DPC) for ongoing planning, accountability and assessment (IB.13: Draft Operating Agreement for DPC).

A long term planning issue that the District is responding to is the integration between District wide planning and resource allocation. In response to the need to establish a District wide Resource Allocation Model that coordinates with planning, the District established the Resource Allocation Model Taskforce (RAMT). The RAMT met in May 2011 and has established a planning calendar for fall 2011. The RAMT is comprised of 24 members that represent all constituent groups, colleges and centers within the District. The charge of the RAMT includes developing the SCCC Resource Allocation Model and developing operational guidelines to transition the existing taskforce into a Resource Allocation Model Council (RAMC). The RAMC will be a standing District wide governance group.

Also, as part of District integrated planning, a pilot departmental review will be implemented at the District Office. The program review will be integrated with annual operations to establish planning in District Office units. This process will begin summer 2011 and every unit within the District Office will participate according to a published schedule. Also, members of the Chancellor's Cabinet will establish goals and end of year reports based on the outcomes of the strategic plan goals and objectives. This prac-

tice will solidify the link between District planning and planning at the colleges and centers.

Self Evaluation

The College is working toward meeting this standard. Although there is robust campus dialogue, the College must improve campus wide communications. Determining where and how to archive documents for consistent and easy access will be a critical part of improvement.

Additionally, the State Center Community College District must update its strategic plan and the College plan must align with the District plan.

Planning Agendas

1. The College will develop and implement a comprehensive communication plan.
2. The College strategic plan will more closely align with the District strategic plan.

IB.2 *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Descriptive Summary

Fresno City College sets goals and outcomes to improve effectiveness as outlined by the SPC. The 2010–2012 Strategic Plan is posted on Blackboard and is available in printed brochure form (IB.14: 2010–2012 FCC Strategic Plan). The outcomes are clear, concise, and effective. However, until recently, the information provided by the webpage regarding the SPC has been outdated. The list of members reflected the membership in 2007 (IB.15: FCC Strategic Plan Website). The calendar of events has not been updated and there was nothing listed under “View Past Events” (IB.16: SPC Website Calendar).

This would lead most members of the College community to assume nothing has occurred with the SPC. As previously discussed, this problem has been resolved (IB.17: Updated SPC Website).

Self Evaluation

The College meets the standard, although it is unclear whether all institutional members understand the goals. According to the 2010 SPC Faculty and Staff Survey, 80 percent of respondents knew the SPC established goals and objectives and 57 percent knew that the SPC monitors progress toward these goals. The issue of communication and lack of easily accessible information makes it difficult for the campus community to stay informed.

Planning Agenda

As noted in IB.1, the College will develop and implement a comprehensive communication plan.

IB.3 *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Descriptive Summary

Fresno City College assesses progress toward goals and uses the results for improvement. Assessment is on-going and usually systematic. Progress toward goals is, at times, a part of the planning process at unit levels and a determinant in the allocation of resources. The College uses both qualitative and quantitative data for assessments. Strategic planning has been integrated into the College, but is not fully connected to allocation of resources.

Each year academic divisions and service areas are required to submit a list of goals and measurable objectives which support the College's strategic plan. Progress towards these stated goals and measurable

objectives is assessed at the midterm (January) and end of the academic year (May) (IB.18: Five-column Goals and Objectives Chart.). There is evidence that the SPC reviews these goals and objectives, but there is not yet a process in place to make these goals and objectives a driving force in resource allocation.

Academic divisions base goals and objectives on program review. Each program review contains a list of goals for the program, and as program reviews are updated (every two years for occupational programs and every five years for non-occupational programs) goals may be changed and/or edited based on successful completion of the goal or a change in the program or its environment. For example, Human Services Social Work Option has, for the past three years, had a goal to implement a 25 month program aimed at county social service workers. This goal was established to support the College's Strategic Goals 1 and 3 and was modeled after a very successful 25 month program in the Business Division. The Human Services Advisory Board was very supportive of the concept, which would allow students to continue work while enrolling in an evening and Saturday program. The Human Services program faculty were at the point of launching the program in spring 2009 when the economy shifted severely. Although the plan remains and is still a goal of the Human Services Program, the goal is "pending" until the economy improves (IB.19: Human Services Goals, Human Services 25 Month Program flyer, Human Services Program Review).

The president meets with the chancellor to discuss unit goals and objectives, as well as progress towards these goals. Resource allocation to support goals and objectives is minimal, as there are few funds available outside of the general operating budget to support such measures. For example, in the Social Sciences Division, one of the objectives listed for 2009–2010 and 2010–2011 is to raise the success and retention levels in general education classes (Soc 1A, PolSci 2, Econ 1A and B, Psych 2). The faculty have utilized ETC (Extend the Classroom) in several courses with great success. Yet funding for ETC has been reduced due to current budget issues (IB.20: Five-column Goals and Objectives Chart, ETC report, Feb. 16, 2011).

Under the updated integrated planning model, which will be implemented in fall 2011, the Strategic Planning Council will review goals and objectives and use analysis of progress made to support decision-making for resource allocation. This is contingent upon a budget allocation model from the District Office which funds College programs and services beyond salaries and benefits.

Self Evaluation

The College meets the standard. Progress toward goals is a driving force in the decision making process of the Strategic Planning Council. A District budget allocation model will enhance the College's ability to make data driven budgetary decisions.

Planning Agenda

None.

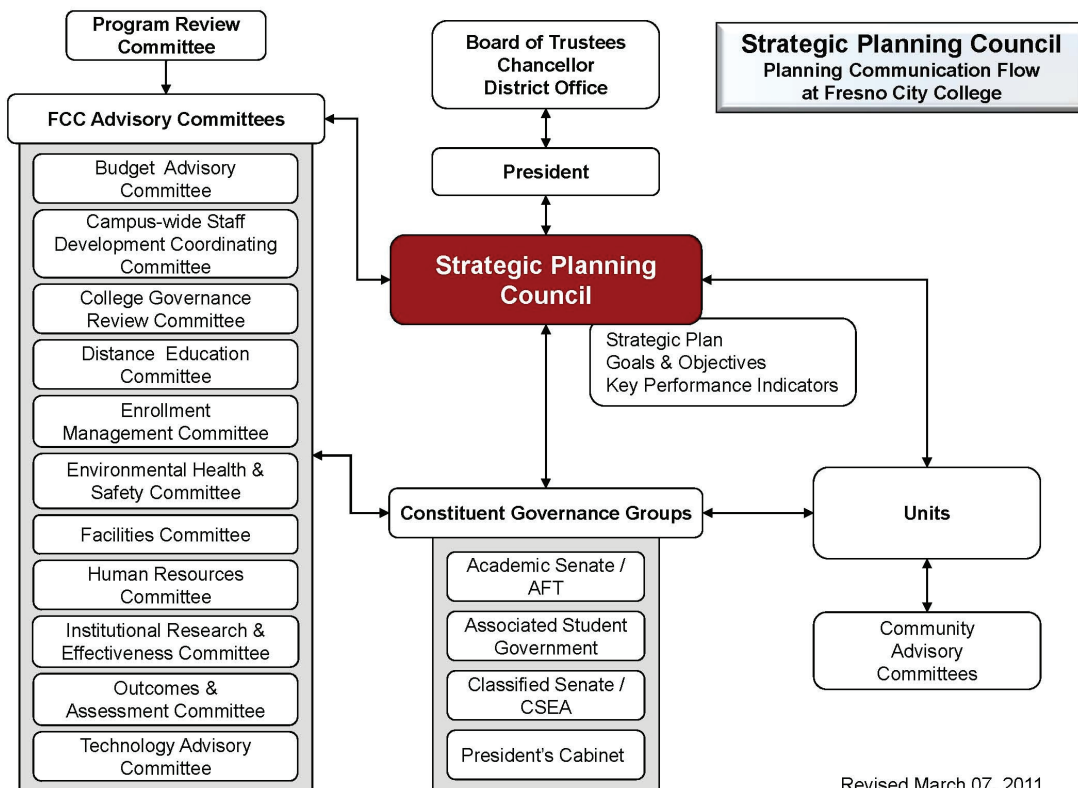
IB.4 *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Descriptive Summary

Fresno City College has a broad-based planning process with multiple avenues for input by various constituencies. This planning process is utilized to allocate resources and to improve institutional effectiveness.

At the heart of the planning process is the Strategic Planning Council (SPC) which is comprised of faculty, staff, students and administrators (IB.21: SPC Operating Agreement). The SPC meets twice a month during the academic year and as needed during the summer. The following model is a graphic representation of the campus communication flow for strategic planning.

Strategic Planning Council Communication Flow Chart



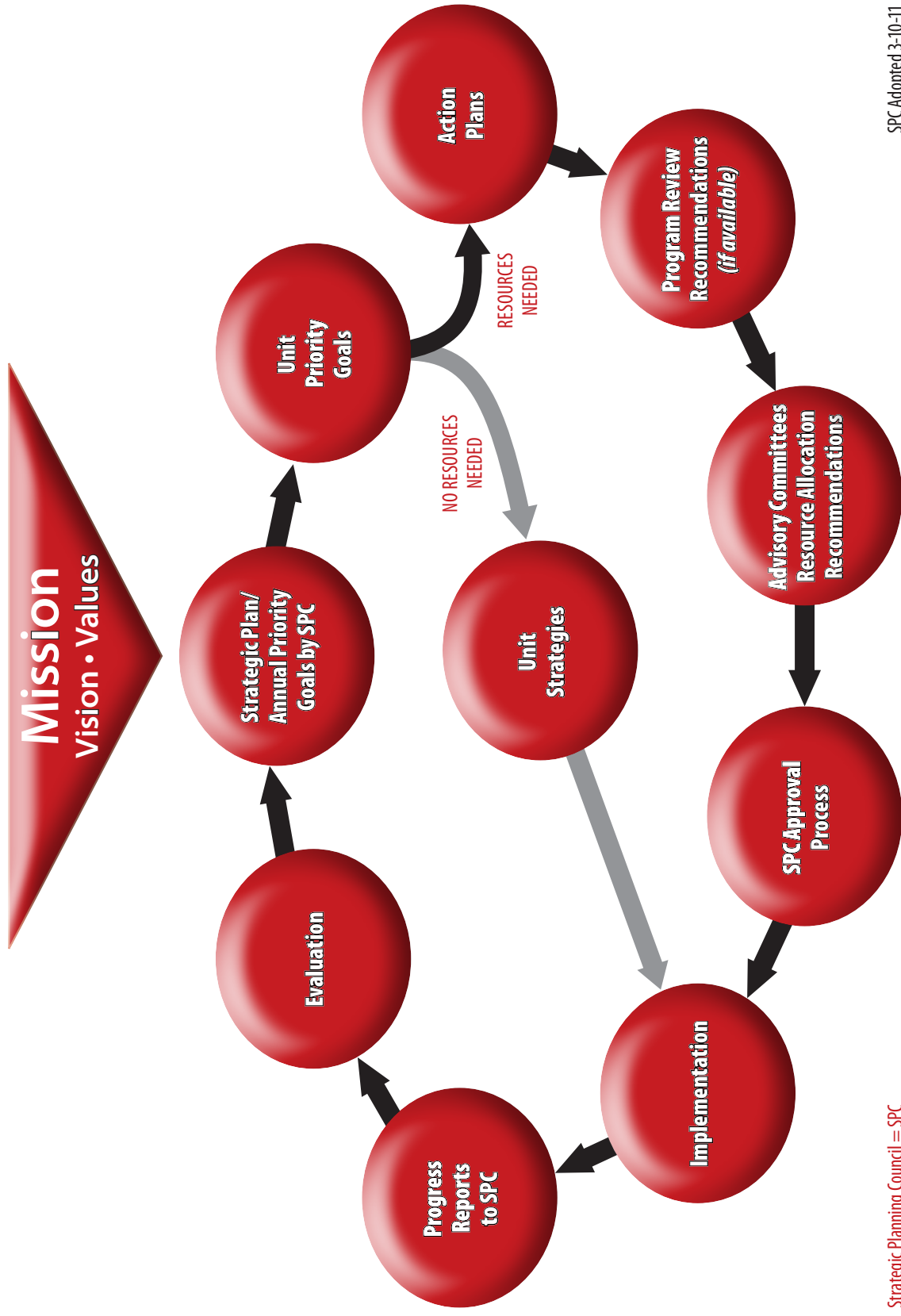
As illustrated in the Planning Communication flow chart on page 102, all constituent groups have access to the SPC, both directly (Academic Senate/AFT, Associated Student Government, Classified Senate/CSEA, President's Cabinet) and through their representation on advisory committees and the Program Review Committee (IB.22: Operating Agreements for Advisory Committees). The primary vehicle for bringing an issue or request to the SPC is an action plan (IB.23: Action Plan Template). Action plans are requests for action such as funding, personnel, facilities, or institutional research. They are submitted directly to the SPC or through advisory committees. The SPC considers the action plan from the perspec-

tive of the College's strategic plan and if the request supports the College goals, places the request in the queue for funding or other appropriate support.

To help the College community understand the planning process, the SPC worked to present the planning process in a simpler format as presented in the integrated planning process flow chart model on the next page. The integrated planning process poster has been distributed to all main departments/offices. Planning process information and the accompanying flow chart will be presented on Opening Day August 11, 2011.



Fresno City College Integrated Planning Process



Strategic Planning Council = SPC

SPC Adopted 3-10-11

The majority of action plans come to the SPC through the program review process. This process, developed and refined over the past six years, has become the primary vehicle for initiating programmatic changes on campus. All programs and services on campus are required to complete program review every five years (IB.24: Program Review Schedule 2006–2011). Additionally, occupational instructional programs are required to submit an occupational program review every two years in accordance to Title 5.

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, which includes all of the campus vice-presidents as well as the president of the Academic Senate. (IB.25: Program Review Operating Agreement). The committee meets nearly every week of the academic year (IB.26: Program Review Calendars). The committee considers, on average, six program reviews each month. Action plans emanating from program review go directly to the SPC support team which directs the plans to the appropriate advisory committee for review and recommendation to the SPC (IB.27: Program Review End-of-Year Reports).

In addition, the Fresno City College Budget Advisory Committee (BAC) makes recommendations to the SPC and College president. This assures that expenditures are within available resources and budget allocations are based on the College planning process. Review of recommendations from various campus committees is also conducted by the BAC, which include recommendations from the Human Resources, Facilities, and Health and Safety committees (IB.28: Budget Advisory Committee Operating Agreement; IB.29: Sample BAC Meeting Minutes).

Perhaps the best assessment of the planning process can be seen through two case studies which follow the process from the inception of an idea through the actualization of that idea.

Case Study #1. Hiring Faculty, 2008. The last time Fresno City College had funding to hire new faculty positions was in the 2007–2008 academic year. By May 2008, the College had hired five new faculty—two in English, one in ESL, one in dental

hygiene, and one in computer information systems. As can be seen in the minutes from the SPC (IB.30: SPC Meeting Minutes Oct. 25, 2007), the council accepted the recommendations from the Human Resources Committee (IB.31: Human Resources Meeting Minutes Oct. 12, 2007). Prior to that, the Human Resources Committee met on two occasions to debate and prioritize the positions (IB.32: Human Resources Meeting Minutes Sept. 21, 2007 and Sept. 28, 2007). All of the positions the Human Resources Committee prioritized had been supported by the Program Review Committee (IB.33: Program Review Recommendations).

Case Study #2. Shade Structure for the Fresno City College Child Development Center (CDC). This request for funding originated from the Child Development Department's Program Review (IB.34 Child Development Program Reviews 2008 and 2010). As a result of the need demonstrated in the Child Development Program Review, the department submitted a decision package to the Social Sciences Division dean for prioritization within the division's request for decision package funds. Each fall, divisions write requests for decision package funding. The requests are then prioritized by the division (typically via department chairs). Division deans then take the prioritized requests to deans' council where funding is recommended based upon division priorities. As requests for funds always far exceed the funding available, only the top priorities of divisions can be funded. In October 2008, a shade structure for the CDC was the number one priority of the Social Sciences Division (IB.35: Social Sciences Division Executive Meeting Minutes, Sept. 2008). This was the only Social Sciences Division request funded through decision packages this cycle. In December 2009 the Budget Advisory Committee recommended to the SPC that the canopy be funded (IB.36: Budget Advisory Committee Meeting Minutes, Dec. 9, 2009). On January 28, 2010, the SPC approved the Budget Advisory Committee's recommen-

ation for funding for the shade structure as a part of the College's decision package request (IB.37: SPC Meeting Minutes Jan. 28, 2010). In November 2010, the State Center Community College District took action to hire a contractor to begin work on this shade structure and periphery updates to the CDC (IB.38: SCCC Board of Trustees Meeting Minutes, Nov. 2, 2010). The shade structure is now in place.

Self Evaluation

The College meets this standard. Fresno City College utilizes a broad-based planning process to allocate resources as demonstrated through specific case studies.

Planning Agenda

None.

I.B.5 *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary

Fresno City College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies through several processes.

Fresno City College collects student demographic data, such as gender, ethnicity, and age, acquired mainly through the admission application. (IB.39: SCCC Admissions Application). The College collects enrollment data and student achievement data primarily through the Datatel system. Enrollment data collected include student load, enrollment trends, and student educational goals. Additionally, the College tracks student achievement data which include the number of degrees/certificates awarded, transfers to UC/CSU by ethnicity, transfers to UC/CSU by destination campus, student GPA, retention rates and student success (IB.40: FCC Transfer and Student Success data).

The College supports an Institutional Research, Assessment and Planning Office which includes a newly hired (fall 2010) director of institutional research, assessment and planning, an institutional research coordinator and an administrative secretary. The director reports to the vice president of instruction. The institutional research staff compiles and maintains all data collected by the College and distributes it as requested by state and federal agencies, College administration and College committees.

Yearly student demographic and achievement data are provided to the California Community College Chancellor's Office for inclusion in the annual ARCC (Accountability Reporting for Community Colleges) report. The ARCC report lists college performance indicators over a three year period. The data include student progress and achievement, pre-collegiate improvement (Basic Skills, ESL), college demographics and profile, and peer group standings (IB.41: ARCC 2010 Report).

Fresno City College also reports institutional-level student achievement, student, faculty and staff demographic, and financial data to the Integrated Postsecondary Education Data System (IPEDS), 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 and data on how the institution performs relative to a comparison group of institutions. (IB.42: IPEDS Annual Data Feedback Report, 2009).

Since 2005, the College has been in the process of defining and implementing student learning outcomes at the institution, program, and course levels. A Fresno City College Outcomes and Assessment Committee has been formed to provide assistance in writing, assessing and analyzing student learning outcomes at 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 provides reports to the campus community on outcomes and assessment activities.

The College has begun the process of formally assessing course-level and program-level student learning outcomes. By the end of fall 2011, the College aims to assess at least one student learning outcome from at least one course in each department. The assessment results will be recorded on forms developed by the Outcomes and Assessment Committee. It is yet to be determined whether these assessment results will be forwarded to the Curriculum Committee, the Office of Instruction or posted to Blackboard.

Program-level outcomes will be assessed by mapping their link to the overall institutional-level outcomes. The goal of the committee is to have all programs mapped by the end of the spring 2011 semester, with results reported to either/or the Curriculum Committee, the Office of Instruction or posted to Blackboard.

The College identifies its constituents as internal and external. External constituents include future students, area high schools, employers, the District Board of Trustees and the community-at-large. Documented assessment results are made public via the Fresno City College website, the State Center Community College District website, and the District Fact Book. Additionally, reports on Fresno City College compiled by ARCC are made public on their respective websites, and are discussed by the President's Cabinet. Most recently, the President's Cabinet reviewed and discussed the 2010 ARCC data on April 14, 2011 (IB.43: President's Cabinet Meeting Agenda and Minutes Apr. 14, 2011). ARCC data is also presented annually to the Board of Trustees (IB.44: Board of Trustees Retreat Agenda, Mar. 25–26, 2011; Meeting Agenda and Minutes Apr. 5, 2011). IPEDS data have also been discussed at President's Cabinet meetings (IB.45: President's Cabinet Meeting Agenda and Minutes Feb. 18, 2010).

The Fresno City College website presents institutional research data and includes student demographic data such as gender, race/ethnicity, age, student load, enrollment status, and GPA. (IB.46: FCC Institutional Research Webpage). Additionally, institutional

research posts ARCC data on the website. The data include student progress and achievement, students who earned 30+ units, fall to fall persistence rates, success in credit vocational and credit basic skills courses, and basic skills improvement rates. The College plans to present the ARCC data to the entire College community at its opening day session in August 2011.

The District website also provides institutional research data for Fresno City College through the District intranet. All relevant student demographic and achievement data is publicly available via the Fresno City College Fact Sheet and the District Fact Book (IB.47: SCCCCD Factbook).

Internal constituents are identified as current students, faculty, classified staff, and administration. In addition to the same resources available to external constituents, faculty, staff and administration have access to assessment data through several methods including the College and the District institutional research websites.

Program review is the primary means by which programs periodically review (five-year intervals) the effectiveness of their programs and course offerings. The program review self-study report requires extensive use of student achievement and demographic data which is provided by the College's institutional research coordinator. The Program Review Committee maintains all data and the information is available for examination at the Blackboard website (IB.48: FCC Program Review Blackboard site).

Self Evaluation

The College meets the standard. Fresno City College distributes a wide variety of assessment data to its constituencies.

Planning Agenda

None.

IB.6 *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Descriptive Summary

All campus committees review their operating agreements on an annual basis. If a committee decides changes are needed to its operating agreement (if, for example, a committee realizes that the knowledge and expertise of a dean is needed on a committee, and adding that dean to the committee would make the committee's work more effective and efficient), the changes must be approved by the appropriate constituent groups.

Although this process can be cumbersome and long, the process allows for all groups to provide input on changes. Such perspective allows for dialogue and a growing awareness of the needs of constituent groups.

As the planning and evaluation processes of the College have matured, the Program Review Committee has revised the program review instructional self-study form twice, and added a two-year occupational program self-study form. The administrative unit self-study form is currently under review for revision by the appropriate constituencies. It is anticipated that a revised administrative unit self-study form will be implemented in spring 2012 (IB.49: Program Review Minutes and Annual Reports). Additionally, due to survey results, the program review coordinator has increased the number of trainings on preparing a program review report, and has added trainings on data analysis.

The SPC has also spent considerable time reviewing its operations, particularly its communications with constituent groups and the planning structure on campus. The faculty and staff surveys, as well as self-evaluations, have led to changes in how the SPC conducts business and changes in SPC communication with the campus community. (IB.5; IB.7; IB.50).

With the fall 2010 hiring of a campus director of institutional research, assessment and planning, the College is moving forward to systematically plan, review and revise its research agenda. One of the first acts of the new director was to put a research request form online so that requests could be tracked and analyzed for effectiveness and planning. The director headed up the effort to create a Fresno City College Institutional Research and Effectiveness Committee to assist in setting a College research agenda. This committee met for the first time on May 3, 2011 (IB.51: Institutional Research and Effectiveness Committee Operating Agreement and IR Request Form).

Self Evaluation

The College meets this standard. Fresno City College reviews its planning and resource allocation models to improve effectiveness.

Planning Agenda

None.

IB.7 *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Descriptive Summary

The main mechanism for Fresno City College to evaluate effectiveness is through the program review process. A master calendar for program review has been created for both instructional and non-instructional programs (IB.24: Program Review Calendars).

The results of all program reviews are integrated into College wide planning for improvement and informed decision-making. The results of all program reviews are posted on an internal web site that is accessible throughout the College as part of the institutional effectiveness discussion. The College evaluates the effectiveness of its program review processes in supporting student achievement and student learning outcomes.

Program review is embedded in practice across the College using qualitative and quantitative data to improve program effectiveness. Dialogue about the results of program review is evident within the program as part of the discussion about program effectiveness. Leadership groups throughout the institution accept responsibility for program review development including Academic Senate and administration, for example.

Appropriate resources are allocated to conducting program review of meaningful quality. The program review coordinator is a fulltime faculty member with 40 percent reassigned time. The Program Review Committee has developed a framework for linking results of program review to planning for improvement through action plans. Also, a summary of the committee's work is sent to the SPC each semester for review.

Self Evaluation

Fresno City College meets the standard. Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in improvements in student achievement and learning.

Planning Agenda

None.

Evidence for Standard I

IA

- IA.1 Institutional Research Report, Dec. 21, 2010
- IA.2 Email from Director of Institutional Research, Feb 28, 2011
- IA.3 Class Schedules Spring 2011; Fall 2011
- IA.4 WIB Foster Bridges agreement
- IA.5 Workforce Development & Education Support
- IA.6 San Joaquin Valley Academy for Railway Success
California High Speed Rail Authority Sept 2010 Board Meeting
- IA.7 SCCC Board of Trustee Meeting Minutes Oct. 7, 2008
- IA.8 Fall 2010 Event Calendar
Spring 2009 Master Calendar
Spring 2010 Master Calendar
- IA.9 Board of Trustee Minutes Jan.13 2011 re: Mission Statement
- IA.10 Mission Statements (2006, 2007, 2010)
- IA.11 SPC Minutes, May 13, 2010
- IA.12 Strategic Plans (2008–2010; 2010–2012)
- IA.13 Request for Faculty Position
Action Plan Submission Form
Decision Packages template
- IA.14 Expenditure Justification form
- IA.15 Program Review Self-Study forms and Templates

IB

- IB.1 Dean's Council and Academic Senate Agendas
- IB.2 Senate, Curriculum, and Division Meeting Minutes on SLO
- IB.3 Agendas/Minutes of President's Cabinet and Board of Trustee meetings
- IB.4 City at a Glance
- IB.5 SPC Survey 2007
- IB.6 Blackboard sites for Associated Student Government, Classified Senate, and Academic Senate.
- IB.7 2010 SPC survey
- IB.8 SCCC Strategic Plan 2008
- IB.9 Email from the current chancellor 3-21-2011
- IB.10 Revised Strategic Plan Goals and Objectives
- IB.11 Planning Calendar
- IB.12 Accountability Measurement and Assessment Framework
- IB.13 Draft District Planning Council Operating Agreement
- IB.14 Strategic Plan 2010–2012
- IB.16 SPC calendar
- IB.17 SPC website
- IB.18 Five-Column Goals and Objectives Chart
- IB.19 Criminology, Human Services, and Sociology Department Goals
Human Services Program Review
Human Services Program Flyer
- IB.20 ETC Report Feb.16, 2011; Social Sciences Division 2010–2011 Five-Column Chart
- IB.21 SPC Operating Agreement
- IB.22 Operating Agreements for Advisory Committees
- IB.23 Action Plan Template

- IB.24 Program Review Schedule, 2006–2011
- IB.25 Program Review Operating Agreement
- IB.26 Program Review Calendars
- IB.27 Program Review End-of-Year Reports
- IB.28 Budget Advisory Committee Operating Agreement
- IB.29 Budget Advisory Committee Minutes
- IB.30 SPC Minutes 10-25-2007
- IB.31 Human Resources Committee Minutes Oct.12, 2007
- IB.32 Human Resources Committee Minutes Sept.21, 2007 & Sept.28, 2007
- IB.33 Program Review Recommendations
- IB.34 Child Development Program Reviews 2008 and 2010
- IB.35 Social Sciences Division Executive Meeting Minutes
- IB.36 Budget Advisory Committee Recommendation re. Child Development Improvements
- IB.37 SPC Meeting Minutes 1/28/2010
- IB.38 SCCCCD Board of Trustees Meeting Minutes, November 2, 2010
- IB.39 SCCCCD Admission Application
- IB.40 FCC Transfer and Student Success
- IB.41 2010 ARCC Report
- IB.42 2009 IPEDS Annual Data Feedback Report
- IB.43 President’s Cabinet Agenda and Minutes 4-14-2011
- IB.44 Board of Trustees minutes 3-25-2011 and 4-5-2011
- IB.45 President’s Cabinet Agenda and Minutes 2-18-2010
- IB.46 FCC Institutional Research Webpage
- IB.47 SCCCCD Factbook
- IB.48 FCC Program Review Blackboard site
- IB.49 Program Review Minutes and Annual Report
- IB.50 2011 SPC Survey
- IB.51 Institutional Research & Effectiveness Committee: Operating Agreement & IR Request Form

STANDARD IIA STUDENT LEARNING PROGRAMS AND SERVICES

Instructional Programs

Standard IIA: Instructional Programs

IIA *The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

Committee Members

Co-Chairs:

Linda DeKruif, Faculty

David Good, Administrator

Rhea Riegel, Classified Professional

Members:

Christopher Boltz, Faculty

Paula Demanett, Faculty

Sarbjit Johal, Faculty

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Maggie Taylor, Faculty

IIA.1 *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

IIA.1a *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Descriptive Summary

Fresno City College's instructional programs support the College's mission to "offer innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population.... Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region" (IIA.1: FCC Mission*). Instructional programs are offered on the Fresno City College campus, at the Career and Technology Center (CTC), and at other off-campus locations. Classes are offered in a traditional classroom setting and in distance education formats. Regardless of the location or means of delivery, the instructional programs at Fresno City College support the mission of the College and uphold its integrity.

Programs are designed to support students in the following areas:

- lower division courses for students planning to transfer to four-year colleges and universities
- occupational programs including career training and retraining for those who wish to specialize in one area with immediate employment in mind
- basic skills courses to support the learning needs of our students

* Second and subsequent references to evidence will only include the evidence number.

The current College catalog lists over 260 areas of study, including 39 associate in arts degree programs, 61 associate in science degree programs, 92 certificate of achievement programs, and 69 other certificate programs. Programs are offered in a variety of formats, including 18-week day and evening classes; short-term, online, and accelerated classes; and Weekend College. Intensive degree and certificate programs are offered through the Business, Applied Technology, Social Sciences, Humanities, Library and Learning Resources, Math, Science and Engineering, and Health Sciences divisions. A variety of alternative educational programs enhance Fresno City College's instructional programs, including DSP&S, the Puente Project, IDILE (an academic and community-mentoring program that focuses on African American students, but accepts all students), SYMBAA (Strengthening Young Men by Academic Achievement) and USEAA (United Southeast Asian Americans). (IIA.81: FCC Catalog, IIA.2: Alternative Educational Program Brochures).

The Leon S. Peters Honors Program at Fresno City College offers students who excel in academics an academically challenging and enriching educational experience. Honors students study with highly qualified and experienced faculty, interact with faculty mentors, and participate in social, cultural, and intellectually stimulating educational activities. In addition, honors students receive educational counseling and transfer assistance from trained honors counselors, obtain advice on scholarships, earn honors recognition at graduation, and acquire priority acceptance opportunities at University of California or California State Universities. The program began with fewer than 25 students in fall 1988 and now serves over 250 students from all areas of the valley. Special features of the honors program include offering students over 20 honors courses to choose from as well as 6 colloquia. Honors courses cover subjects in accounting, anthropology, art, biology, business administration, economics, English, history, humanities, philosophy, political science, psychology, and sociology. Honors colloquia are special interdisciplinary classes designed to allow honors students to fully explore topics or themes by integrating knowledge learned in their honors courses (IIA.15: Honors Brochure).

The College also provides programs for students with the goal of entering the workforce. The College offers 92 Certificates of Achievement, 7 Certificates of Completion, and 62 Certificates (non-transcripted) that are mostly tied to gainful employment opportunities and short-term job training. These certificates range include areas of study such as office assistance, computer technology (hardware and software), culinary arts, automotive maintenance, and library technology. A complete list of all certificates can be found on pages 81 through 83 of the 2010–2012 College catalog (IIA.81). As a part of the program review process, occupational programs must look at employment forecasts to determine the need for the program. Additionally, all CTE programs rely on the advice of advisory committees to remain on the cutting edge of industry standards.

One Fresno City College’s most successful non-traditional programs is at the off-campus Career & Technology Center (CTC). The CTC offers a variety of open entry non-credit programs and one credit program in Fire Technology. The CTC also provides financial aid counseling, academic counseling and, on a limited basis, personal counseling to support the students’ success. CTC programs closely resembles an actual “workplace” environment in that students are dressed in uniforms, greet the customers, write-up work orders, and repair “real live” customer projects (IIA.16a-b: CTC Program Reviews). The Career Advancement Academy is also run out of the CTC campus. The following programs are offered at CTC:

- Auto Collision Repair (30 weeks)
- Automotive Mechanics (50 weeks)
- Warehouse Technician (12 weeks)
- Maintenance Mechanic (30 weeks)
- Manufacturing Mechanic (9 weeks)
- Fire Academy (20 weeks)

Another example of a very successful CTE program is the Business Division’s 25 month program aimed at working adults who have not completed a college degree. This program, which holds classes on Tuesday and Thursday nights and Saturdays from 8:00 am to 3:00 pm, has high grade point averages, retention and success rates. The students are in a cohort, and as working adults, tend to be especially motivated and

collaborative (IIA.79: 25 Month Program Review).

Fresno City College adjusts programs to meet the demands of a growing and changing population, as well as in response to changing economic and industry needs. The College relies on the biannual occupational program reviews (required for every CTE program) to assess the occupational needs of the community (IIA.40c: Occupational Program Template Pilot Version March 26, 2008; IIA.23: Program Review Calendar). CTE Advisory Committees also inform occupational program of local job demands (IIA.44: CTE Advisory Committee Minutes).

In May 2010 in response to budget pressures, Fresno City College closed the Manchester Educational Resource Center (MERC). MERC offered many short-term office occupational programs designed in-part to meet the needs of CalWorks students. The programs awarded certificates after six-months of classes and a two-month internship. As a result of MERC closing the Business and Technology Department experienced a 35 percent reduction in full-time equivalent students. The department is scheduling courses within limited classroom space to allow students to earn certificates in short-term programs (IIA.18: Program Schedules).

As a part of the Basic Skills Program, Fresno City College offers developmental and remedial math, English, and ESL courses. There are six levels of mathematics that begin with the Math 260A-D series of two unit course blocks (elementary math—whole numbers through decimals) and include courses in pre-algebra, and elementary algebra. Similarly, our English and ESL programs have a series of reading and writing courses that assist students in meeting reading and writing competencies. These courses move students from nonreaders and non-writers to freshman composition (English 1A), our current graduation requirement for the AA/AS degree. Specific descriptions of programs and courses are available to our students in the College catalog and on the College’s website (IIA.81).

The Basic Skills Program has also established a coordinating committee as a part of the California State Basic Skills Initiative. The College has established three strands as a part of this initiative—staff devel-

opment, tutorial assistance, and counseling. The staff development component includes a series of workshops and conferences. These workshops and conferences are offered throughout the year to all faculty and staff, with the understanding that many of students who place below college level English and math standards are also taking content area courses in other areas. In addition, additional funding has been given to tutorial services to provide additional tutorial training and assistance in math, English, and ESL, with particular focus on the Writing and Reading Center and math labs. An Early Alert Program was funded in counseling to provide a line of communication between instructors, students, and a dedicated counselor to provide assistance to students who are in jeopardy of failing or dropping out. A basic skills coordinator was hired to coordinate these efforts (IIA.19: Basic Skills Blackboard Site).

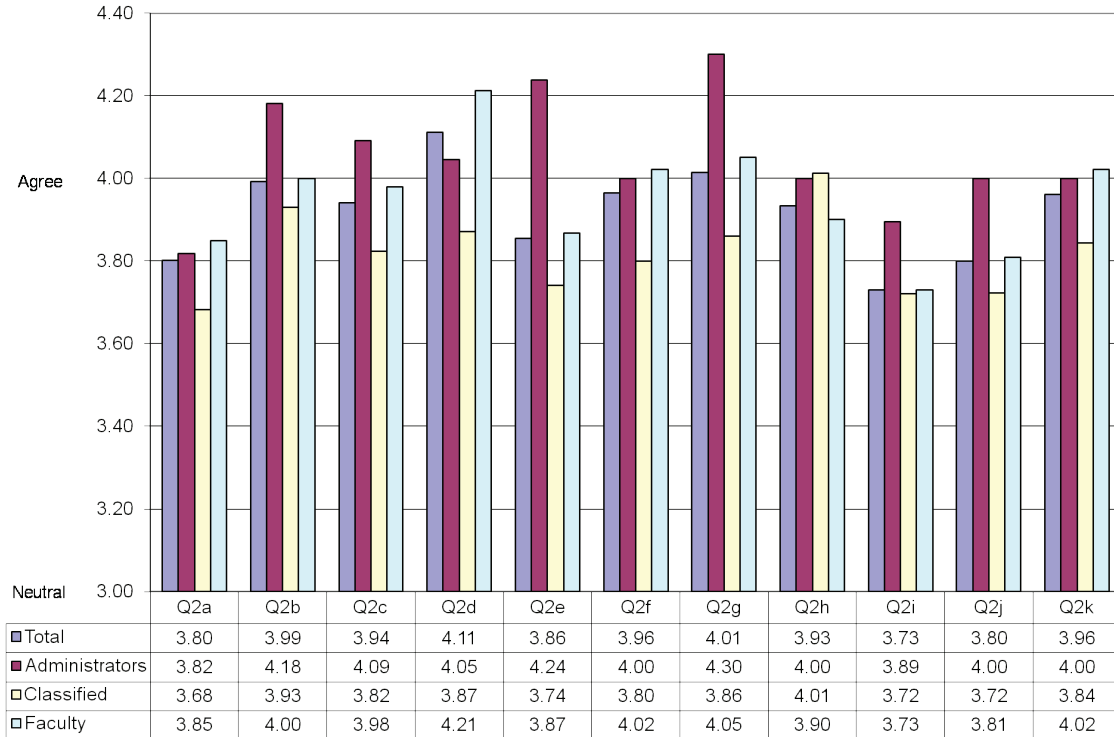
Fresno City College has recently hired a full time director of institutional research, assessment & planning, who has established an Institutional Research Committee to map out the College's research agenda (IIA.7: Institutional Research Effectiveness Committee Operating Agreement). For the past several years, Fresno City College has collected matriculation data for entering students, as well as retention and successful completion rates in each section of each class each semester. The data are accessible to all faculty and staff. The data are used by faculty to monitor the overall success rate of their students and to assist in the program review process. Institutional research also gathers demographic data as well as data on social factors. The College is also subscribing to

a freshman survey that will be used in conjunction with other data (Standard IIA.82: Fresno City College Institutional Research website).

The College seeks to understand its changing community through an annual environmental scan, produced by the Office of Institutional Research, Assessment, and Planning. Results of the scan are used by the College's Strategic Planning Council to establish the goals for the College based on strengths and weaknesses identified in the environmental scan, along with other information such as the annual Accountability Report for Community Colleges (ARCC) (IIA.3: ARCC Report, IIA.4: Environmental Scan, IIA.5a-b: Strategic Plan Brochures).

In fall 2010 Fresno City College faculty and staff were asked to participate in a survey designed to assess how well the College meets the ACCJC accreditation standards. The survey was designed to reflect the ACCJC accreditation standards, and asked respondents to rate items on a scale of 1 (strongly disagree) to 5 (strongly agree). Elements related to standard IIA, Instructional Programs, generally show that respondents agree that the College meets the standard. The greatest strength in this area is the increase in agreement that the College has identified student learning outcomes (+0.46). However, seven items show a lower rating than in 2004; areas of concern are in student preparedness for transfer or licensure following completion of their academic program, academic freedom, and academic honesty (IIA.20: 2010 Fall Faculty/Staff Survey Report). The following graph summarizes the responses.

Fall 2010 Faculty/Staff Survey Report: Standard IIA Instructional Programs



- A. FCC ensures that all instructional programs address and meet the mission of the institution and uphold its integrity.
- B. FCC programs and services are high quality and appropriate to an institution of higher education.
- C. FCC seeks to meet the varied educational needs of students through programs consistent with their educational preparation and community demographics.
- D. FCC has identified student-learning outcomes.
- E. FCC recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
- F. FCC evaluates all courses and programs in an ongoing systematic review of their relevance, appropriateness, and future needs.
- G. FCC students completing vocational and occupational certificates and degrees are prepared for external licensure and certification.
- H. FCC students completing academic transfer requirements are prepared for Transfer.
- I. Published policies on academic freedom demonstrate FCC's commitment to the free pursuit and dissemination of knowledge.
- J. FCC is committed to enforcing published policies on student academic honesty.
- K. FCC represents itself clearly, accurately, & consistently through catalogs, statements, & publications including both electronic and printed formats.

Self Evaluation

The College meets the standard. Research and data analysis are provided to faculty and staff through various methods. The College identifies the needs of its students and relies upon research to assess student achievement.

Planning Agenda

None.

IIA.1b *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

Fresno City College serves the greater Fresno and Madera County area, with over 26,000 students each semester. In order to address the needs of such a large population, the College offers courses between 6:00 a.m. and 11:00 p.m. Monday through Friday, with some weekend courses. Courses are also available in a variety of formats, including face-to-face, hybrid, and fully online classes. The College also offers both short-term and eighteen week classes during the fall and spring semesters. During the summer, classes are offered in four-week, six-week, eight-week, and ten-week sessions. Fresno City College's distance education courses allow students to achieve their educational goals while adhering to the same standards as traditional courses. In addition, the College offers innovative off-campus programs. Many of these programs are administered by the Applied Technology Division and offered at the Career Training Center. The Fresno City College Training Institute offers contract education courses, collaborating with businesses in the Fresno area to provide employee training. Both the Career Training Center and the Training Institute are located off campus (IIA.80: Schedule of Classes).

Fresno City College has an established five-year curriculum review calendar that requires every instructional program to assess its curriculum and update as necessary. This curriculum five-year review process follows program review. This allows the instructional program to adopt curriculum changes planned in the program review. Five-year curriculum review includes all program curricula, including courses, distance learning addendums, and degrees/certificates offered. These are reviewed according to Title 5 standards. New offerings must state how the curricula support the College mission. This information is entered into CurricUNET when a proposal is initiated. (IIA.23: Curriculum / Program Review 5-year Review Calendar)

College wide dialogue of methods, modes, and systems for delivery of instruction takes place in the Curriculum Committee, the Distance Education Advisory Committee, the Instruction Committee of the Academic Senate, and subsequently at the program and department levels. A Fresno City College Distance Education Plan was formulated in 2007 by the Academic Senate Distance Education Committee, and was vetted and approved through all constituent groups. The Distance Education Advisory Committee completed a review of the Distance Education Plan in January 2011 (IIA.24: Distance Education Plan Reviewed January 2010).

Many classrooms are equipped with computers, internet access, integrated projection devices, and/or integrated audio equipment allowing multi-media instructional software, such as Microsoft PowerPoint or Apple Keynote. This technology, especially apparent in the renovated Old Administration Building, allows teachers to incorporate multi-media resources into lecture courses. Classrooms that have not yet been upgraded to this technology can be supported through the Media Center, which delivers technology upon teacher request for a class session.

The faculty use diverse teaching methods including lecture, video, internet, field study, hands-on projects, student research papers, and in-class student oral presentations. Courses in science, engineering, applied technology, art, and theatre include hands-on laboratory and application oriented courses. Art history faculty use multi-media approaches in large group classes and take students on field trips to local art museums. The Communication Department hosts an intramural speech competition each semester for public speaking students. Several courses in theatre arts are linked together, such as theatre crafts and theatre crafts practicum, with one delivering traditional lecture based curriculum while the other allows students to put theories of scenic construction into practice by constructing scenery for department productions (IIA.55a-c: Course Outlines of Record; IIA.56a-c: Syllabi). Teaching methodologies are included on all course outlines of record guiding faculty on the various methods of instruction appropriate to each course.

All distant education courses must be approved through the Fresno City College Curriculum Com-

mittee review process. Discipline faculty complete a distance education addendum to the standard course outline of record. The distance education addendum includes questions regarding the type of distance education modality to be used, justification for course to be offered in a distance education modality, forms of regular effective instructor contact to be used while conducting the course, description of the content delivery methods used in the course, and adherence to federal guidelines set forth in Section 508 of the Rehabilitation Act and Americans with Disabilities Act for compliance of materials for delivery in an online format. In addition, all instructional programs complete standard five-year curriculum review and program review to ensure that courses are meeting the stated objectives. The significant dialogue that occurs in these two processes facilitates discussion about delivery systems. There are also several ways that faculty can access the information to facilitate dialogue among colleagues. The Program Review Committee maintains a Blackboard website that houses all program reviews completed since 1999, as well as minutes to encourage dialogue. CurricUNET is a web-based curriculum management system. All curriculum proposals are entered into CurricUNET and all department faculty are prompted to review proposals (IIA.22: DE Addendum Samples; IIA.25: Distance Learning Courses).

Self Evaluation

The College meets the standard. The curriculum approval process ensures that all modes of delivery are compatible with course objectives and appropriate to the needs of students.

Planning Agenda

None.

IIA.1c *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

The College has developed and begun the implementation and assessment of student learning outcomes. The College has appointed a faculty member as the Outcomes and Assessment Coordinator and has developed an Outcomes and Assessment Committee (IIA.26: Outcomes & Assessment Committee Operating Agreement). There have been several student learning outcomes workshops, as well as department-specific workshops when requested (IIA.11a-c: Outcomes Workshop Announcements). Until the end of spring 2011 the coordinator also chaired the Curriculum Committee, which facilitated the discussion of student learning outcomes at curriculum meetings (IIA.27 Curriculum Committee Minutes).

The Outcomes and Assessment Committee has established a process for capturing student learning outcomes on multiple levels:

- Institutional Student Learning Outcomes are mapped through the degrees and certificates to the course level. Courses that are not tied to a degree or certificate are mapped directly to the Institutional Student Learning Outcomes. In addition, the Institutional Student Learning Outcomes were mapped by the Outcomes and Assessment Committee to selected questions of the ACT College Outcome Survey (IIA.8: Presentation of ACT Outcomes Mapped to ISLOs and GE SLOs).
- Most degrees and certificates have developed outcomes that appear in the Course Catalog. Discipline faculty are in the process of mapping course SLOs to degree/certificate outcomes with an expected completion date of fall 2012. (IIA.81).
- Students fulfilling the General Education requirements are expected to meet the SLOs identified by the College. Each course offered for the General Education will be mapped to the General Education SLOs. Mapping of the Institutional SLOs will be completed by spring 2012. The Outcomes & Assessment Committee mapped the College General Education outcomes to selected questions of the ACT College Outcomes Survey (IIA.8: Presentation of ACT Outcomes Mapped to ISLOs and GE Outcomes).

- Each academic discipline has developed calendars to identify when all course SLOs will be assessed (IIA.10: Outcomes & Assessment Calendars by Discipline).
- Assessment of course SLOs takes place at the department level. Faculty are encouraged to attend bi-monthly workshops to develop assessment tools, and to complete the required tracking worksheets (IIA.11a-d).

The assessment of instructional student learning outcomes begins at the course level. Faculty are encouraged to use embedded course assessments when assessing student learning outcomes. The Computer Information Technology Department has developed an intradepartmental site to record assessment results (IIA.12: CIT Program Outcomes Website). Since course SLOs are mapped to degree/certificate learning outcomes, the assessment at course level is to be used at the degree/certificate level. The assessment process is underway at the course level working towards the degree/certificate. Programs, such as Registered Nursing, which rely on an external accrediting body, are using the licensure examination results to assess the students' progress towards achieving started learning outcomes (IIA.13: Nursing Degree Assessment Report).

The FCC Institutional Student Learning Outcomes (ISLOs) were originally developed by the Strategic Planning Council in spring 2008 and revised in spring 2010 (IIA.5a-b). The ISLOs were approved by the constituent groups. There are four major areas of emphasis with a total of nine total outcomes:

1. **Communication**

Students will demonstrate effective communication and comprehension skills.

- 1a. Comprehend, analyze, and respond appropriately to oral, written, and visual information.
- 1b. Effectively communicate information through speaking, writing, and other appropriate modes of expression.

2. **Critical Thinking and Information Competency**

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

- 2a. Identify vital questions, problems, or issues and evaluate the reasonableness of a solution.
- 2b. Analyze, compose, and assess the validity of an argument.
- 2c. Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
- 2d. Select and evaluate the accuracy, credibility, and relevance of information sources.

3. **Community/Global Awareness and Responsibility**

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

- 3a. Identify the social and ethical responsibilities of the individual in society.
- 3b. Demonstrate commitment to active citizenship.

4. **Personal, Academic, and Career Development**

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

- 4a. Take personal responsibility for identifying academic and psychological-social needs, determining resources, and accessing appropriate services.
- 4b. Develop, implement, and evaluate progress towards achieving personal, academic, career goals, and career resilience.

Through the Curriculum Committee, learning outcomes for the Fresno City College general education pattern were developed in spring 2010 with minor modifications and approved in fall 2010 with minor modifications (IIA.28: Curriculum Committee Blackboard Site; IIA.29: Outcomes & Assessment Committee Blackboard Site). These were reviewed by the Outcomes & Assessment Committee. Courses approved for the College's general education pattern are mapped into the appropriate area. Course assessments are being used for the general education pattern outcome assessments.

Under the leadership of the outcomes and assessment coordinator, the College has made great progress in

this area. All course outlines include student learning outcomes and examples of assessments (IIA.30: Sample Course Outlines; IIA.31: CurricUNET Website). Student learning outcomes are also required on course syllabi (IIA.32 Sample Syllabi). Many programs have implemented assessment of outcomes and have begun program level dialogue about the results. All program reviews must discuss program progress in this area.

Following the 2002 changes in the ACCJC standards, the Fresno City College course outline of record began labeling the course objectives as “objectives/outcomes.” When the College’s curriculum approval process was migrated into CurricUNET in 2009, faculty were given the option to create separate student learning outcomes or continue to use those identified in the “objectives/outcomes” section of the course outline of record. As the first step in development of learning outcomes, the Curriculum Committee requested faculty to identify course student learning outcomes. This separate area for student learning outcomes on the course outline of record allowed the faculty to have as many objectives and sufficient detail as necessary for the course. Faculty were requested to limit the course student learning outcomes to six or less. Since degrees and certificates are published in the catalog, these student learning outcomes require Curriculum Committee approval. Initially, a schedule was developed for all courses and degrees/certificates to include student learning outcomes. Course student learning outcomes, not part of Curriculum 5-year review, were entered by the curriculum analyst and the curriculum chair. Degrees and certificates, not part of curriculum 5-year review, were submitted through the curriculum approval process. Discipline areas under-going curriculum 5-year

review developed student learning outcomes as part of that process. Beginning in spring 2010, course student learning outcomes are mapped to degrees and certificates. As part of the mapping process, degrees/certificates are mapped to the institutional student learning outcomes (IIA.31; IIA.33 Schedule of Outcomes Submissions).

Primarily, assessment of course student learning outcomes occurs through embedded course assessments. The assessment methods have been developed by the discipline faculty. Degree/certificate student learning outcomes are based upon course student learning outcomes and as such are assessed through mapping to course student learning outcomes. There are occupational areas, such as dental hygiene and radiologic technology, which use student pass rates on licensure exams as the assessment benchmark (IIA.34: RN Outcome Assessment Report).

For instructional programs, the curriculum five-year review process is designed to follow program review. This allows the instructional program to adopt planned curriculum changes that have been identified in their program review (IIA.23).

Self Evaluation

The College meets the standard. The implementation of CurricUNET was a major yearlong undertaking for faculty. However, great progress was made in implementing and assessing student learning outcomes.

Planning Agenda

The College will develop an easily accessible student learning outcomes website to track assessment results.

IIA.2 *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

IIA.2a *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Descriptive Summary

As per Title 5, Fresno City College relies primarily on the faculty for the development and approval of all courses and programs. As a part of ongoing quality and improvement, the Fresno City College Curriculum Committee, a committee of the Academic Senate, has an established five-year review cycle that requires all courses and programs to be reviewed and updated to ensure currency and quality of instruction. The voting membership on this committee is composed of faculty representatives from all academic areas on campus as well as Associated Student Government (ASG) members. The vice president of instruction is an exofficio member. The chair of the committee serves on the Executive Committee of the Academic Senate (IIA.35: Curriculum Committee Operating Agreement).

A curriculum review calendar has been established to assist in notifying faculty when courses are due for review. Discipline faculty develop and revise curriculum and work with Curriculum Committee representatives to ensure that new and revised curriculum reflects the College's mission in addition to the currency and rigor of the course. For the last two years, this process has been streamlined using the CurricUNET online database. Through Cur-

ricUNET, an online notification process has been established which tracks the curriculum approval process from the point it originates at the faculty level, through its final approval at the Board of Trustee level. Faculty are encouraged to consult with their respective colleagues at the Reedley College and the centers. As necessary, the faculty chairs at Reedley College and Fresno City College have discussed potential concerns. Before final approval by the Board of Trustees, each college's curriculum proposals are vetted through the Education Coordinating and Planning Committee (IIA.35).

As part of the College's integrated strategic planning process, the Program Review Committee reviews all existing instructional, student services and operational support programs to aid in maintaining and enhancing their quality, vitality, and responsiveness. The program review cycle reviews most programs on a five-year cycle. Occupational programs undergo a comprehensive program review every sixth year with an additional review every two years in order to provide compliance with Educational Code 78016 (IIA.36: Program Review Committee Operating Agreement; IIA.37: California Education Code 78016).

The Program Review Committee maintains a process by which instructional and non-instructional programs conduct a self-assessment to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes. The committee is composed of elected, appointed, and standing members. Membership is distributed across the four campus constituencies: eleven faculty, one student, five administrators, and two classified. The committee meets regularly during the academic year. A faculty coordinator (40% reassignment) keeps the committee's calendars, agendas, and minutes; maintains a Blackboard organization site with program-review document archives, training materials, data sources, and related documentation; provides training to self-study team members on the program review process and documentation; and provides assistance to faculty and staff during the writing and assessment portions of the program review process (IIA.38a-b: Program Review Training Calendars; IIA.39: Program Review Committee Blackboard Site).

As part of the program review process the department or program conducts a thorough self-evaluation and then prepares a written document based on the findings (IIA.40a-d: Program Review Templates and Checklists). The document with supporting data is submitted to the Program Review Committee. As part of their self-study document, team members are asked to:

- Describe the program and how it supports the broader College mission and strategic goals.
- Review courses and program for student learning outcomes and assessments, transfer/degree/certificate application, last curriculum review, and last time offered.
- Discuss the effectiveness of the facilities, equipment, equipment maintenance, and instructional materials for the program including the impact on student success and accessibility to all students.
- Review staffing structure and departmental engagement in professional development.
- Review and discuss data on program enrollments, trends, student success and retention, and factors that influence the data.
- Discuss program or faculty involvement in the community or partnerships with outside agencies.
- Describe, if applicable, the advisory board membership, how often it meets, its role and involvement with the program, and program response to advisory board recommendations.
- Summarize the program's strengths, areas that need improvement, and strategies to make those improvements.
- Present any conclusion and/or recommendations resulting from the self-evaluation process.

Since the mid-term report of October 13, 2008, sixty instructional, occupational, and administrative program review self-studies have been reviewed and accepted by the Program Review Committee. All identified programs and administrative units have now completed a comprehensive program review within the last five years.

In spring 2008, a six-year program review calendar was completed (IIA.23). The calendar aligned pro-

gram review with the curriculum review process, and forecasted instructional and occupational program reviews to the academic year 2014–2015. Administrative program reviews were forecasted until 2013–2014.

During 2008–2009, the occupational program review process was implemented as a pilot. Twelve occupational programs were reviewed using the template (IIA.40c). At the close of the pilot committee members agreed to revise the template to include questions regarding advisory committees for occupational programs.

The instructional program review template was revised by the Program Review Committee in fall 2009 (IIA.40a: Instructional Program Review Template). Constituencies approved the template at the end of fall 2009 for implementation by programs presenting in fall 2010.

A program discontinuance policy was approved by the Academic Senate and forwarded to the vice president of instruction in fall 2009. For programs that are approved to be discontinued by the Program Discontinuance Committee, their recommendation is then forwarded to the Curriculum Committee for final campus approval. This recommendation is then finalized by the Board of Trustees (IIA.41: Program Discontinuance Policy).

A survey of individuals participating in the program review process during the last three years was conducted in spring 2009. One hundred and twenty-six surveys were distributed. Fifty-three surveys were completed. Forty-nine percent of those answering the survey felt that program review would improve their programs. Survey responses indicate that the training sessions need to provide better training on data interpretation (IIA.42a-d: Program Review Participant Survey Results).

The College is in its fifth year of a six-year cycle of program reviews for instruction, occupational and administrative programs. Recommendations for additional resources for programs supported by the Program Review Committee are forwarded to the Strategic Planning Support Team. The team then forwards the recommendations to the appropriate campus advisory committee for review and recommendation to the Strategic Planning Council (IIA.43: Annual Program Review Committee Reports).

Self Evaluation

The College meets this standard. A solid, faculty-driven process ensures that courses and programs are written, approved, evaluated, and revised beginning at the faculty level.

Planning Agenda

None.

IIA.2b *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

Descriptive Summary

Faculty have the primary responsibility for identifying competency levels and measuring student learning outcomes for courses, degrees and certificates, and programs in all areas. The Curriculum Committee plays a significant role in meeting this standard. This committee reviews all new course outlines and modified course outlines. Student learning outcomes for courses and for degrees and certificates are also reviewed and discussed before changes are approved. The Outcomes & Assessment Committee assist faculty in mapping course SLOs to degree/certificate learning outcomes. Through the embedded course assessments, the degree/certificate learning outcomes will be assessed and documented in assessment reports. The summary information will be used in program review. (IIA.35; IIA.26, IIA.29).

Vocational areas at Fresno City College have advisory committees, with membership and support from discipline faculty and from appropriate members of the community related to various industries and vocational programs. Several vocational programs have modified curriculum based upon information from advisory committees. For example, departments in the Business Division host an annual Advisory

board meeting on campus. In addition, advisory board members are contacted throughout the year to provide input on various issues. The Business & Technology Department sent a short survey to committee members before revising curriculum in one of its courses. The Business Administration Department met individually with advisory board members to receive input when developing student learning outcomes for its programs and certificates. (IIA.44).

Career & Technical Education (CTE) programs undergo a comprehensive program review every six years with an additional review every two years in order to provide compliance with Educational Code 78016. The two-year review of occupational education programs includes a review of labor market data as it applies to occupations within the individual program, evidence of demand for the program, program duplication within the College's service area (including for profit colleges), a review of the number of certificates and degrees completed in the occupation program, and job placement rate for the program. All occupational programs have completed one cycle of the occupational program review. The second cycle began in 2010–2011. (IIA.45: Completed CTE Occupational Program Review Samples).

During the occupational review process, the College identified a lack of data available for job placement rates for occupational programs. In addition, the occupational program review process revealed the need to help students identify and complete the certificate process within WebAdvisor (IIA.46: Samples of Quantitative Data for Occupational Program Reviews).

Self Evaluation

The College meets the standard. At this time, the College is in the process of bridging the gap between the development of student learning outcomes and regular assessment of those outcomes.

Planning Agenda

None.

IIA.2c *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

Faculty hiring and evaluation processes have been established in collaboration with the Academic Senate and the faculty union to ensure quality of instruction. All instructors must meet the minimum qualifications or the equivalencies appropriate to their discipline. The full time contract faculty tenure process requires that faculty be evaluated annually for the first four years of employment. The process considers all aspects of instructional expertise as well as classroom observations and student feedback. Part time faculty are evaluated at least two times within the first three semesters of employment, and then both full and part time faculty are evaluated every three years once they have become either tenured or vested (IIA.47: Faculty Contracts).

The rigor and quality of instruction is ensured in a number of ways. At the department level, instructors are required to follow the approved course outline in their syllabi and in course content. Many programs adopt specific texts that all instructors are required to use (Spanish and Communication, for example), which helps to promote consistency in course content. Other departments/programs including English and English as a Second Language (ESL) have established lists of appropriate texts to use at each class level. Some disciplines use common midterms, finals and a common assignment. For example, the developmental writing courses English 250 Basic Writing and English 252 Writing Improvement (two levels below English 1A) require that students take a timed writing midterm and final, which is holistically and blindly assessed by English department faculty twice each semester, and all students taking freshman composition must write a standard, well-documented research paper. Similarly, the ESL department has implemented a timed, in-class writing assignment which is graded using based upon the course SLOs (IIA.48: ESL Sample Norms and Rubrics). Because programs in areas such as nursing, radiology, and dental hygiene require students to pass standardized

certification tests, program instruction is driven by success rates of these tests, and two-year program reviews are used, in addition to other methods, to improve program quality. Finally, articulation agreements for IGETC or CSU transferability also drive course and program rigor and the level of quality in order to maintain adherence with these agreements.

The curriculum and program review processes set criteria in determining breadth, depth, rigor, and sequencing of courses and programs. At the course level, as departments develop and review course curriculum, they take into consideration factors, such as the depth and breadth of courses they articulate with at the California State University and University of California campus, of how sequencing of courses affects incrementally the depth for in terms of content that courses address. For example, comparative differences were addressed when the biology program developed Biology 3 and Biology 11A and 11B courses, with Biology 3 being broader and taken by non-science majors. Whereas, when the general biology course (Biology 1) was subsequently changed to Biology 11A and Biology 11B, a two-semester option, the course was modeled after similar courses offered by the University of California, which were primarily intended for science majors. In this case, careful attention was given to increasing the depth of the latter courses and to aligning these courses with articulation agreements at the UCs. (IIA.49: CurriCUNET Instructions) The Linguistics Department has also worked closely with California State University, Fresno to develop a course that meets the specific requirements for the University's integrated credential program (IIA.50: LING-11 Course Outline of Record). Fresno City College students completing this course can now transfer directly into the program.

Two specific processes ensure that Fresno City College faculty play key roles in determining the quality of courses and programs in terms of breadth, depth, rigor, and sequencing. Per regulations, the faculty are the primary decision makers in developing and reviewing courses and degrees and for determining the level of both collegiate and pre-collegiate courses (IIA.51: Board Policy / Administrative Regulation 4020). Discipline faculty, departments and the Curriculum Committee carefully scrutinize content, objectives, outcomes, textbooks, assignments, and

assessment methods for every course that is approved through the curriculum process. In addition, specific criteria have been used to determine the level and sequencing of specific courses. For example, both the English and ESL department chairs, in consultation with all department members, used the statewide rubric for the sequencing of pre-collegiate English and ESL courses to determine the comparative levels of their courses. These determinations were conveyed to the Curriculum Committee and subsequently recorded as data to the state. In addition, detailed content reviews occur for all courses as they are going through the development or review stages before Curriculum Committee review and approval. If prerequisites are to be included on any course, validation studies and further content reviews occur before these prerequisites are approved for implementation. The program review process is used to determine the effectiveness of programs in respect to rigor and course sequencing. Specific departments have been designated as “areas of first review” to determine whether or not courses can be placed in specific areas of the breadth and depth requirements under general education for associate degrees.

Self Evaluation

The College meets this standard. Faculty-led committees ensure that instruction is high quality and has appropriate breadth, depth, and rigor. The Program Review Committee, Curriculum Committee, and where appropriate, advisory boards monitor course sequencing, time of program completion and the synthesis of student learning outcomes for all courses and programs.

Planning Agenda

None.

IIA.2d *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

Fresno City College offers a wide variety of classes including short-term, eighteen-week, online, hybrid (a combination of face-to-face and online), Distance Learning (two-way video), learning communities, and early morning and late evening classes. Faculty regularly evaluate delivery modes and teaching methods through the program review process. Faculty also participate in Flex Day workshops and discussions to improve classroom instruction.

Many departments offer distance education instruction. Distance education is overseen by the individual division dean and faculty teaching the courses. The District Education Advisory Committee develops guidelines for distance education courses, including standards of proficiency for online instructors. Before courses may be taught in a distance education modality, the course must be approved by the Curriculum Committee. Distance education courses may be delivered in a 100 percent internet modality or in a hybrid environment where students spend specific percentages of instructional time face-to-face and online (IIA.52: Distance Education Committee Operating Agreement).

Fresno City College provides all instructors with the option of creating and maintaining an online website for each course through a third-party provider, Blackboard. Instructors can use Blackboard as a method of supplementing the classroom experience with links to web resources, study guides, videos, articles etc. Instructors can also create discussion boards allowing students to work collaboratively outside of class time. According to Title 5 section 55206, an instructor is required to submit to the Curriculum Committee a distance education addendum when substituting any instructional face-to-face time with online instruction. Blackboard and other instructional technology training is available through flex day activities, the Lunch-‘n-Learn workshop series and the Summer Institute when offered (IIA.53: Faculty Technology Training Brochure and Evaluation Results). According to a faculty survey, more than 80% of respondents are at least basic Blackboard users, with over 50% self-reporters as being an intermediate level uses or higher (IIA.54: 2011 Faculty Technology Survey Results).

Self Evaluation

The College meets this standard. The diverse needs and learning styles of Fresno City College's students are served by various delivery modes and teaching methodologies.

Planning Agenda

None.

IIA.2e *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

FCC evaluates the effectiveness of its courses and programs through the program review process. To meet Ed Code, the College has established a program review process for instructional and non-instructional programs. Instructional and non-instructional programs are reviewed on a five-year cycle, while occupational programs are reviewed every two years with a comprehensive instructional program review in the sixth year. The program review coordinator establishes and monitors the review schedule, communicates with individuals on program review self study teams and assists programs in the review process. In 2009, the Program Review Committee added a section on student learning outcomes (SLOs) to the program review process. In order to help faculty prepare for curriculum review, the program review self study forms include a student learning outcomes checklist and an assessment plan. This new section requires programs to update their progress towards developing and assessing course, program, and degree-level student learning outcomes (IIA.39).

The criteria used in program review include relevancy, appropriateness, student learning outcomes achievement, currency and planning. The self study form used for the program review document ensures that College programs follow a consistent process for program review. Each self study document contains the common sections of a) an overview of the program

and how the program supports the broader mission and goals of the College; (b) curriculum, assessment, and instruction; (c) physical resources; (d) staffing; (e) student retention and success; (f) community service; (g) occupational programs (if applicable); and (h) summary and recommendations (IIA.40).

The types of data available for program evaluation include student enrollment, (full and part-time), ethnicity, gender, age, and student achievement data, such as GPA, student retention and success. For those programs offering distance education courses, data is provided for GPA, retention, and success of like courses offered by the program in a face-to-face setting compared to the same courses offered through a distance learning modality. The Office of Institutional Research Assessment and Planning provides an established set of data for faculty via the Program Review Blackboard site. Faculty may request additional data pertinent to their program (IIA.57: Program Review Standard Dataset).

Curriculum review occurs in the year following the comprehensive instructional program review. After examining the program in its entirety, faculty in the program modify existing courses, add new ones, or delete those that no longer meet the goals of the program. In both the program and curriculum reviews, the College completes a comprehensive review of the role of the program in the overall College curriculum. Courses and their programs are related to the College's Institutional SLOs and strategic plan goals and objectives.

The College complies with changes required by external licensing agencies and considers the recommendation of a program's advisory committee. (IIA.58: Child Development 2008 Program Review Self-Study). There is department and division dialogue on program relevancy through an analysis of data such as enrollment, employment, occupational demand, and technology trends. A program discontinuance policy approved in fall 2009 by the Academic Senate is followed if a program is to be considered for discontinuance (IIA.41).

Results of program evaluation are utilized in the institutional planning process. After the program faculty present a program review, the Program Review Com-

mittee forwards recommendations that require action to the Strategic Planning Council (SPC). The SPC forwards program review recommendations to the appropriate strategic planning advisory committee for planning and a recommendation for action (IIA.59: SPC Minutes March 24, 2011 and April 7, 2011).

Self Evaluation

The College meets the standard. Fresno City College is proficient in evaluating all courses and programs through a continuing systematic review of relevance, appropriateness, currency, and future needs and plans.

Planning Agenda

The College will conduct an annual assessment of progress toward program goals as part of program review.

IIA.2f *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

The FCC community has understood and embraced the practice of continuous integrated planning (IIA.60: Integrated Planning Handbook). On August 24, 2006, the College adopted and began implementing a strategic plan, coordinated by the SPC. The SPC then formulated College goals and objectives that aligned with the College's mission, values, and vision as well as District goals (IIA.61: FCC College Priority Goals; IIA.62: Strategic Planning Council Blackboard Site).

The College's cyclical planning cycle includes systematic evaluation of programs and services, improvement planning, implementation of programs and re-evaluation. Using an action planning process developed by the SPC, College units develop and implement action plans based on College goals and objectives.

The action plans are tactical strategies that can be submitted at any time by any unit. In the action planning process, once the SPC approves a plan, the proposing unit(s) implements the approved plan and provides progress reports to the SPC every semester until the plan is completed. Each year the SPC uses information from the progress reports as part of the environmental scan data that is used to identify possible changes to strategic plan goals and objectives. This annual review of progress creates a rolling strategic plan, rather than a three or five year strategic plan.

The program review process is overseen by the Program Review Committee comprised of members of the campus' four constituencies with the largest number of members being faculty. In 2007, a calendar was established for program review self studies for instructional and non-instructional programs. A program's self study is written in the term prior to the document's presentation to members of the Program Review Committee. The Program Review Committee reviews each program's self study findings and either accepts the document and maintains current level of support; accepts the document with recommendations, or accepts the document and increases/decreases support to the program (IIA.36; IIA.23; IIA.40).

A comprehensive program review is conducted for instructional and non-instructional programs every five years. A six-year cycle of program review has been developed for occupational programs. Career technical education programs are reviewed every two years to "ensure that each program as demonstrated by the California Occupational Information System...does each of the following: 1) meets a documented labor market demand; 2) does not represent unnecessary duplication of other manpower training programs in the area; and 3) is of demonstrated effectiveness as measured by the employment and completion success of its students" (IIA.37). A comprehensive program review is conducted for occupational programs every sixth year. All programs have completed at least one program review since 2007.

At the end of each academic year, self study team members are asked to evaluate the program review process through a survey. Three surveys have been conducted, the most recent in spring 2011 that targeted occupational program review participants

(IIA.42). As a result of the surveys, the instructional program review template has undergone one revision and the non-instructional program review template is currently in revision. At the end of each semester, the program review coordinator submits a report to the Strategic Planning Council including the nature of the program reviews presented for the term, specific requests from programs and any recommendations made for the programs. In addition, the Program Review Committee has submitted two campus wide recommendations to the Strategic Planning Council – 1) the need for a revised process of student application for certificates and 2) the development of a process through which the College can track job placement (IIA.63: Program Review Committee Campus-wide Recommendations to the SPC).

Institutional data is available on the District's institutional research website and is used for planning. The Office of Institutional Research, Assessment, and Planning helps analyze and interpret the data for easy understanding by the College community (IIA.64: District IR Website).

The College continues to strive to maintain a well-documented, continuous process for evaluating itself in all areas of operation, analyzing and publishing the results, and planning and implementing improvements. The College's component plans are integrated into a comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness. The College assesses progress toward achieving its educational goals over time, using longitudinal data and analysis. Program review processes are continuous, systematic and used to assess and improve student learning and achievement (IIA.65: Example – Political Science Instructional Program Review). The next steps in proficiency are (a) to effectively use Fresno City College's human, physical, technology and financial resources to achieve broad educational purposes, including stated student learning outcomes and (b) to plan and effectively incorporate results of program review in all areas of educational services, instruction, support services, library and learning resources.

Self Evaluation

The College meets the standard. The College's systematic program review and planning processes effectively

evaluate achievement of student learning outcomes and results are used for continuous improvement.

Planning Agenda

The College will develop an assessment timeline that includes all course and program level student learning outcomes by fall 2012.

IIA.2g *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Descriptive Summary

Only a few courses use departmental examinations. In developmental English and ESL, department-chosen midterm and final writing prompts are administered to all students in the writing courses and exams are scored holistically based upon a department-approved rubric (IIA.48). Several courses in business use departmentally-chosen examinations (IIA.66: BT-2 Departmental Final). In these English and business courses, no formal validation system is currently used. However, when developing prompts for the writing assessments mentioned above, the English and the ESL departments take steps to ensure that essay prompts are not culturally biased. Furthermore, these assessments are directly tied to student learning in that they reflect the student learning outcomes of the specific courses.

The nursing, respiratory care, and emergency response programs also use departmental course and/or program examinations. The nursing program, for example, uses the Assessment Technologies Institute (ATI) RN Comprehensive Predictor test, which contains 150 items intended to measure a student's readiness for the NCLEX-RN exam. ATI's research supports the reliability and validity of RN Comprehensive Predictor test scores (IIA.67: RN Comprehensive Predictor). In courses using the test, it forms five percent of a student's grade.

Self Evaluation

The College meets the standard. The institution only

uses a few departmental exams and steps have been taken to ensure that those used minimize biases and effectively measure student learning.

Planning Agenda

None.

IIA.2h *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Descriptive Summary

Fresno City College requires instructors to follow the course outline of record, and therefore awards credit for courses based upon the objectives stated in those outlines. The course student learning outcomes are developed from the objectives and content within the course outline of record. The required syllabi that instructors use for their courses should include the student learning outcomes for that course. The course assignments and the means for instructors to assess and grade their students should align with those objectives and outcomes.

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 Course Outline of Record. Content reviews and articulations with four-year colleges and universities ensure that, when reviewed and developed, courses meet equivalency standards. The curriculum approval process requires that the program department's faculty, the Curriculum Committee, the Office of Instruction, the District ECPC, and the Board of Trustees review and approve curriculum before it is sent to the State Chancellor's Office for approval (IIA.31; IIA.51: Board Policy / Administrative Regulation 4020).

Self Evaluation

The College meets the standard by adhering to the requirements of Title 5.

Planning Agenda

None.

IIA.2i *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

The College has implemented a timeline to achieve proficiency status regarding student learning outcomes by fall 2012. The College has established an institutional framework for defining student learning outcomes. An institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate (IIA.29 Outcomes & Assessment Committee Blackboard Site).

To ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates, discipline faculty have developed degree/certificate learning outcomes based upon the course student learning outcomes required for each degree and certificate. College faculty and the Outcomes and Assessment Committee are mapping course student learning outcomes to degree/certificate student learning outcomes. At the program level, the Program Review Committee now requires all programs going through the review cycle to report on progress in completing program, degree, and course-level outcomes. In addition, student achievement data are used as part of this review to recommend program improvements (IIA.81).

The College has established student learning outcomes for all courses. As programs begin the mapping process, student achievement data will be integrally tied with student learning outcomes. A template has been implemented by the Outcomes and Assessment Committee to guide faculty in assessing student learning outcomes. Each department has developed an assessment calendar that includes a planning, assessment, and evaluation timeline (IIA.29).

Self Evaluation

The College meets this standard through mapping of course SLOs to program SLOs. The College assures that certificates and degrees are awarded on the basis of the achievement of the program's stated learning outcomes.

Planning Agenda

None.

IIA.3 *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA.3a *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

Fresno City College's philosophy is that "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 requirement at Fresno City College will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning" (IIA.81).

Students graduating with an associate degree must complete a minimum of 18 semester units in a major

or area of emphasis. The general education areas, based upon Title 5, include Area A: Natural Sciences; Area B: Social and Behavioral Sciences; Area C: Humanities; and Area D: Language and Rationality. As per the College mission, courses in these areas are "responsive to the lifelong learning needs" of the students, offering students a variety of options that are also aligned with the Fresno City College Institutional Student Learning Outcomes listed in the College catalog.

Three of these areas directly relate to this Standard: Area A Natural Sciences, Area B Social and Behavioral Sciences and Area C Humanities. Each area includes the following General Education Student Learning Outcomes:

Area A: Natural Sciences

Students who complete natural sciences general education courses will be able to:

1. Analyze basic concepts of biological and/or physical science to evaluate and debate the validity of scientific information.
2. Express an understanding of the relationships between science and other human activities.

Area B: Social and Behavioral Sciences

Students who complete social and behavioral sciences general education courses will be able to:

1. Analyze how people act and have acted to shape and respond to their societies and the natural environment.
2. Describe how societies and social subgroups and individuals operate in specific historical and contemporary contexts.
3. Compare and critique the principles, perspectives, and methods of inquiry and measurement appropriate to the particular discipline being studied.

Area C: Humanities

Students who complete humanities general education courses will be able to:

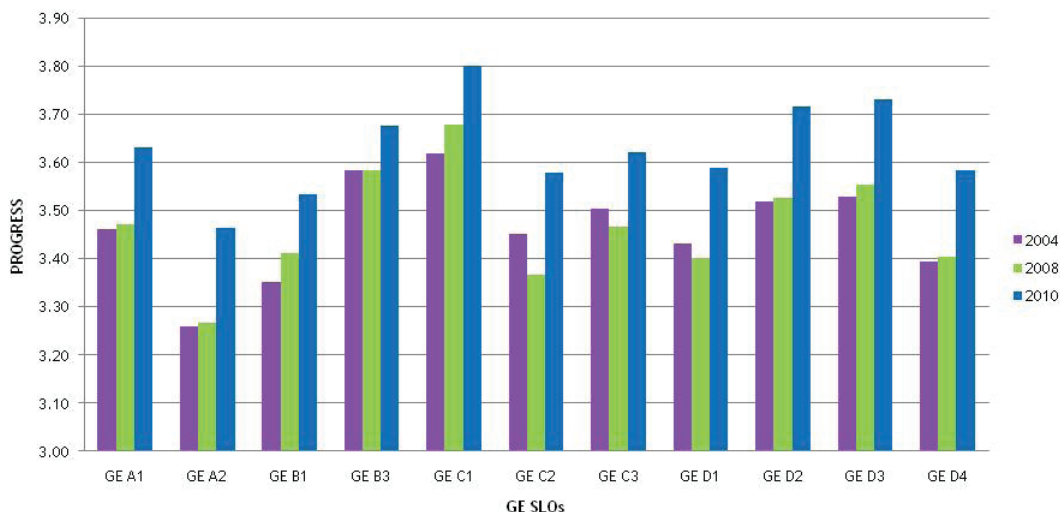
1. Describe how peoples of different times and cultures relate to their environments through individual artistic expression and shared cultural traditions.
2. Articulate an understanding of the relationships between the arts, the humanities and themselves.
3. Describe, explain, discuss, evaluate, compare and contrast theories to understand the nature of reasoning, reality and value.

Students fulfilling the General Education requirements are expected to meet these College's General

Educational Student Learning Outcomes. Each course that is part of the General Education pattern will be mapped to the General Education SLOs. The mapping process of the General Education and Institutional SLOs is still ongoing and will be completed by spring 2012. Not only are courses a method to assess the College's General Education SLOs, but the results from the ACT College Outcomes Survey were used to also measure the achievement of these outcomes. The Outcomes & Assessment Committee will continue to map the General Education SLOs to selected questions of the ACT College Outcomes Survey. Results of the last three ACT Surveys dating back to 2004 are listed below (IIA.8: Presentation of ACT Outcomes Mapped to ISLOs and GE Outcomes).



GE SLOs - progress



A - Natural Sci., B - Social and Behavioral Sci., C-Humanities, D-Language and Rationality

In the Area A: Natural Sciences, students must take at least one course in either physical or life sciences. Vocational students are also given the option of taking Applied Science 120: Industrial Science, which is an applied sciences course applicable to the trades (IIA.81). Students seeking both associate degrees and transfer options may take courses in biology and chemistry that also meet the general education transfer requirements for IGETC and California State

University admissions. In addition, general student learning outcomes have been established for this area.

In Area B: Social and Behavioral Sciences, students are required to take at least two courses in two separate areas: Political Science and another Social/Behavioral Science. The Political Science option is also used to satisfy the American institutions requirement (degree requirement 11). In area B.2, students are given fifteen different disciplines from which to

choose that include a variety of social, cultural, and behavioral studies courses, meeting the interests and needs of a diverse population, per the College mission. As with Natural Sciences, student learning outcomes have been established by discipline faculty in collaboration with the Curriculum Committee.

As with Social and Behavioral sciences, Area C: Humanities offers students a variety of subjects (30 total) that meet students' diverse needs, including courses in art, dance, foreign language, graphic communications, literature, music, photography, and theatre arts, to name a few. Likewise, student learning outcomes have been established for this subject area.

Self Evaluation

The College meets this standard. College processes ensure careful and appropriate consideration of courses included in the general education pattern.

Planning Agenda

None.

IIA.3b *A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.*

Descriptive Summary

In order for students to attain an associate degree, they must successfully complete courses in six distinct areas relative to this Standard.

These include:

- competence in writing (successful completion of English 1A)
- competence in reading (successful completion of English 1A or score on placement test)
- competence in oral communication
- competence in mathematics (successful completion of Intermediate Algebra or higher)
- familiarity with computer concepts (successful

completion of a course with a computer literacy component or passing a college examination of computer literacy

- one course in an “awareness of lifetime physical and mental wellness”

Three of these areas directly relate to this standard:
Area D: Language and Rationality

Area D: Language and Rationality

Students who complete language and rationality general education courses will be able to:

1. Write clear, logically organized essays using expository and argumentative modes and apply conventions of documentation when appropriate.
2. Apply logical reasoning to make decisions based on information.
3. Solve problems, explain conclusions, employ and evaluate evidence and inferences; and/or critique the thing of self and others.
4. Construct, deliver, and comprehend appropriate and clear oral messages and exchanges in interpersonal, public, and professional contexts.

Students fulfilling the General Education requirements are expected to meet these General Educational Student Learning Outcomes. In reviewing the most recent ACT Survey results, two of the five outcomes that made the most progress were “Learning to think and reason” and “Developing problem-solving skills” (IIA.6: ACT Survey Presentation). These survey results indicated that the College and students continue to value the core components of General Education.

Additionally, students must complete two courses minimum in language and rationality from two Areas (composition, D.1; communication and analytical thinking, D.2). In particular, in Area D.2, vocational students are given options related to various vocational disciplines, such as graphic communications, electrical systems technology, computer sciences, business administration, and applied technology courses.

Self Evaluation

The College meets this standard. The associate degree includes the courses relevant to attaining lifelong learning skills.

Planning Agenda

None.

IIA.3c *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

In order to earn an associate's degree, students are required to complete courses in cultural studies, history, humanities, philosophy, and art. These courses emphasize cultural diversity, historical and aesthetic sensitivity, and national and global awareness (Areas B and C of the graduation requirement in the FCC Catalog). In addition, students must successfully complete one course in oral communication, which focuses on effective communication and interpersonal skills, as well as a course on the principles of national, state, and local government, including the study of American institutions.

Although a mapping process to the College's General Education SLOs is taking place, the ACT Survey data provides insight on the overall personal, academic, and career development of our students. In reviewing the College's Institutional Student Learning Outcomes, #4: Personal, Academic Career Development most closely aligns with this Standard. Survey results from the ACT Survey (student survey) provide data to measure the success of the College's Institutional SLOs. In particular, students felt that the following two outcomes were the most important: "Acquiring knowledge and skills needed for a career" and "Becoming competent in my major." Students also

felt that they made the most progress with "Acquiring knowledge and skills needed for a career", "Listening to and understanding what others say," and "Developing openness to new ideas and practices" (IIA.6).

One of the more insightful results from the survey were the following items that students ranked as the top five in terms of personal growth since starting at Fresno City College:

1. Taking responsibility of my own behavior
2. Setting long-term or 'life' goals
3. Acquiring a well-rounded general education
4. Learning how to become a more responsible family member
5. Interacting well with people from cultures other than my own

Student learning outcomes for these areas have been established at the course level and for each of the general education area requirements, which include courses specifically related to this Standard. The Curriculum Committee, working with program faculty, establishes the basis for including courses that meet each of the requirements for this Standard.

Self Evaluation

The College meets the standard. Ethics and being an effective citizen are an integral part of the College curriculum.

Planning Agenda

None.

IIA.4 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

All associate degree programs have a minimum of 18 units in a major or an area of emphasis. All associates degree programs include a focus in at least one area of inquiry, are in compliance with Title 5 regulations, and are certified by the Systems Office of the California Community College Chancellor's Office

pertaining to minimum required units in a focused area of study. In addition, in order to earn an associate's degree, students must complete general education requirements, which include "a broad base of educational experience about aspects of the world which a major area of study may not include." The four general education areas require students to take courses in natural sciences, social and behavioral sciences, the humanities, and language and rationality. As noted in the catalog, effective fall 2009, all students must complete freshman composition (English 1A) and at minimum intermediate algebra (Math 103), per new Title 5 regulations. Additionally, the College requires students to fulfill course or competency requirements for computer concepts and use, complete at least one course in the "awareness of lifetime physical and mental wellness," two physical education courses, and one American government course. Thus, students must take an extensive interdisciplinary core to obtain an associate's degree. (IIA.81).

As noted in the College catalog, students must complete at least 60 degree-applicable units to earn an associate's degree. At least 18 of those units must be in a specific discipline, with the remaining units fulfilling general education breadth requirements. Some degree programs require more units than others within an area of inquiry. As previously noted, major areas are determined through a rigorous review process with final approval by the Board of Trustees and certification at the state level. Finally, when students apply for a degree, the Evaluations Office certifies that students have fulfilled the necessary requirements before they are awarded degrees.

Self Evaluation

The College meets the standard. All associate's degree programs include a focus in at least one area of inquiry.

Planning Agenda

None.

IIA.5 *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Descriptive Summary

Fresno City College offers a number of programs that prepares students for external licensure and/or certification. These programs include but are not limited to the Cisco Automotive and General Motors Programs, the Police and Fire Science Academies, the Dental Hygiene Program, and the Registered Nursing Program (IIA.81).

Health Sciences offers at least four programs that prepare students for outside licensing, including Radiological Technology, Dental Hygiene, Respiratory Care, and Registered Nursing. These programs are accredited by outside agencies, which have their own accreditation standards and visits (IIA.68: Examples of outside accreditation report). In addition to their respective accreditation standards, each receives feedback from their advisory committees and local employers.

In the Applied Technology Division, there are also a number of programs that prepare students for either licensure or for career entrance exams. The Police Academy is one such program, which trains students for both initial certification as a police officer or for ongoing certification in specific areas that require ongoing training, such as firearms safety training (IIA.81).

In the Social Sciences division, child development courses and specific competencies are used to fulfill requirements leading to California Child Development permits and move students along through the certification matrix developed out of the California Department of Education. These levels of certification include Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor and Program Director. The Associate Teacher Certificate of Achievement fulfills the requirements for the Associate Teacher Level, qualifying students to work in most privately funded centers or open their own childcare. The

Associate in Science degree fulfills requirements for the Teacher level, qualifying students to work in state-funded preschools or for Head Start.

Other programs in this area include the Fire Science Academy, the Paralegal Program, Human Services and Social Work Programs, the Real Estate Program, and the Paramedics/EMT Program. (IIA.81).

Self Evaluation

The College meets the standard. All vocational programs prepare students for the licensure/certification relevant to the program.

Planning Agenda

None.

IIA.6 *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*

IIA.6a *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.*

Descriptive Summary

Transfer of credit policies are made available to students who transfer to Fresno City College from other institutions and for those students wishing to transfer from Fresno City College to another college or university. Transfer-in policies are available in the College catalog as part of the admissions policies.

Through the Evaluations Office and through counseling, "pass-along" equivalency forms are used when students transfer in from outside colleges. As a part of this process, college transcripts, related catalog descriptions, course outlines, and syllabi are given to the instructional division offices and subsequently to department chairs in the associated disciplines for evaluation.

The College diligently maintains articulation agreements and close evaluation processes at all levels for both those students transferring in and those transferring out to other colleges and universities (IIA.69: ASSIST online student-transfer information system website). The close scrutiny given by the Curriculum Committee, with the assistance of the articulation officer, help to ensure courses are comparable at all levels with courses offered outside the College. 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.

To assist students who are transferring from Fresno City College to four-year colleges and universities, articulation agreements have been established, particularly with the California State University (CSU) and University of California (UC) systems. The College's articulation officer works closely with the Curriculum Committee, faculty, and the division deans in communicating changes to policies established at the CSU and UC systems. When new courses are established or changes are made to current courses, this information is sent to the CSU and UC systems as a part of the articulation process. Courses are then certified as part of the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU 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. 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, which 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.

With the approval of SB1440 (Padilla, 2010) or the Transfer Model Curriculum (TMC), faculty have actively participated in discipline hearings throughout the state. Through concerted effort, the College will be offering three TMCs in fall 2011 (Psychology, Sociology, and Communication), with more to come in the future (IIA.70: Board of Trustees Meeting Notes May 2011).

Through the State Center Consortium, local area high schools develop 2+2 agreements with discipline faculty at the College.

Counseling and admissions and records staff work closely with students to provide them with accurate information and assist them with evaluations processes that allow students to apply credit they have received from outside colleges and universities to Fresno City College transcripts. In addition, website addresses, forms, major and transfer sheets, and brochures are given to students in assisting them with the process of transferring from Fresno City College 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.

Self Evaluation

The College meets the standard. The College has clearly communicated transfer of credit policies and assists students in understanding and applying these policies.

Planning Agenda

None.

IIA.6b *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.*

Descriptive Summary

The Fresno City College Curriculum Committee approves any modifications to existing programs and utilizes the rules and processes set forth in the Program and Course Approval Handbook (IIA.71: Program and Course Approval Handbook) concerning both non-substantial and substantial changes in programs offered at the College. In addition, a program discontinuance policy has been established that sets forth a process in the event it is necessary to eliminate a program. Both the Program Review Committee and the Curriculum Committee act accordingly when this happens and due consideration is given to minimize effects on students enrolled in discontinued programs.

As of spring 2011, the Program Discontinuance Policy, which was recently approved, has not been utilized. However, as per ongoing policies, due diligence is given to those students affected when a program is being phased out to see that the students are able to complete the program. Students are informed of impending changes, and accommodations are made to help students fulfill their educational goals. In many cases, program elimination occurs because of low enrollments and limited offerings in courses. For example, the College's Weekend College Program is currently being phased out due to low enrollments, and this is occurring gradually enough so that every student who committed to the program is given optimum opportunity to finish. (IIA.41).

In addition, a course waiver or substitution petition process is used when certain courses have been eliminated or are not being offered during semesters when students need to complete coursework that would allow them to graduate or certify in specific program areas (IIA.72: Course Waiver Form). These waivers are processed through admissions and records and are approved by discipline faculty (typically department chairs) and division deans.

The five-year program review cycle ensures a timely and thorough review of program effectiveness. A calendar has been developed that places five-year curriculum review just after program review has been completed, therefore assuring a consistent and timely process for substantial changes to both programs and courses (IIA.23).

Self Evaluation

The College meets this standard. Processes are in place to ensure that program changes/elimination do not affect the students ability to complete the program.

Planning Agenda

None.

IIA.6c *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

The primary access point for public information is the College website (www.fresnocitycollege.edu). The website contains dropdown menus containing information about nearly every aspect of the College, including course schedules and catalogs, and links to websites that allow students, faculty, staff, administration, and the public to access pertinent information. Given the amount of information contained within this website, the College works diligently to maintain

accuracy, consistency, and accessibility for persons with disabilities. Responsibility for updating information on the website is delegated to individuals overseeing various areas within the site.

Fresno City College provides a variety of publications, including the College catalog, which is updated every two years and is available to students in both print and electronic formats. An addendum to the catalog is published annually to reflect updates in curriculum and College policies, and the electronic version of the catalog is updated concurrent with the addendum. During the review and updating process, the Public Information Office, the vice presidents of instruction and student services, the division deans, and the department chairs review both the catalog and the class schedules for accuracy. Changes in policies, degree requirements, course offerings, and other pertinent information are included each time new publications are released.

College policies, the current College catalog, the schedule of courses, and information about fee payments and other services are updated regularly on the website and in the printed catalog. The Public Information Office and the Office of Instruction oversee the editing and updating of schedules and catalogs. Drafts of such printed documents are distributed to all divisions and departments for editing and updating in a process that takes several weeks before information is finalized in print form.

Self Evaluation

The College meets the standard. The College makes every effort to provide accurate and consistent information to students and the public.

Planning Agenda

None.

IIA.7 *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

IIA.7a *Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

District Board Policy 4030 addresses academic freedom as both a right and a responsibility. (IIA.73: Board Policy 4030). As a right, it cites Title 5 section 51023. Administrative Regulation 4030 further delineates academic freedom as it pertains to faculty and Fresno City College. 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 (IIA.47a: Faculty Contract Article XIII.E.2.b). As a part of the self-evaluation component of the faculty evaluation, instructors typically include a response to this code of conduct.

Administrative Regulation 5530 defines student rights in cases when faculty may have violated codes of conduct related to academic freedom (IIA.74: Administrative Regulation 5530). A grievance process

has been established and published in the College catalog, governing situations where there is a question concerning the fair and objective presentation of information.

Self Evaluation

The College meets the standard through adherence to District and College regulations and policies.

Planning Agenda

None.

IIA.7b *The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.*

Descriptive Summary

Standards of conduct for students are defined in Administrative Regulation 5500 (IIA.75: Board Policy / Administrative Regulation 5500) and are published in the College catalog. These standards define academic dishonesty and its consequences and allow for due process for students accused of cheating or plagiarizing in classes. Procedures for discipline are outlined in this regulation. An academic dishonesty form is also available in division offices and in the Office of the Vice President of Student Services. (IIA.76: Academic Dishonesty Form). In addition, the College catalog defines academic dishonesty, cheating, and plagiarism and details the consequences.

Self Evaluation

The College meets the standard through adherence to District and College regulations and policies.

Planning Agenda

None.

IIA.7c *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 or student handbooks.*

Descriptive Summary

Fresno City College 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 honest and equity (IIA.77: Board Policy / Administrative Regulation 3150). 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.” Administrative regulation 7122 (IIA.78: Administrative Regulation 7122) defines the duties and responsibilities of instructors into 29 areas, in addition to a list of responsibilities for athletic coaches. Duties and responsibilities of instructors are given to all new full time faculty during an orientation at the being of their employment and are included in the faculty handbook.

In terms of conformity to specific beliefs and worldviews, Fresno City College does not promote specific beliefs or worldviews to which all employees and students must conform.

Self Evaluation

This standard is not fully applicable to Fresno City College.

Planning Agenda

None.

IIA.8 *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Descriptive Summary

Fresno City College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

This standard is not applicable to Fresno City College.

Planning Agenda

None.

Evidence for Standard IIA

- IIA.1 Mission, Vision, and Core Values
- IIA.2 Alternative Educational Programs and Brochures
- IIA.3 ARCC Report
- IIA.4 2010 Environmental Scan Report
- IIA.5a Strategic Plan Brochures 2010–2012
- IIA.5b Strategic Plan Brochures 2009–2012
- IIA.6 ACT Survey Presentation
- IIA.7 Institutional Research Effectiveness Committee Operating agreement
- IIA.8 Presentation of ACT Outcomes Mapped to ISLOs and GE SLOs
- IIA.10 Outcomes and Assessment Calendars by Discipline
- IIA.11a Outcomes & Assessment Training Spring 2011
- IIA.11b Fall 2010 Flex Day Brochure
- IIA.11c Spring 2011 Flex Day Brochure
- IIA.11c CurricUNET Outcomes Training Schedule Fall 2010
- IIA.12 [CIT Program Outcomes Website](#)
- IIA.13 Nursing Degree Assessment Report
- IIA.15 Honors Program Brochure
- IIA.16a Non-Instructional Program Review CTC
- IIA.16b Program Review Auto Collision Repair
- IIA.18 Program Schedules
- IIA.19 [Basic Skills Blackboard Site](#)
- IIA.20 2010 Fall Faculty-Staff Survey Report
- IIA.22 DE Addendum Sample
- IIA.23 Curriculum and Program Review 5-year Review Calendar
- IIA.24 Distance Education Plan Reviewed January 2010
- IIA.25 Distance Learning Courses
- IIA.26 Outcomes and Assessment Committee Operating Agreement
- IIA.27 Curriculum Committee Meeting Minutes
- IIA.28 [Curriculum Committee Blackboard Site](#)
- IIA.29 [Outcomes & Assessment Committee Blackboard Site](#)
- IIA.30 Sample Course Outlines of Record
- IIA.31 [CurricUNET Website](#)
- IIA.32 Sample Syllabi
- IIA.33 Schedule of Outcomes Submissions
- IIA.34 RN Outcome Assessment Report
- IIA.35 Curriculum Committee Operating Agreement
- IIA.36 Program Review Committee Operating Agreement
- IIA.37 California Education Code 78016
- IIA.38a Planning and Training Schedule for Fall 2009 Program Review Presentations
- IIA.38b Planning and Training Calendar for Fall 2010 Presentations
- IIA.39 [Program Review Committee Blackboard Site](#)
- IIA.40a Instructional Program Review Template November 10, 2009 Final
- IIA.40b Course Outcome & Student Learning Outcomes Checklist
- IIA.40c Occupational Program Template Pilot Version March 26, 2008
- IIA.40d Administrative Service Unit Template March 2, 2008
- IIA.41 Program Discontinuance Policy
- IIA.42a Program Review Participant Survey Results: 2009 Open End Comments

- IIA.42b Program Review Participant Survey Results: 2009 Program Review Survey Data
- IIA.42c Program Review Participant Survey Results: 2010 Spring Program Review Evaluation Survey Results
- IIA.42d Program Review Participant Survey Results: 2011 Spring Program Participant Program Review Survey Occupational Programs
- IIA.43 Annual Program Review Committee Reports
- IIA.44 BT Advisory Committee Documentation
- IIA.45 Completed CTE Occupational Program Review Samples
- IIA.46 Samples of Quantitative Data for Occupational Program Reviews
- IIA.47a Full-Time Faculty Contract
- IIA.47b Part Time Faculty Contract
- IIA.48 ESL Sample Norms and Rubrics
- IIA.49 [CurricUNET Instructions](#)
- IIA.50 LING 11 Course Outline of Record
- IIA.51 Board Policy / Administrative Regulation 4020
- IIA.52 Distance Education Committee Operating Agreement
- IIA.53 Faculty Technology Training Brochure and Evaluation Results
- IIA.54 2011 Faculty Technology Survey Results
- IIA.55a COMM-1 Course Outline of Record
- IIA.55b COMM-4 Course Outline of Record
- IIA.55c COMM-25 Course Outcome of Record
- IIA.56a COMM-1 Syllabus
- IIA.56b COMM-4 Syllabus
- IIA.56c COMM-25 Syllabus
- IIA.57 Program Review Standard Dataset
- IIA.58 Child Development 2008 Program Review Self Study
- IIA.59 SPC Minutes March 24, 2001 and April 7, 2011
- IIA.60 Integrated Planning Handbook
- IIA.61 FCC College Priority Goals
- IIA.62 [Strategic Planning Council Blackboard Site](#)
- IIA.63 Program Review Committee Campus-wide Recommendations to the SPC
- IIA.64 [District Institutional Research Website](#)
- IIA.65 Political Science Instruction Program Review
- IA.66 BT-2 Departmental Final
- IIA.67 RN Comprehensive Predictor
- IIA.68 Examples of Outside Accreditation Report s
- IIA.69 [ASSIST Online Student-transfer Information System Website](#)
- IIA.70 Board of Trustees Meeting Notes May 2011
- IIA.71 Program and Course Approval Handbook
- IIA.72 Course Waiver Form
- IIA.73 Board Policy 4030
- IIA.74 Administrative Regulation 5530
- IIA.75 Board Policy / Administrative Regulation 5500
- IIA.76 Academic Dishonesty Form
- IIA.77 Board Policy / Administrative Regulation 3150
- IIA.78 Administrative Regulation 7122
- IIA.79 25 Month Program Review
- IIA.80 [FCC Schedule of Classes](#)
- IIA.81 [FCC Catalog](#)
- IIA.82 [FCC Institutional Research Website](#)

STANDARD IIB STUDENT LEARNING PROGRAMS AND SERVICES

Student Development and Support Services

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Committee Members

Co-Chairs:

Yury Kostin, Faculty
Christopher Villa, Administrator

Members:

Ginna Bearden, Administrator
Leticia Canales, Faculty
Donna Cooper, Faculty
Renee Craig-Harris, Faculty
John Cummings, Administrator
Jaime Duran, Classified Professional
Janice Emerzian, Administrator
Lee Farley, Administrator
Sean Henderson, Administrator
Enrique Jauregui, Faculty
Frances Lippmann, Administrator
Gary Nicholes, Classified Professional
Julie Preston-Smith, Faculty
Frank Ramon, Administrator (retired December 2010)
Mark Sanchez, Administrator
Sonny Silva, Classified Professional
Rose Stock, Classified Professional
Lisa Vincent, Classified Professional

Descriptive Summary

As one of the most diverse community colleges in California, Fresno City College promotes access through outreach and recruitment in Fresno County and surrounding rural communities. The College's service area is low income relative to other areas of the state. During the 2009–2010 academic year, 67% of the Fresno City College student population received financial aid, resulting in a total disbursement of \$58.5 million across all financial aid programs. In the same year, Fresno City College also ranked third for Pell Grant recipients and first for Cal Grant B recipients among California Community Colleges. (IIB.1: Graph – Pell & CalGrants Recipients 2009–2010*).

College information can be found on the College website. To improve access to the site, the Student Services Division created a website task force. (IIB.2a: Student Services Division Website Opening Page; IIB.2b: Notes – Student Services Division Web Pages Committee Meeting March 11, 2010; IIB.2c: Notes – Student Services Division Web Pages Committee Meeting July 14, 2010; IIB.2d: PowerPoint – Web Committee December 2010). The task force modified the website splash page which was approved by College constituent groups and the President's Advisory Council. (IIB.3: Minutes – Website Task Force February 11, 2011). Website links that pertain to student support services have recently been updated to improve navigation, consistency, and unity. Student support services departments and programs maintain hours of operation, location, and phone and fax numbers on the website. A "Steps to Success" matriculation checklist (IIB.4a: New Student Matriculation Checklist – Summer and Fall 2011; IIB.4b: Returning Students Matriculation Checklist – Summer and Fall 2011; IIB.4c: Students Transferring to FCC – Matriculation Checklist – Summer and Fall 2011) can be found on the "Getting Started" link on the main page. The checklist outlines the steps necessary to becoming a successful Fresno City College student.

The Counseling Department recently overhauled its website to expand student access to services and tools. Services include counseling support, online orientation, and probation workshops. Tools included on

* Second and subsequent references to evidence will only include the evidence number.

this site are comprehensive major sheets, an associate degree Power Point, a California State University general education pattern Power Point Tutorial, an online student handbook, a GPA calculator, and a Frequently Asked Questions database.

As the demand for online services has increased, new services have been developed. These services include a professionally produced new student online orientation with streaming video, (IIB.5: DRAFT Online Orientation Opening Page) online counseling, and the development and implementation of an online student educational plan.

The College community demonstrates the importance of sustaining a supportive learning environment for students. The Student Services Division Mission Statement (IIB.6: Student Services Division Mission Statement) that is linked to the Fresno City College Mission Statement (IIB.7: FCC Mission, Vision & Core Values), the Fresno City College Educational Master Plan (IIB.8: FCC Educational Master Plan) and the College goals reads:

The Division of Student Services provides friendly, efficient, and accessible services in an environment that promotes student personal growth and responsibility. We are dedicated to fostering a collaborative and collegial environment that supports open and fluid communication with campus constituents that results in student success.

Twenty-three years ago the College developed and implemented a successful and unique student recruitment and access program. The Registration-To-Go Program (RTG) established in 1988, began as a pilot program with two high schools: Madera and Clovis West. The program provides on-site matriculation services to Fresno county and surrounding rural area high schools. Classified professionals and counselors provide student application workshops, assistance with the online application, the provision of assessment/testing for course placement, on-site orientation, and an interactive online orientation with streaming video.

Matriculation efforts are reviewed in order to improve the delivery of student support services. The Enrollment Management Committee (EMC) works to

improve matriculation processes, particularly in the areas of application, assessment/placement, orientation, counseling, and registration. A Program Evaluation Report on Registration-To-Go (RTG) is being developed by a State Center Community College District (SCCCD) matriculation group that will identify priorities to be addressed by the program in academic year 2011–12. These priorities will also be considered by the EMC as it moves forward to streamline matriculation services in the future. For example, in the area of assessment/placement, an EMC subcommittee will develop action plans to improve the quality and consistency in testing instruments, methods (i.e. web-based), exemption criteria, use of multiple measures and cut-scores for placement.

The College has been working with Fresno Unified School District to use Early Assessment Program (EAP) test scores to exempt incoming Fresno City College students from taking Fresno City College placement tests. The EAP is an academic preparation program to help high school students meet college readiness standards in English and mathematics. The English and Mathematics Departments have agreed to use EAP results to exempt students from taking the College placement tests, when applicable. (IIB.9: E-mail from Faculty – Re: Math and EAP April 19, 2010). A formal committee has been established between Fresno City College, State Center Community College District, and the Fresno Unified School District. (IIB.10: E-mail from Counselor – FCC RTG Meeting May 11, 2011 – Formation of the SCCCDC-FUSD RTG Committee). The committee uses the EAP to promote dialogue and develop collaborative projects to ultimately increase the number of high school students successfully placed in college level English and mathematics.

A wide range of student services are provided by categorical programs such as EOPS, DSP&S, Puente, USEAA, SYMBAA, IDILE and a new Hispanic Serving Institution (HSI)-Title V Program “Pathway to the Future/Camino Hacia El Futuro.” These programs are designed to increase student success and educational goal completion for historically underserved populations.

The College is one of the few California community colleges to provide a full-service comprehensive

Psychological Services Department. (IIB.11: Clinical Services Website). The department addresses the mental health needs of the College community and offers clinical services in a number of areas, including: short-term individual therapy, personal growth, daily living skills, relationship and family issues, suicide prevention, and crisis resolution. The department also serves as a support network for students with more serious emotional disorders. In addition to clinical services, the department provides educational instruction, presentations and campus outreach and referral services. The department staff includes a full-time faculty coordinator and two adjunct clinical supervisors, all of whom are licensed clinical psychologists. The staff oversees the delivery of clinical services provided by four full-time, pre-doctoral interns and two master’s level practicum students. The internship program is the only accredited training site on a California community college campus.

All Student Services departments and programs that provide student support services are moving forward with student learning outcomes. The Student Services Division hired a consultant in October 2010 to assist department and program leads in the development and assessment of student learning outcomes (SLOs) and service unit outcomes (SUOs). (IIB.12: Consultant Mini-Biography – Dr. Ken Gonzalez). Student support services are assessed as student learning and service unit outcomes have been identified by departments and programs. These departments and programs are in the process of assessing outcome data to determine student achievement. The College has also evaluated its enrollment management strategies with Noel-Levitz in 2006. (IIB.13: Noel-Levitz Report November 22, 2006). The College has also distributed the ACT College Outcomes Survey. (IIB.14: ACT College Outcomes Survey March 11, 2011). The survey assesses student perception of the importance of, progress toward, and College contribution to a variety of College outcomes.

Self-Evaluation

The College meets the standard. Student access and success is a College priority and is demonstrated by the multitude of innovative student services programs available to a diverse student population. Each of

the programs undergoes assessment to improvement effectiveness and measure achievement of student learning outcomes and service unit outcomes.

Planning Agenda

None.

II.B.1 *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

Fresno City College Student Services Division offers a wide array of student support services provided by a variety of departments and programs. Many of these departments and programs are centrally located in the Student Services Building, including the Vice President of Student Services, Admissions and Records, College Relations, Financial Aid, Counseling, Transfer Center, Career Services, Health Services, EOPS, International Students, and Veterans Services. (IIB.15: Campus Map).

The Disabled Students Programs and Services (DSP&S) offices are currently located upstairs in the Student Services Building. Plans are in progress to relocate DSP&S offices to the former Administration Building. The program provides services and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. DSP&S has two components; counseling and academic instruction. The goal of the program is to provide support for students with disabilities through the academic pipeline from high school through college.

Fresno City College student support services provide an array of opportunities for the development of leadership skills and self-awareness. For example, Student Activities provides ample opportunity to participate in Associated Student Government and campus clubs, while Psychological Services provides students the opportunity to explore and address per-

sonal issues leading to improved self-awareness. The Student Activities Office is located in the cafeteria building. Psychological Services and TRIO Programs, Student Support Services and Upward Bound, are located in the Student Center Building on the upper floor above the bookstore. (IIB.16: Campus Map Highlighting Cafeteria and Student Center).

Fresno City College supports technology that facilitates access to services, particularly with the Business Office, Admissions and Records, Counseling, and Financial Aid. The College uses *WebAdvisor*; an internet-based student information system interface which is accessible to students with disabilities to search for available classes, register for classes, add and drop classes, manage waitlists, check class schedules, change home address, check grades and GPA, check for registration holds, get fee payment dates, check financial aid status, sign up for direct deposit, and apply for graduation. (IIB.17: WebAdvisor Presentation).

The Financial Aid Office has been working to increase the number of students participating in the financial aid direct deposit program. Direct deposit reduces the cost of printing, postage and mailing checks to students. In 2009–2010, direct deposit served over 3,000 students. As the office continues to focus its efforts on communicating with students via email, plans are underway to use document imaging to scan and electronically file all documents received from students. (IIB.18: Students Enrolled in Direct Deposit Pilot Implementation Summer 2009).

The Financial Aid Office has responded to the U.S. Department of Education movement toward an online-only financial aid process with continued operation of a Financial Aid Computer Lab. The lab provides assistance by providing financial aid services such as online applications, corrections online, loan entrance counseling, online scholarship applications, and utilization of financial aid services on *WebAdvisor*. This serves to eliminate technological barriers to financial aid services by ensuring that students are able to easily access online services. In the 2009–2010 academic year, the Financial Aid Computer Lab served a total of 27,531 students. This is a 9.1% increase from the 25,224 students served in the previous academic year. These numbers can easily be attributed to the growing number of financial aid applicants at Fresno

City College, as recognized by the State of California Legislative Analyst Office in fall 2010. (IIB.19: Financial Aid Computer Lab Totals 2008–2009 and 2009–2010; IIB.20: Financial Aid Model for the State – City at a Glance October. 25, 2010).

The Counseling Department has expanded many services through technology resulting in increased student access. The Fresno City College Counseling Technology Committee was responsible for much of the planning and implementation of online counseling services in 2004 (IIB.21: Counseling Technology Committee – Team Membership & Charge) and implementation of the Title V Cooperative grant from 2005–2009. (IIB.22a: Title V Cooperative Grant Abstract; IIB.22b: Final Title V Cooperative Grant Report December 2009).

In 2004, the Counseling Technology Committee began to focus on departmental technology needs and the development of goals and objectives to improve and expand access to services. The overarching goals of the committee focused on: (1) organizational structure and institutional support; (2) maintaining compliance with the Title V Cooperative grant objectives when it was awarded in 2005; (3) improving student preparedness for college through the use of various online resources; (4) counselor technology training; and (5) the ongoing development and implementation of online services to meet the needs of students. Specific goals and activities were developed and assessed annually and improvements were made based on data. (IIB.23: Counseling Technology Committee Goals & Activities 2009–2010).

Since 2005, several counseling technology initiatives were implemented such as updated counseling web pages, online student resources, online transfer information and resources, an electronic Early Alert system to identify and assist students with academic difficulties, (IIB.24: Early Alert Program Review), online workshops for students on academic/progress probation, electronic student educational plans, improved online new student orientation, (IIB.5), technology training for counseling faculty and staff, computer hardware and software to assist counselors in providing services on campus and from remote areas, electronic intake and appointment and scheduling system (SARS) to improve the flow of student traffic.

The Title V Cooperative grant, funded from 2005–2009, was an arrangement between Fresno City College, Reedley College, and the North Centers focusing on increased online educational services. With respect to student services, objectives included the improvement and expansion of online counseling services through the use of (1) a frequently asked question database available to students 24 hours per day, 7 days per week in which students could search and ask questions; (2) live-help chat with a counselor; and (3) a new student online orientation. By 2009, the Fresno City College Counseling Department was successful in providing 35 hours per week of direct online counseling services to students and providing increased access to an online new student orientation.

The Counseling Department has since institutionalized online counseling which has become an integral part of services provided to students. From 2006–2009, over 2,000 counseling related questions were submitted and answered by online counselors with 23,700 visits to the FAQ database from students in over 544 cities worldwide. In 2007, the live-help online counseling chat system began and, between 2007–2009, 1,358 live-counseling chat sessions with students were performed with students all over the world. Finally, over 5,780 students participated in the online orientation when the service began in 2007. (IIB.25: Online Counseling Data July 2006 - October 2010). Because of the many online services offered, students participating in distance education courses are able to take full advantage of student support services from home.

The College with the support of the Fresno Unified School District, Central Unified School District, Clovis Unified School District and targeted high schools within these districts, has been successful in providing on-site matriculation services through Registration-To-Go (RTG). The RTG program is a series of matriculation services provided to students primarily at feeder high schools in the Fresno county area. College Relations staff, counselors, Admissions and Records staff, and Assessment/Placement Center staff organize student recruitment, assessment/placement, orientation, advising, and registration on-site at the high schools.

Approximately 40 high schools participate in RTG on an annual basis. An average of 6,500 students participated in the program between 2006 and 2011 (IIB.26: RTG Schools and Number of Students Served) with approximately 65 percent of those students enrolling at Fresno City College. In 2009–10, 100 percent of the RTG students applied to the College online. (IIB.27: RTG Summary Stats 2003–2011). Current plans are to increase the number of students who participate in web-based assessment/placement. The College is recognized by the California Community College Chancellor’s Office as a participant in the Early Assessment Program (EAP). The EAP exempts students who have taken the EAP exam in high school and test into college-level English and/or math, thereby exempting students from taking the College assessment test.

Self Evaluation

The College meets the standard. The College works to provide high quality, accessible innovative student support services in a variety of locations using an array of delivery systems. This meets the needs of an extremely diverse student population and facilitates achievement of the College mission. These services begin with matriculation and continue throughout the student’s educational experience and are assessed to maintain the quality necessary for student achievement.

Planning Agenda

None.

II.B.2 *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

- a. **General Information**
 - **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
 - **Educational Mission**
 - **Course, Program, and Degree Offerings**
 - **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**
- b. **Requirements**
 - **Admissions**
 - **Student Fees and Other Financial Obligations**
 - **Degree, Certificates, Graduation and Transfer**
 - c. **Major Policies Affecting Students**
 - **Academic Regulations, including Academic Honesty**
 - **Nondiscrimination**
 - **Acceptance of Transfer Credits**
 - **Grievance and Complaint Procedures**
 - **Sexual Harassment**
 - **Refund of Fees**
 - d. **Location or publications where other policies may be found**

Descriptive Summary

Fresno City College publishes a College catalog every two years. The most current catalog is 2010–2012. The catalog provides a comprehensive resource for the most current academic and administrative policies and regulations affecting students. The catalog is a two-year catalog; therefore, an addendum is published annually to specify changes approved during the curriculum cycle after publication. The Office of Instruction and the Public Information Office work collaboratively with a contracted project specialist to prepare the layout and publication of the catalog. The curriculum analyst of the Office of Instruction coordinates with instructional deans and faculty, support services and programs, and others who have responsibility for content to ensure the highest level of accuracy.

The catalog describes general information concerning the following; the College history and mission; 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 governing board members. The extensive index facilitates ease of navigation through the catalog.

The catalog is prepared in a sequential manner beginning with the requirements for admission, residency (which also includes information about registration), matriculation, 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/ dismissal, enrollment status, grade review procedures, withdrawal policies and procedures, opportunities to earn college credit from advanced placement, CLEP, military training, high school course articulations and honors programs and societies.

The general education degree and transfer requirements are clearly stated and easy to follow in the catalog. 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. The section provides, in multiple languages, the non-discriminatory policy and grievance procedures and contact information for reporting such unlawful discrimination or unwelcome sexual advances.

The College provides the current catalog in print for purchase at the campus bookstore or for free online. In addition to the catalog, the College reprints many of the academic regulations and administrative policies in the schedule of classes, available in print and online for free. The College is developing a student handbook to heighten students' awareness about their rights and responsibilities that may shape their college experience. The District provides all board policies and administrative regulations on the State Center Community College District website under "Trustees Policies and Regulations."

a. General Information (College Catalog 2010–2012) (IIB.29 FCC Catalog 2010–2012)

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**

The inside cover of the catalog provides the institution's official name, address, fre-

quently called phone numbers to include the main switchboard as well as the website.

- **Educational Mission**

Fresno City College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population. Fresno City College provides a wide variety of supportive services to assist our students (Page 7).

- **Course, Program, and Degree Offerings**

There currently is not a general overarching statement as to the institutional offerings; however, more specific statements are dispersed throughout the catalog. The specific statements can be found by each of the instructional divisions in the "Divisions" section (Pages 84-94); the articulated lower division course offerings in the "Transfer Information and Requirements" section (Page 35); and identification general education requirements in the "Certificate and Degree Requirements" section (Page 30).

- **Academic Calendar and Program Length**

The institution adheres to a semester academic calendar as well as summer offerings of four, six, eight, and ten week session lengths (Page 10).

- **Academic Freedom Statement**

The catalog does not contain this statement. The institution is in the process of designing an academic freedom statement.

- Summary from AR 4030 – Academic freedom encompasses the right of the instructor to discuss pertinent subjects within his/her professional competency consistent with course objectives and sound educational principles. The right to exercise any liberty implies a duty to use it responsibly; therefore, special interests or opinion of the faculty should not supersede the right of other students to be protected against irrelevant or obscene materials and presentations.

- **Available Student Financial Aid**
The College administers Title IV grants as well as other state and non-governmental programs designed to support students with limited resources in meeting their educational objectives (Page 60-63).
- **Available Learning Resources**
The College promotes many opportunities through the offices of Student Activities, Fine, Performing and Communication Arts Division and Athletics providing students with educational and social growth outside the classroom (Pages 67-69).
- **Names and Degrees of Administrators and Faculty**
The current administrators, faculty, and staff are available on pages 345-359 of the catalog.
- **Names of Governing Board Members**
The current State Center Community College Board of Trustees members and positions are available on page 345 of the catalog.

b. Requirements

- **Admissions**
A person who is at least 18 years old with a high school diploma or having successfully completed the California High School Proficiency Examination (CHSPE) or the General Education Development (GED) is eligible for general admission (Page 11).
- **Student Fees and Other Financial Obligations**
All students are charged the mandated enrollment; the District's nonresident/international tuition and semester based fees are stated on pages 16-18; and fees based upon the state mandated formula (E.C. 76140; 76140.5). The institution provides health services (E.C. 76355); therefore; charges a fall and spring semester fee of \$17 on-campus, summer session fee of \$14 on-campus, or \$9 off-campus respectively. In 2001, the student body established a student representation fee of \$1 per student per semester (excluding summer sessions). Effective fall 2010, the student representation fee is not collected from those students who have received a Board of Governor's (BOG) fee waiver. Students charged the student representation fee have the right to request a waiver of said fee based upon religious, moral, political or financial reasons. Other student fees are listed such as parking, transcript, associate student body card and credit by exam.

c. Major Policies Affecting Students (IIB.28: FCC Student Handbook)

- **Academic Regulations, including Academic Honesty**
The catalog delineates between academic regulations and administrative policies. The regulations and policies should be combined for ease of reference (Pages 21-29, 50-56).
- **Nondiscrimination**
The College's nondiscriminatory policy and obligations statement, with campus contact information, are prepared in English, Spanish and Hmong (Pages 54-55).
- **Acceptance of Transfer Credits**
The College accepts and evaluates records for transfer students with regard to the scholastic status system in use at the College at the time of enrollment. Transcripts received with "work in progress" are not considered complete (Page 11).
- **Grievance and Complaint Procedures**
The College is in the process of revising Administrative Regulation 5530 to facilitate the handling of student grievances.
- **Sexual Harassment**
The College incorporates the District policy that no person shall be discriminated against based upon their ethnic group, national origin, religion, age, sex, race, color, physical or mental disability or sexual orientation with the sexual harassment policy to further support the commitment to provide a safe working and learning environment (Page 56).
- **Refund of Fees**
Enrollment/Tuition and term fee refunds are automatically posted to the student's account during the refund period. Refund policies and procedures are outlined on Page 18.

d. Location or Publications Where Other Policies May be Found

The College ensures catalog information is readily available to currently enrolled students, prospective students, and the public by providing free access to the current catalog on the College website, as well as having printed copies for purchase at the bookstore and online. In addition, the catalog is introduced to new students during orientation meetings.

The College worked through the District Educational Coordinating and Planning Committee (ECPC) to bring consistency to catalog format throughout the District. In conjunction with instituting the new State Chancellor Office requirements, summing of general education and major units required for the program as well as any course sequencing, the College needs to establish a consistent format in listing the program requirements; regardless of how the program resides in CurricUNET.

Self Evaluation

The College meets the standard by providing a precise, accurate, and current College catalog.

Planning Agenda

None.

II.B.3 *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Student data are used to review, develop, design, implement, and/or enhance student support programs. The process of data collection and analysis is cyclical.

Fresno City College has a strong record of developing student programs and services to ensure academic success. The College has strategically committed staffing resources to assist in student success research. In August 2010, Fresno City College hired a director of institutional research, assessment, and planning to assist the College with research and analysis to ensure informed decision-making. Furthermore, a full-time

faculty member was reassigned to conduct research in the Student Services Division under the direct supervision of the vice president of student services. This was a critical decision, as it provides access to important research for student support services special programs and counseling.

These researchers have been able to work with student support services administrators, faculty, and staff to develop comprehensive reports on academic achievement for students enrolled in special programs at Fresno City College. (IIB.30: USEAA Report 2008–2009 through 2010–2011) These reports contain important demographic data, as well as student achievement data (semester unit loads, GPA, successful completion, retention rate, fall to spring persistence, educational goal completion, and cohort tracking). Developing research on program performance allowed for constructive dialogue among faculty, staff, and administrators to make decisions regarding special programs. The resulting dialogue in the Student Services Division has created multiple opportunities to review how student services are provided.

In fall 2010, every student support program in the Student Services Division underwent a process of review for student learning outcomes (SLOs) and service unit outcomes (SUOs). The outcomes were reviewed for alignment to the goals of the student support programs and for usage of the verbiage for *Bloom's Taxonomy for Actionable Demonstrated Learning*. In addition, survey instrumentation was reviewed to ensure the ability to gather appropriate data based on the identified learning/unit outcomes. The process included an initial submission by faculty who oversee the daily operations of the student support programs. Faculty reviewed the initial SLOs/SUOs in conjunction with the dean of student services, counseling. Depending on the initial review, recommendations were made for adjusting the outcomes to be more reflective of program goals.

A consultant, Dr. Kenneth Gonzalez, provided a one-day training in October 2010 on effectively developing SLOs/SUOs to ensure proper measurement of student learning. Staff, faculty, and administrators were assigned to participate in this training and to take information back from the training to their respective departments and programs for

implementation. (IIB.31: Agenda Student Services Division Meeting March 26, 2010).

Using data from the special program research reports and review of SLOs/SUOs, student support programs in the Student Services Division conducted a systematic review to identify where programs are successful and where students may be experiencing difficulty in educational goal completion. Using data to make informed decisions regarding student needs was the focus of institutional planning and service delivery.

For example, research conducted by the Basic Skills Initiative Committee found that students who have a student educational plan have a higher rate of educational goal achievement than students who do not have a plan. (IIB.32: Basic Skills Report July 2007). In response to this finding, the first student learning outcome (SLO) selected by the counseling department in 2007 was to teach students how to identify an educational goal.

The design consisted of a pre and post-test survey given to the student before and after a counseling session. The SLO was to help students identify their educational goals by selecting one of three options: certificate, AA/AS Degree, and/or transfer to a four-year university. After evaluating the data, it was determined that the results were invalid. The analysis found that students misunderstood some questions in the survey and resulted in inconsistency between answers in the pre and post-test surveys. Students confused the words “educational goal” to mean “get an education” or “attend college.” The survey was redesigned with the help of Institutional Research during fall 2008 and spring 2009.

In fall 2009, the first SLO pre and post survey were finalized and included the second counseling SLO. The Counseling Department works in conjunction with the Institutional Research Office to ascertain the critical data elements necessary to collect information on how students are experiencing the College. Fresno City College uses multiple measures to assess and place students into the proper sequence of courses most appropriate to the student’s skill level, including environmental scan reports, ACT (College Outcome Survey) and CCSSE reports.

At the District level, data is collected through a data query process utilizing Datatel to collect student data elements, e.g., student persistence, retention, grade point average (GPA), graduation rates, transfer rates, certificate of completion rates, academic goal completion, and other critical information regarding student involvement with the institution. Additionally, an internal student support, counseling department assessment (IIB.33: Counseling Department Program Review Fall 2010) utilizing SLOs and Service Unit Outcomes (SUOs) examines primary student needs at the programmatic level.

The development of a standardized division template allows for student data to be collected that demonstrate student learning/interaction within the various student support services programs that exist at Fresno City College.

As of August 2010, three recent developments will allow Fresno City College to increase its ability to develop a more refined methodology for collecting and analyzing data. These developments are:

1. Hiring of a College director of institutional research, assessment, and planning
2. Assignment of a full-time tenured faculty member to conduct research primarily within the Student Services Division
3. Development of standardized templates for collecting common data elements for student learning outcomes for programs in the Student Services Division

These three components demonstrate a commitment at the College level for refining data collection and analysis methods as it pertains to student learning and data-informed program development.

Self Evaluation

The College meets the standard. The Student Services Division has utilized the research results provided by institutional research and a full-time faculty member assigned to conduct student support services research in the implementation and modification of student support services and programs.

Planning Agenda

None.

II.B.3.a *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.*

Descriptive Summary

Fresno City College strives to provide access to services for all students. The College is dedicated to providing comprehensive and reliable services to students utilizing multiple modes, regardless of service location or delivery method. The College also delivers services utilizing the most current and accurate information.

Students attend classes on the main campus and at the Career and Technology Center. Offerings in distance education and online classes provide an alternative means to classroom instruction. Student services has followed suit with the expansion of online support services.

Extended Opportunity Programs and Services (EOPS) began in spring 1970 with the establishment of an office and the assignment of a coordinator. The program has operated continuously since that time. The mission of EOPS is to assist eligible students to achieve their educational objectives and goals such as occupational certificates, associate degrees, and transfer to four-year institutions. EOPS achieves its mission by providing academic and support counseling, financial aid and other support services to eligible students. EOPS also assists students in developing job skills pertinent to the local community.

EOPS students are assigned a counselor and educational advisor. Students are required to meet with a counselor twice each semester. During the first meeting, students complete a Student Educational Plan (SEP). Students are required to meet with an educational advisor during a mid-semester meeting for progress monitoring. Students are eligible for a book service program and may be eligible for a supplemental cash grant. Students may receive free tutoring through the EOPS Learning Center. EOPS students may apply for the Vocational Internship Program (VIP). The VIP is a 12-week program of paid work experience with emphasis in the private sector and local government. (IIB.34: EOPS Website; IIB.35: EOPS Vocational Internship Program Website).

EOPS students who are single, head of household parents receiving government cash aid are eligible for the Cooperative Agencies Resources for Education (CARE) program. CARE is designed to provide students with additional educational and financial support. (IIB.36: EOPS CARE Program Website).

Disabled Students Programs and Services (DSP&S) was established in 1970 with 35 students and now serves approximately 2,100 students (10% of the student population) annually with five full-time instructors, three full-time counselors, and one LD specialist counselor. DSP&S counselors carry large case loads, complete educational contracts, and deliver counseling. The LD specialist counselor tests students for learning disabilities, carries a counseling case load, and conducts strategy/intervention classes. DSP&S has become integrated campus-wide to mainstream students with disabilities to community/ college life. The program provides assistance in acquiring the academic skills and motivation to succeed in transitioning from high school to college. It is a landmark program and the first at a community college to offer comprehensive services to students with disabilities. Nationally recognized as an exemplary disabled student program, DSP&S offers a variety of programs to develop individual student's skills in order to successfully pursue their educational, social, and vocational goals.

DSP&S provides services and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title V of the Ed Code. DSP&S offers transition to college classes for high school students with disabilities at all feeder high schools. DSP&S has two components: counseling and academic classes. The programs are targeted to serve and assist students with disabilities to progress through the academic pipeline from high school through college.

DSP&S serves a valuable need in the community. By its very nature, the program is extremely sensitive to the needs of a diverse population. DSP&S students are culturally diverse (29 different ethnic groups) and have special needs. The long term value in DSP&S' impact on students' educational attainment is improved quality of life for students with disabilities. (IIB.37 DSP&S Website).

The Foster Youth Bridge Program provides an academic community designed primarily for foster youth that have recently reached the age of 18 and have been legally emancipated from the court's jurisdiction. These students generally are first-generation college students from challenging psychological and socio-economic backgrounds. At the age of 18 these students are making a transition into college and/or vocational training opportunities. This program component consists of collaboration and support in these specified areas but may include other services as needed, including: peer advising, academic counseling, faculty support, financial, career and employment counseling, child care, transportation, and housing for students. (IIB.38: Foster Youth Bridge Program Website).

The Foster Youth Bridge Program is conducted as a learning community and is a one semester academic program that consists of English 262 or English 126, Math 260B, C, D, or Math 255, and Counseling 53. Through course work topics, guest speakers and field trips, students are exposed to various career/vocational opportunities. The bridge staff consists of five faculty members from the Humanities, Math, Sciences & Engineering, and Counseling Divisions and the funding agency, the Fresno County Workforce Investment Board. Participating faculty meet bi-monthly and collaborate regarding the needs and concerns of bridge students. This regular monitoring ensures that students' needs are being met in a timely and expeditious manner. Tutoring is provided to students, along with an academic progress report every four weeks, to facilitate active student involvement in their own academic standing.

The word "IDILE" comes from the Niger-Congo Yorùbá language and means "the root of the family." The IDILE Program focuses on African American students, yet accepts all students into the program. IDILE had its origins in the late 1970s under the name "Extended Family." In those turbulent times, the program was designed to recruit students from the community and connect them to the College. Once they entered the program the primary goals were: retention, graduation, and successful transfer to a four-year institution. Another critical goal was to expose African American students to their African cultural heritage. The IDILE Program is designed to promote

the core values of Fresno City College: student success, participation, diversity, collegiality, and innovation. (IIB.39: IDILE Program Website). The program supports the Fresno City College Mission in providing access to students from different cultural backgrounds.

The International Students Program at Fresno City College was established in 1966 to accommodate and process students from all countries of the world who sought to study in the United States in order to enhance and further their educational experiences. (IIB.40: International Student Brochure). The College is committed to providing international students with opportunities afforded to domestic students. The administration supports supplemental services for the international students by offering counseling services, current information regarding the Bureau of Immigration and Customs Enforcement (BICE) regulations, and a staff that is dedicated to the success of international students.

Fresno City College has welcomed students representing as many as forty-five countries during any given semester for the last several years. The enhancement of a diverse population offers all students a lifelong interactive learning experience.

The Puente Program at Fresno City College is part of a statewide program originating from the University of California Office of the President. The program has been serving students at Fresno City College for over 20 years. Puente is an interdisciplinary student support program available to any student who meets the English 125 and English 126 eligibility requirement. The program provides students with accelerated writing instruction, sustained academic counseling, and mentoring.

The purpose of Puente is to increase the number of Fresno City College students who transfer to a four-year university. Puente students also participate in extra-curricular activities and field trips that promote transfer opportunities. The program is open to all students and supports the College mission by providing intensive supportive services to assist students in achieving their educational goals. (IIB.41: Puente Program Website). Three important goals of the program are: (1) to develop students' writing skills so they may be prepared for the rigors of university level coursework; (2) to provide stu-

dents with the resources and knowledge of career and transfer options to facilitate transfer to a four-year college or university; and (3) to network students with community mentors, so they may have an applied experience to learn what is necessary to be successful. Ultimately, they may return to the community as mentors themselves.

The Strengthening Young Men by Academic Achievement (SYMBAA) Program was developed to address the academic performance of African American male students at Fresno City College. Historically, African American male students rank at, or near, the bottom in college statistics regarding GPA, success, etc. (IIB.42: SYMBAA Program website) This is a national trend that requires innovative approaches and strategies. SYMBAA provides the support for African American male students to achieve success through a coordinated program of course work, counseling and tutorial. The program emphasizes the development of academic and interpersonal skills for a student population that is traditionally the least successful at Fresno City College.

The program is a learning community that offers students an opportunity to learn together as a cohort. The curriculum is modeled using the general education pattern required for transfer to a CSU. The program includes curriculum available to all Fresno City College students. SYMBAA courses focus the approved course curriculum on issues facing African American men. For example, the Sociology 32 class (Courtship, Marriage and Divorce) studies the approved curriculum of the course with a focus on the role of the African American male in these social settings.

Students remaining in the program for the full two years will complete:

- Two counseling classes that assist students in developing appropriate work habits and study skills. When reinforced and put into practice these skills and habits realistically will allow the students to become eligible to transfer to a four-year institution
- Six courses that fulfill general education requirements
- At least one course that transfers as an elective course

FCC has two TRIO programs; Upward Bound (UB) and the Student Support Services Program (SSSP).

The federal TRIO programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. (IIB.43: TRIO Programs Website). These outreach and support programs are targeted to assist low-income, first-generation college students, and students with disabilities in progressing through the academic pipeline from high school to post-baccalaureate programs.

The TRIO programs support the College mission and goals by seeking outside funding resources, providing innovative programs and partnerships with the community, and in furthering the overarching goal of assisting students with college entrance and successful degree attainment. The TRIO programs dovetail with the Fresno City College strategic planning goals and provide intensive interventions to assist participants to prepare for and enter college.

The TRIO programs serve a valuable need in the community. They provide awareness of post-secondary education opportunities at Fresno City College and establish and continually reinforce a college-going culture. The vitality of the two Fresno City College TRIO programs are shown in the Annual Performance Reports, (focusing on program retention, sufficient progress in school and graduation), but the less quantifiable and long term value in TRIO's impact on students' educational attainment is improved life-long quality of life for first-generation low income students.

The United Southeast Asian American Academic Program (USEAA) (pronounced "you see ah") serves an ethnically diverse student body. While the program is open to all Fresno City College students, its main target is the Southeast Asian population. (IIB.44: USEAA Program Website). The program goals are to assist students in the transfer process and to increase the number of Southeast Asian-American students transferring to four-year universities. Established in fall 1999, USEAA marked its twelfth year of existence in 2011.

The program is comprised of three components: instruction, counseling and mentoring. The instructional component is offered in the format of two guidance courses (GS 47A in the fall and GS 48 in

the spring) and three English courses (English 125 and 126 in the fall and English 1A in the spring). Throughout the academic year, students receive one-on-one counseling regarding course planning and any other pertinent issues. Mentoring is the non-instructional third component.

USEAA offers courses and services that advance the mission, goals and objectives of Fresno City College. Four important goals relative to the strategic plan are:

1. Instructional service integrating English courses with reading and writing skills preparing them for university level work;
2. Ongoing academic and career exploration;
3. Counseling to ensure students are adequately prepared and fulfill the necessary requirements (general education and major preparation) to admit to a university; and
4. pairing of students with professionals (role models) who can help students develop a positive educational experience, plus, inviting the mentors to come to class as guest speakers to share their expertise with students, encouraging them to follow their educational goal.

USEAA is an interdisciplinary program, including instructional and non-instructional faculty from the Humanities and Counseling Departments. The USEAA program consists of a coordinator, a program counselor and two primary English instructors who are on a three-year rotation.

The mission of the Veterans Certification Office at Fresno City College is to act as liaison between the student, the College, and Veterans Administration. (IIB.45: Veteran's Office Website). Reporting student attendance, grades, goals, and academic progress in a timely manner is paramount in keeping the College and the student from incurring any liability for overpayment of benefits. The Veterans Certification Office plays an integral role in the lives of veterans on campus by providing special services to the veterans. The Veterans Administration has imposed regulations which schools are required to uphold so that veterans may receive educational benefits. Office personnel assist the veteran students through this process, and then the certifying officials determine eligibility for monthly benefits.

The Counseling Department assures equitable access to all of its students by providing services in these alternate ways:

- Online counseling services are offered via a searchable Frequently Asked Questions database that is available 24 hours per day, seven days per week and through real-time chat in which a student can login to a chat room and chat with a counselor. Services offered via the online chat include general advising questions/answers, information on how to resolve registration holds such as prerequisites, etc., programs of study/majors, transfer information, general education course information, career information, referrals to campus resources, etc. Online counseling chat services are available 35 hours per week and are provided by counselors trained in distance counseling methods.
- The Counseling Question & Answer is a service that is generally located outside of the counseling center and is scheduled during peak counseling times surrounding the start of registration periods. The service includes express counseling services to students with questions, issues or concerns that can be quickly addressed. For student convenience these services have been located in the lobby of the Student Services Building, the cafeteria, the Admissions and Registration area, and other student services areas.
- Online orientation was developed to increase access to matriculation information for students, regardless of location, and to assist in outreach efforts. The online orientation is accessible on the campus website 24 hours per day. The orientation covers all aspects of the matriculation process and qualifies students to have their orientation holds cleared upon completion of an orientation quiz. Students may also attend the traditional on campus orientation. The College recently completed a new, professionally produced online orientation. The new orientation will cover the matriculation process and will also include more detailed instruction in regards to registration procedures and first semester course selection. (IIB.5).
- The College Relations Office began marketing the online College application in 2009–2010. Application workshops are conducted in com-

puter labs at various high school and alternative school campuses. Electronic communications are incorporated into the high school outreach efforts during the same year. Methods used are monthly electronic newsletters and regular emails to students.

Self Evaluation

The College meets the standard. A diverse set of student services programs and services is designed to assure equitable access to all Fresno City College students.

Planning Agenda

None.

II.B.3.b *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Descriptive Summary

Fresno City College prioritizes student social and cultural development. The institution offers a host of programs, events and services to address social and civic growth. The research clearly indicates that students who take part in co-curricular activities are more successful in the completion of their goals.

The Student Activities Department promotes social and civic development by providing students the opportunity to participate in student government, clubs, organizations, campus activities, and social-cultural programs. Participation in student activities allows students to increase their leadership potential, experience learning through service and create more opportunities for future success.

The Associated Student Government (ASG) serves as the voice of the student body and actively participates in shared governance through participation in campus wide committees (IIB.46 ASG Voice of the Students), hiring panels and their work as members of the Board of Trustees. Leadership potential is also developed through the more than 45 active

student clubs and organizations that form the Inter-Club Council (ICC) at Fresno City College. (IIB.47 Club Organizations).

The ASG constitution and bylaws provide the framework and organization for student participation in personal and civic development. ASG is led by an elected executive board consisting of president, legislative vice president, executive vice president, president pro tempore and student trustee. The executive board provides leadership for the senators who constitute the ASG and the member clubs of the Interclub Council (ICC). The ASG and the ICC hold weekly meetings to coordinate all student programs and events.

ASG provides financial support to campus clubs and organizations through the sale of ASB cards. These funds support a wide variety of civic and social programs produced by the clubs and their members. These funds are distributed through the Club Allocation program and provide each club the opportunity to receive up to \$250 per year to support events and programs.

Each fall, the ASG funds up to 25 student leaders from the clubs and organizations to attend the National Conference on Student Leadership. This three day national conference focuses on personal, civic and leadership development. Students who attend the conference are responsible for presenting what they learned to all club members in a half-day day campus conference. (IIB.48 National Conference on Student Leadership).

Community service is a theme that runs through many of the College's traditional programs. Service learning programs at Fresno City College offer many avenues for students to match their academic pursuits with meaningful service to the community. These programs enhance students' civic, social and leadership development.

Each semester, the Student Activities Office organizes the Volunteer Fair, where 30 non-profit agencies set up booths on campus to interview students for volunteer positions. Traditionally, 800 students take advantage of this opportunity each semester. (IIB.49 Volunteer Event).

The Communication 20 (Community Involvement) course actively engages students in communication, leadership development and teamwork while requiring service hours within local non-profit organizations. (IIB.50 Syllabus – Communications 20 Spring 2011)

The Federal Work-Study (FWS) program offers a variety of off-campus worksites for students to perform service to the community while extending the learning environment outside of the classroom. (IIB.51a-c: Federal Work Study Off-Campus Employer Lists 2008–2011).

In fall 2010, the Veterans Administration (VA) Healthcare System of Central California became an off-campus worksite available to students. This is of particular note as the VA is a large health care facility, providing a multitude of vocational experiences for students. Beyond the work experience, the VA helps develop a strong sense of civic and social responsibility within students. The patient population consists largely of disabled veterans representing a wide range of age groups, socio-economic classes, races, and religious affiliations. The students working at the VA also learn how to provide assistance to veterans with physical, mental, emotional, and/or spiritual disabilities. Additionally, the partnership with the VA provides an avenue for students to experience employment within the federal government, many times leading to part-time and full-time employment opportunities at the completion of their FWS assignment.

The Fall Carnival is an annual service program organized by the ICC to provide a safe environment for 1,200 local elementary school children and their parents to celebrate Halloween. The students collect donations from the community to fund this program. (IIB.52: Annual Fall Carnival).

The Holiday Gift Bag program is a volunteer project where students, faculty and staff coordinate donations to provide over 250 holiday meals for students in need. All student recipients receive a \$50 gift card to a local grocery store and age appropriate gifts through a partnership with Toys for Tots. (IIB.53: Annual Holiday Gift Bags).

Kids Day is a long-standing annual fundraising partnership where more than 30 student organizations join other community organizations to sell a special

edition of the local Fresno Bee newspaper to support the local children's hospital. Last year, Fresno City College students raised nearly \$10,000 for the Children's Hospital Central California. (IIB.54: Annual Kids Day Event).

Community service is not limited to co-curricular activities at Fresno City College. The Career Center at Fresno City College offers self-directed and guided assessments to assist students in determining a major and potential career(s). These assessments expose students to career choices, as well as helping the student understand the role personality plays in a career. (IIB.55: Career Center Community Service Assessment).

The Employment Resource Center offers both paid and non-paid employment opportunities to students, as well as a host of workshops and services to assist students in developing an overall presentation to future employers. Many of the services are based around the development of "soft skills" necessary for success in the job market. (IIB.56: ERC Soft-Skills Workshops).

The Speakers Forum at Fresno City College provides a variety of lectures throughout the academic year to engage students in a variety of social issues. Lectures have included *Civility in the 21st Century* and *America Picks a President* (IIB.57: Speaker's Forum J. Boren & B. McEwen; IIB.58: Speaker's Forum Juan Williams) among many others.

Self Evaluation

The College meets the standard as evidenced by the depth and breadth of programs and services dedicated to social and civic engagement of the student body.

Planning Agenda

None.

IIB.3.c *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

Descriptive Summary

The College designs and maintains successful counseling and advising programs at Fresno City College. The Counseling Department is open from 8:00 a.m. until 5:00 p.m. Monday – Friday. Counselors are available throughout the day and online. Multilingual English/Spanish/Hmong/Punjabi counseling services are available at Fresno City College. (IIB.59: Full Time Counselors Foreign Language Proficiencies). The Counseling Department has 20 full-time counselors with lead coordination duties assigned in the following areas: academic probation, athletics, early alert, foster youth bridge, matriculation, online counseling, and transfer and career center, and academic division liaison responsibilities.

Targeted counseling and academic advising programs and services are comprehensive and are designed to meet student needs as they relate to their academic, personal, and career goals. These programs include: DSP&S, EOPS, IDILE, Puente, SYMBAA, USEAA, Honors, Veterans, and International Students.

Counseling Department services include individual appointments, drop-in appointments, group sessions and workshops, and online counseling and orientation. Counselors assist students with educational plans, (IIB.60a: Student Educational Plan – Instructions Form – How to Save SEP ; IIB.60b: Student Educational Plan – AA & AS Degrees; IIB.60c: Student Educational Plan – CSU; IIB.60d: Student Educational Plan – IGETC) personal or crisis intervention counseling, and academic advising in areas such as certificate programs, graduation requirements, transfer planning, selecting courses and majors, developing career plans, and enhancing study skills.

EOPS counseling and advising services are available to students. Multilingual counselors and advisors are available in English, Spanish, and Hmong. EOPS is staffed with four full-time counselors and four full-time educational advisors. To fulfill program requirements, students must meet with staff three times each semester. During the first meeting, students complete a Student Educational Plan (SEP) and counselors assist students to update the SEP each subsequent semester.

Specialized counselors are available in various instructional divisions and student support services programs such as: Applied Technology; Health Sciences; Math, Science & Engineering; Social Sciences; DSP&S; EOPS/CARE; Financial Aid; TRIO/Student Support Services Program; CalWORKs; and International/Veterans students. The role of these counselors is to focus on the specific advising needs for students who participate in these programs. The premise for specialized advising services is that counselors will have a more manageable ratio of students to work with thus allowing them more one-on-one time with students to ensure students are on the correct path for educational goal completion.

Student Services faculty and staff are provided training in their specialized area to support and facilitate student development and learning. All tenure/tenure-track counselors are encouraged to attend professional development training and University of California and California State University conferences (IIB.61a: UC Conference – Ensuring Transfer Success May 2011; IIB.61b: CSU Conference – The CSU Our Educational Frontier; IIB.61c: UC Counselors Conference Agenda; IIB.61d: TCD Region V - Transfer Topics Meeting) for updates on academic programs and campus policies. Counselors attend staff development activities each semester to enhance their skills. (IIB.62a: Flex Day Brochure Spring 2010; IIB.62b: Flex Day Brochure Fall 2010). Fresno City College All Counselors Network Meetings (IIB.63: Counselor Network Meeting Agenda February 2011) occur three times each semester (EOPS, DSP&S, CalWORKs, athletics, and special program areas) to maintain and enhance knowledge, receive updates, new information, and review program/procedure changes. The Counseling Department has weekly meetings each semester with presentations from other instructional departments/divisions to receive updates and training for topics such as SARS, Datatel, Veterans Affairs, and Web Advisor. (IIB.64a: Veterans Affairs Counseling Training Handbook Cover-Introduction-Notes; IIB.64b: Veterans Affairs – Counselor Training Presentation May 18, 2010). All tenure/tenure-track (IIB.65a: Tenured Faculty Evaluation Checklist; IIB.65b: Counseling Faculty Evaluation Form; IIB.65c: Counseling Faculty Self-Evaluation) counselors are evaluated in accordance

with the State Center Community College District Faculty Contract.

Matriculation services are provided, in part, through the Counseling Department. The role of this service is to assist students in identifying an educational goal and provide student support services to achieve these goals. (IIB:66a: Matriculation Checklist for New Students Spring 2011; IIB.66b: Matriculation Checklist for New Students Summer and Fall 2011).

The Counseling Department has developed a triage style of advising consisting of Question and Answer (Q&A) sessions occur during peak registration periods and the first month of the semester. (IIB.67: Description of Counseling Q&A Services). Sessions provide assurances that students are in appropriate classes and that prerequisites are placed into the Datatel system. This is a critical component to the Counseling Department as it reduces wait time for students and directs students to the most appropriate place and counselor. It is at this point that all prerequisites, academic probation students, disqualified students, and students requiring a variety of information are seen expeditiously. (IIB68a: Q&A Counseling Services Survey Results A; IIB.68b: Q&A Counseling Services Survey Results B; IIB.68c: Counseling Wait time Report All Years).

The Early Alert program is designed to identify students who are having academic difficulty early each semester. The program provides instructional faculty the opportunity to address student needs and access to support services. Also, the program advances the mission of the College by assisting students toward successful completion of their educational objectives. (IIB.69: Early Alert Program Review).

The Early Alert Program defines success by (1) the number of students referred from faculty; (2) students becoming aware of their course status/grades after receiving letter/email notices; (3) students seeking support services after being contacted by the program; and (4) students persisting to the following semesters.

The Counseling Department reviews and updates department program goals annually and delivery of services for effectiveness. Counseling programs and services are evaluated on a five-year basis through the Fresno City College Program Review Commit-

tee. (IIB.70 Counseling Program Review Fall 2010; IIB.71 Assessment Center Program Review 2010).

The Counseling Department and specialized student programs continue to emphasize ongoing assessment and improvement to ultimately impact student achievement relative to retention, persistence, grade point average, certificate/degree completion, and transfer rates.

Work process teams were established to evaluate, develop measurable goals and/or student learning outcomes for three areas for the Counseling Department:

- Counseling Technology Committee (CTC) (IIB.72a: Counseling Technology Committee – Team Charge 2009-2010; IIB.72b: Counseling Technology Committee – Goals 2009-2010; IIB.72c: Counseling Technology Committee – Meeting Minutes February 23, 2011; IIB.72d: Counseling Technology Committee – Meeting Agenda March 23, 2011) – Assesses, evaluates and recommends technology needs of the department in order to improve quality of service and strengthen staff technology skills.
- Counseling Improvement and Assessment Committee (CIA) – Recommends improvements to the processes for students accessing counseling services.
- Student Learning Outcomes Committee - Develops student learning outcomes and assessment methods/criteria for general Counseling Department programs and services.

Self Evaluation

The College meets the standard as demonstrated by the innovative counseling and advising programs available to all students. Faculty and staff are provided training as appropriate. The success of these programs is systematically evaluated and faculty and staff are evaluated per their contracts to ensure effectiveness.

Planning Agenda

None.

II.B.3.d *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Descriptive Summary

Fresno City College is committed to diversity and displays this commitment through a variety of programs, practices, and services. The student population reflects the rich diversity of the community. Female students account for 52% of the student body. African American students account for 8.9%; American Indian, 1%; Asian, 17.6%, Hispanic, 38.5%; White, 23.4%; and Unknown accounting for the remaining 10.6% of the student body. (IIB.73: FCC Demographic Trends).

The Student Activities Office is responsible for many of the cultural programs on campus. Many of these programs and events are coordinated in partnership with the clubs of the Inter-Club Council and the various faculty and staff associations.

Each February, African American History Month begins with the Opening Day Ceremony that celebrates the contributions African Americans have made to society. Activities include lectures from prominent African Americans in the community, cultural and artistic exhibits, a vendor's marketplace, Gospel Night and conclude with the State Center Community College District Wall of Honor Ceremony at the African American Cultural & Historical Museum. (IIB.74: Annual African American History Month).

Each March, a series of events and programs are hosted by the College for Women's History Month. Past events include the "Circle of Sisters" program which connects professional women with students to discuss the challenges they face in the workforce and satellite broadcasts of the *Women's Conference*. Most recently, the College hosted *Taking Stock: Contemporary Issues with Gender Equality* as part of Women's History Month. (IIB.75: Annual Women's History Month – Gender Equity).

Each April, Asian American History Month begins with an Opening Day Ceremony that celebrates the various Asian cultures through traditional dance and

martial arts performances. Throughout the month, many diversity issues are addressed through seminars, lectures and panel discussions. Included in this series are the Japanese Internment Panel, the Bi-racial Dating Panel, the Lao Cultural Panel, and the Asian Language Game Show to name a few. The month culminates on the last Saturday of April at Asian Fest, a community event celebrating the seven main Asian cultures. (IIB.76: Annual Asian American History Month).

Disability Awareness Day is an annual spring event. This event focuses on educating the campus community on disability issues and services available to disabled students at the College. Included are a host of vendors and non-profit organizations that provide services to the disabled community. (IIB.77: Annual Disability Awareness Day).

Cinco de Mayo (IIB.78: Annual Cinco de Mayo Celebration) and Mexican Independence Day (IIB.79: Annual Mexican Independence Month) are two traditional events that take place each year in the months of May and September. Both events include cultural dancing, traditional music, cultural food sales, and lectures on cultural identity. In fall 2009, the Latino Cultural Arts Committee produced the Latino Writers and Artists Workshop, a multi-day series of lectures, readings, and exhibits. (IIB.80: Annual Latino Writers and Artists Workshop).

Pride Day is an annual event that happens in April and is organized by the Diversity Club in partnership with Associated Student Government and many local organizations that support Lesbian Gay Bisexual Transgender (LGBT) issues. Information provided at the event includes HIV awareness, "coming-out" support, and performers from the LGBT community. (IIB.81: Annual Diversity Pride Day).

Each November, the American Indian Faculty and Staff and the student club Native American Inter-Tribal Students Association (N.A.I.S.A.) partner to produce a series of programs and events for Native American Heritage Month. Lectures have included *The Mock Trial of Christopher Columbus* and the *Children of the Mission Schools*. (IIB.82: Annual Native American Heritage Month).

In addition to cultural programs, Student Activities provides leadership and oversight to the clubs

and organizations on campus, including the ASG. Currently there are over 45 recognized student clubs representing a wide diversity of interests. In 2006, the ASG organized International Week activities which included a parade of flags representing nearly 200 countries. Today, those flags hang proudly over the ceiling of the cafeteria creating a visual affirmation of the College's commitment to diversity.

Students at Fresno City College have also organized many religious seminars in an effort to promote awareness and acceptance of a variety of spiritual beliefs. These programs include *The Religions of India, Islam: What it is What it isn't* (IIB.83: Religious Seminar – “Islam – What It Is What It Isn't”), and *Sikhism: Culture & Religion*. (IIB.84: Religious Seminar – “Sikhism Culture & Religion”).

Learning support programs at Fresno City College aid targeted students in their social-cultural and academic development. Those programs are IDILE, USEAA (United Southeast Asian Americans), Puente, and SYMBAA (Strengthening Young Men by Academic Achievement). These cohort programs provide a counseling faculty to mentor students through social issues while reinforcing the importance of higher education in hopes of developing a college-going culture for future generations.

The Speakers Forum at Fresno City College provides a wide diversity of speakers to engage students in a variety of social and cultural issues. The Speakers Forum strives to reach as many interests and disciplines as possible. Speakers have included Amy Tan (IIB.85: Speakers Forum – Amy Tan), Morgan Spurlock (IIB.86: Speakers Forum – Morgan Spurlock), John Bul Dau (IIB.87: Speakers Forum – John Bul Dao), Ruben Navarette, Jr. (IIB.88: Speakers Forum – Ruben Navarette, Jr.), Michael Eric Dyson (IIB.89: Speakers Forum – Michael Eric Dyson), Carlotta Walls Lanier (IIB.90: Speakers Forum – Carlotta Walls Lanier), and many others who have addressed issues of society, culture and diversity.

Self Evaluation

The College meets the standard as evidenced by the breadth and depth of programs designed to embrace the diversity of the College community.

Planning Agenda

None.

IIB.3.e *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Descriptive Summary

Fresno City College 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.

Assessments Utilized

Fresno City College uses assessment instruments from the State Chancellor's Approved List. Placement tests are administered to ensure that students can benefit fully from the courses into which they enroll, for counseling and guidance, to meet course prerequisites, and to meet graduation requirements. The Fresno City College Assessment Center administers the following assessments:

- The College Tests for English Placement (CTEP) for native-speaker English placements.
- The CSU/UC Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness, elementary algebra, and intermediate algebra.
- The Combined English Language Skills Assessment (CELSA) for bi-lingual students.
- The Ability to Benefit (ATB) Test that students without a high school diploma or GED are required to take who are seeking federal financial aid. Passage of the ATB serves as verification of the student's academic preparedness for post-secondary coursework. (IIB.91a: Testing Placement Statistics 2008; IIB.91b: Testing Placement Statistics 2009; IIB.91c: Testing Placement Statistics 2010; IIB.91d: High Schools Tested by FCC 2010).
- A Computer Familiarity Test offered for students who do not wish to take a designated information systems course as part of the associate degree

requirements. This two-hour test does not provide credit, nor serve as a prerequisite for other courses, but meets the graduation requirement of basic computer competency.

Students served by the Disabled Students Programs and Services (DSP&S) are administered the tests listed above with counselor designated accommodations.

The College has established guidelines for evaluating assessment instruments and practices consistent with the California Community Colleges Chancellor's Office. Validated multiple measures (IIB.92: Using Multiple Measures for Placement), (e.g. high school grades, GPA, and the answers to additional questions) are automatically incorporated into the placement matrix. (IIB.93: FCC Placement Matrix). Assessment scores are used to determine the initial placement in English writing, reading, ESL, mathematics and influence other courses that have listed advisory levels. Counselors utilize multiple criteria when reviewing the assessment scores to advise students during the registration process and in creating educational plans. Counselors also review transcripts from other accredited educational institutions for prerequisite verification for incoming transfer students registering in math or English courses.

Extensive research has been conducted to evaluate and validate assessment tests used by the College. Specifically, twelve assessment test research projects and reports have been produced during the past five years, resulting in nine adjustments to the cut scores and the elimination of one assessment instrument. The APS Reading test was discontinued July 2009 when it proved ineffective as a valid predictor of ESL Reading course success. All prerequisite validation studies include disproportionate impact evaluation to check for any instrument cultural or linguistic bias. The assessment instruments in use have proven to be unbiased to date. (IIB.94: Research Report List 1999–2010).

Cut-score studies have also been completed for all exams. Cut-scores are evaluated on a systematic basis and, as needed, by changes in the curriculum or placement scheme. (IIB.95: Placement Test Cut-Scores). There is collaboration between the Assessment Center, instructional departments and the Curriculum

Committee to provide feedback regarding assessment practices and processes. The College assessment staff continue to monitor legislation and new regulations affecting admissions, policies and procedures. Where applicable, admissions publications, procedures, and inter-district communications are modified to reflect these legislative and system-wide changes in regulations.

Overall programmatic evaluation is done through the institutional program review process. The Assessment Center and the Admissions and Records Office both participate in the program review process in which program processes, analysis of data and the effectiveness of the program are evaluated. (IIB.96a: Assessment Center Program Review 2010; IIB.96b: A&R Program Review 2010). Decisions and future planning is done as a result of data and the program review process.

In fall 2009, the former College president requested that the vice president of student services form an Assessment/Placement Taskforce, comprised of student services faculty and staff, instructional faculty, and administration, to review assessment processes and the feasibility of using Accuplacer as the new testing instrument for the College. Currently, Accuplacer is used as the primary assessment instrument of the other institutions in the State Center Community College District. Examining the possibility of a District wide common assessment was a subject of discussion among members of the taskforce. After much collaboration, the English, Reading, Writing, and ESL Departments agreed to move forward with the pilot testing of Accuplacer and the determination of initial cut-scores, while the mathematics department remains in discussion about the use of Accuplacer. Regarding the ESL section of Accuplacer, the Levels of English Placement (LOEP) has not been used within the District but initial testing and test evaluation has begun. (IIB.97: District Assessment Committee Recommendations February 22, 2010). Cost feasibility of using Accuplacer is currently under review.

Recommendations from both the District Assessment Taskforce and the Fresno City College Assessment Taskforce (IIB.98: Assessment Taskforce Accomplishments 2009-2010) were made using the taskforce recommendations and continue to make progress at improving assessment practices and protocols. The

Assessment Taskforce will continue to evolve under the umbrella of enrollment management with continued constituency representation.

In an effort to improve the assessment process and practices with feeder high schools, the Assessment Center is working with the Fresno Unified School District and the California Community Colleges Chancellor's Office to use the CSU Early Assessment Program (EAP) results for college placement. Fresno City College English and mathematics departments agreed to accept the "College Readiness" levels established for the EAP as college-level (transfer level) proficiency at Fresno City College. Therefore, students who have EAP test results indicating they meet college-level readiness for math and English may be enrolled directly in college-level classes at Fresno City College without taking a placement test. Discussions with K-12 partners are now focusing on the sharing of data, in order to accurately identify students who need placement testing, improving messaging to students and parents on the Matriculation process, and enhancing off-site matriculation services. (IIB.99: Screen Shot of FUSD Data Tool; IIB100a: SCCC and FUSD Meeting Agenda January 18, 2011; IIB.100b: FCC and FUSD Meeting Notes January 18, 2011; IIB.100c: FCC and FUSD Meeting Agenda February 11, 2011; IIB.100d: FCC and FUSD Meeting Agenda March 01, 2011). A newly re-assigned matriculation coordinator has also become involved in reviewing and assessing the overall assessment process, as well as campus wide matriculation services.

Self Evaluation

The College meets the standard. Program review process is conducted to evaluate and improve admissions and assessment policies and practices. Mechanisms exist for dialog and collaboration among campus constituents and with K-12 partners to improve assessment procedures and to ensure effectiveness in providing those assessment services to students during the matriculation process. Numerous research studies conducted on the validity of the assessment instruments have determined that they are unbiased.

Planning Agenda

None.

IIB.3.f *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.*

Descriptive Summary

Fresno City College maintains and secures confidential student records electronically and in hard-copy on multiple campus locations, including the Offices of Admissions and Records, Financial Aid, Counseling, Psychological Services, Health Services, and the Vice President of Student Services.

The management of student records is a District wide function under the vice president of admissions and records. The College maintains student records as required by the California Education Code and secures these records in compliance with the Family Educational Rights and Privacy Act (FERPA). The College abides by FERPA regulations in the release of student records and publishes the (FERPA) in the College Catalog 2010-2012 (page 56). Students may request to block their information from release at any time. When requested, a privacy code is placed in Datatel and as staff access the student's record a statement will appear indicating the student's desire to block release of her/his information. A comprehensive District policy outlining these rights is available from the Admissions and Records Office. The District has also adopted an Administrative Regulation (AR) 5040 which addresses student records and privacy. (IIB.101: AR 5040 Student Records and Privacy).

Student records are released pursuant to a judicial order or a lawfully issued subpoena. Subpoenas for student records are sent to the District vice president of admissions and records. A student may authorize the release of student information to specific individuals by completing the "Authorization to Release Student Information (FERPA) Form." (IIB.102: SCCC Authorization to Release Student Information).

All student information is input into the Datatel Student Record System. Datatel access is restricted to specific users and is password protected. User access

is restricted to those Datatel elements which the user requires in performance of their job. Online application student information is also restricted to specific users and is password protected. The District Information Technology Department is responsible for hardware, software and backup procedures related to student data that resides in Datatel, Singularity and other student information systems.

A Technology Advisory Committee (TAC) was developed for the purpose of evaluating, reviewing and advising in planning for acquisition, maintenance and use of current and future technology throughout the College. The committee develops policy recommendations regarding technology and recommends training activities for faculty and staff to assist in the use of campus technology.

The District has also adopted Administrative Regulation (AR) 3310 which addresses student record retention and destruction. (IIB.103: Administrative Regulation 3310). The Fresno City College Admissions and Records Office has made provisions for the permanency of student records based upon AR 3310 and Title 5. Admissions and Records implemented an electronic data management system called Singularity to scan, store and retrieve documents that would otherwise exist in only paper form. The College is in the process of expanding the use of the electronic management system to include Student Services and Financial Aid. Access to the Singularity system data is password restricted with users only having access to data required to perform their jobs.

The Financial Aid Office ensures that student records are retained in such a manner to comply with FERPA, as well as Title IV regulations. Hard copy files, containing documents such as tax returns and verification forms, are secured in a file room located next to the financial aid director's office. This room is locked every evening. In the 2011-2012 academic year, the Financial Aid Office will begin the transition from hard copy files to electronic record retention via the Singularity imaging system. Additionally, all Institutional Student Information Records (ISIRs), financial aid award package and needs analysis components information is confidentially maintained within student records in Datatel and backed up on a daily basis by the District Information Systems Office.

Health and Psychological Services recognized that a mechanism of confidential record keeping, appointment management, and data collection for statistics and evaluation of care was needed for program planning. Health and Psychological Services has purchased Medicat, an electronic record keeping and data management system. Medicat allows for comprehensive program management for front office and paperless provider documentation. In addition, it has numerous capabilities for gathering specific data and generating accurate reports. The system also allows for rapid access to data. At the present time, the departments are operating at approximately 90% paper-free, and it is anticipated that within the next academic year, nearly 100% of statistical data will be obtained utilizing the Medicat program.

The Vice President of Student Services Office secures all records pertaining to student discipline, student grievances, discrimination, and harassment. Student discipline records are stored in the Vice President of Student Services Office for seven years as required by Education Code. All records are in hard-copy and locked in a file cabinet or stored in the District warehouse. Access to these records is limited to the vice president of student services and his front office staff and is shared with other administrators only as appropriate.

Future plans include expanding campus efforts to scan and store files electronically. The College recently contracted with Singularity to provide an expansion of site licenses that would enable multiple departments to scan and store documents for the Admissions and Records and Financial Aid offices. One of the primary reasons that Singularity was selected was its successful record of security and back-up in storing files. This development, combined with the ongoing training that staff receive on security measures associated with the scanning and storage of files, enhances the ability of the College to secure student records.

Self Evaluation

The College meets the standard by maintaining compliance with FERPA laws and making every effort to ensure security of records.

Planning Agenda

None.

II.B.4 *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Fresno City College assesses and evaluates student support services in order to improve processes and policies that impact student success. (IIB.104: Student Services Division Organizational Priorities 2010). All departments within the Student Services Division and other departments and programs that provide student support services such as Admissions and Records, Disabled Students Programs and Services, CalWORKs, and the Child Development Center use data from institutional surveys such as the ACT Outcomes Survey to identify and update goals, objectives and priorities that support student learning and student success.

The College distributes two campus wide surveys, an ACT Outcomes Survey that measures student satisfaction and focuses on documenting student experiences and the Center for Community College Student Engagement Survey (CCSSE) (IIB.105: CCSSE Website), designed to capture data pertaining to student engagement. The results of these surveys are shared with a wide range of constituent groups, including the Strategic Planning Council. Survey results can or will be found on the Institutional Research, Assessment, and Planning websites.

The objective is to follow the CCSSE survey with a survey emanating from the Center for Community College Engagement called the SENSE, the Survey of Entering Student Engagement. (IIB.106: SENSE Website) This survey is normally distributed to new students at the College between their third and fifth week of the first semester with the goal of collecting data that will help entering students persist and succeed. SENSE data can be used to identify benchmarks that can be evaluated for the purpose of evaluating the performance of programs and academic support initiatives.

The Student Services Division has been putting greater emphasis on the assessment and evaluation of student support services since the arrival of the current vice president of student services in August 2009. Prior to his arrival, the division had been instrumental in supporting an enrollment management study from the Noel Levitz group (IIB.107: Noel-Levitz Report Enrollment Opportunities Analysis November 22, 2006) and developed its own Evening Student Enrollment Study. (IIB.108: Evening Courses Study Group Report March 2008).

The enrollment management study completed in 2006 recommended that the State Center Community College District, working with Fresno City College, develop an annual strategic enrollment management plan. The College has moved forward in establishing a campus-wide Enrollment Management Committee and is in the process of completing an enrollment management plan that will be vetted with the District Office and other District campuses and centers. (IIB.109: Proposed EMC Operating Agreement January 31, 2011; IIB.110: Draft Enrollment Management Plan March 28, 2011). The Evening Student Enrollment Study conducted in March 2008 surveyed approximately 1,000 students who primarily took evening only classes. The most significant finding of the survey indicated that they do not avail themselves to the services offered in the evening. As a result, a focus group of campus faculty, staff and administrators recommended that the campus devise a marketing strategy to inform evening students about evening services

Multiple departments and programs distribute point-of-contact surveys that measure student satisfaction with ongoing services and/or special events. These surveys typically demonstrate that students, and in some cases, parents, are satisfied with the services provided. (IIB.111a: Q&A Counseling Services Survey – Results A; IIB.111b: Q&A Counseling Services Survey – Results B).

Beginning in March 2010 (IIB.112: Student Services Divisional Meeting Agenda March 26, 2010; IIB.113: Student Services Divisional Meeting Presentation March 26, 2010; IIB.114a-m: Student Services Divisional Meeting Notes – Groups 1-12; IIB.115: Student Services Divisional Meeting – Overall Revisions Cur-

rent Services Processes March 26, 2010), the Student Services Division held meetings twice a year with all division faculty and staff that included other student support services and departments such as Admissions and Records, DSP&S, and, CalWORKs. These meetings are now scheduled regularly in March and November for the purpose of providing faculty and staff the opportunity to review data that is used to modify department student learning and service unit outcomes.

The Student Services Division meeting held in March 2010 involved a consultant, Dr. Kenneth Gonzalez, to review matriculation services, particularly those embedded in the Registration-To-Go (RTG) program. The primary outcome of this meeting was the finding that over 2,000 incoming RTG students culminated the matriculation process in May by registering for classes in the ensuing fall. As a result, no formal matriculation efforts were planned for incoming RTG high school students between May and the beginning of the semester in August.

Two major developments were derived from the March 2010 division meeting. First, a task force was developed to plan a new student success project for RTG students to occur in July 2010. The pilot project, called Ram Ready, was designed to target RTG students and their parents for the purpose of providing information about programs and departments that could contribute to their success. Student clubs and organizations played a vital role in organizing the event, as the 175 RTG students who participated in the program were separated into groups led by student leaders. (IIB.116a: Ram Ready Agenda July 17, 2010; IIB.116b: Ram Ready Student List Summer 2010; IIB.116c: Ram Ready Evaluation Meeting Itinerary June 16, 2010; IIB.116d: Ram Ready Evaluations – Parent Workshops 2010; IIB.116e: Ram Ready Evaluations – Student Welcome 2010; IIB.116f: Ram Ready Evaluations – Workshops 2010).

The other major development supported by the faculty and staff in the division was to do an assessment and evaluation of the RTG program. RTG has been a long time effective matriculation program providing services on-site at service area high schools. However, the program needed to be evaluated so that it could continue to effectively support access and the emerging completion agenda.

As a result, Dr. Gonzalez was hired to produce a RTG program evaluation that is currently under review by a State Center Community College District (SCCCD) Matriculation Group. The evaluation was conducted in two phases, the first focused on Fresno City College faculty, staff, and administrator perceptions of the program, along with perceptions of high school counselors and RTG student participants. Moreover, faculty, staff, and administrators from the North Centers participated in the study since many of the students attending RTG high schools served by the Centers in the Clovis and Madera areas attend Fresno City College.

The October 2010 Student Services Division meeting focused on furthering the development of student learning (SLOs) and service unit outcomes (SUOs). (IIB.117 Student Services Divisional Meeting Agenda – SLOs & SUOs October 29, 2010). SUOs are the specific measurable goals and results that identify critical and central service activities and processes that are expected of a college's program or service unit. The intended SUOs must be consistent with the College mission. SUOs typically focus on the assessment of a process or measure user satisfaction with a given service interaction.

At the October 2010 meeting, Dr. Gonzalez was brought back to facilitate the meeting in which an existing outcomes and assessment template was updated and SLOs were identified by 25 student support services programs and departments. (IIB.118: Student Services Division SLO Grid 2010-2011). These SLOs were selected with the understanding that they could be measured within a reasonable time frame, typically one year. It was also understood that the analysis of the data gathered pertaining to each SLO was as significant as achieving the SLO. The emphasis was on using data to inform departments and programs on how to sustain or improve services connected to the outcomes.

Administrators, faculty, and staff reviewed and modified existing SLOs and SUOs as the vice president of student services conveyed the expectation that each program/department lead be responsible for assessing and evaluating a minimum of one SLO and one SUO in 2010-2011. The expectation will be that commencing in 2011-2012, each department and program

providing student support services will regularly identify, assess, and evaluate SLOs thus meeting ACCJC standards to achieve proficiency in the assessment and evaluation of outcomes.

Currently, 11 of the 25 departments and programs are in the proficiency stage of completing the cycle of assessing and evaluating SLOs; however, it is expected that by summer 2011 most if not all departments and programs will have completed the cycle and will continue to assess SLOs on a regular basis thereafter. (IIB.119: Student Services Division Rubric - Levels of SLO Implementation).

In 2008-2009, the USEAA Program assessed and evaluated a student learning outcome indicating that USEAA students would be able to produce a two semester Student Educational Plan (SEP) that showed both general education and major preparation courses. USEAA students filled out a pre Student Educational Plan (SEP) during the fall Semester 2008 and a post SEP during spring semester 2009. Results indicated that 95% of USEAA students from the post SEP were able to clearly understand and summarize the SEP and scored 95% at good or above on a rubric developed by program staff. Based on this finding, the rubric criteria were modified to better measure the students' use of the SEP.

Also in 2008-2009, the Puente Program developed a student learning outcome that stated that students will be able to identify their educational goals by the end of the second semester of the program. Students completed an assignment to identify their educational goals in which they identified two long-term goals and five short term goals with their counselor/instructor. The overall results showed that 88% of Puente students were able to achieve the SLO and identify an educational goal by the end of the second semester. The results also validated the importance of meeting with a counselor in a one-on-one setting. (IIB.120a: Puente SLO June 20, 2009; IIB.120b: Puente NILO Report June 20, 2009).

The March 2011 Student Services Division Meeting continued to focus on assessment and evaluation of student support services. Division administrators, faculty, and staff continued their efforts to identify obstacles to student success and to propose

solutions. Participants in the activity separated into small groups and each addressed an area pertaining to student support services that could be improved. (IIB.121: Student Services Divisional Meeting Agenda March 04, 2011; IIB.122a-i: Student Services Divisional Meeting Notes). The recommendations from these groups will be used to assist departments and programs that provide student support services in the development of their 2011-2012 outcomes.

The Student Services Division, working in conjunction with the Office of Institutional Research, Assessment, and Planning has worked to expand the systematic collection of data to assess, evaluate, and improve the effectiveness of student support services and to measure outcomes associated with special programs such as Puente, IDILE, SYMBAA and USEAA. (IIB.30). The College has identified 12 cohort and learning community programs that will be tracking students to determine course success, retention, and persistence rates. Mean grade point averages for key first year pre-college level and college level courses in English, mathematics, and other transfer-track general education courses will also be monitored for all groups. Faculty and staff will continue to refine common data sets that will continue to measure student success indicators such as persistence and retention rates, academic performance, and ultimately, the achievement of educational objectives.

As the College moves forward to integrate assessment and evaluation into the fabric of how it operates, student support services learning and service unit outcomes will continue to be regularly assessed and evaluated in order to improve and enhance the learning environment and the services provided for students.

Self Evaluation

The College meets the standard. Student support services has embraced the development of SLOs and SUOs and has developed procedures and regular dialog to assure that results are used for program improvement.

Planning Agenda

None.

Evidence for Standard IIB

- IIB.1 Graph – Pell & CalGrants Recipients 2009-2010
- IIB.2a [Student Services Division Website Opening Page](#)
- IIB.2b Student Services Division Web Pages Committee Meeting March 11, 2010
- IIB.2c Student Services Division Web Pages Committee Meeting July 14, 2010
- IIB.2d Web Committee December 2010 Presentation
- IIB.3 Minutes – Website Task Force February 11, 2011
- IIB.4a New Student Matriculation Checklist – Summer and Fall 2011
- IIB.4b Returning Students Matriculation Checklist – Summer and Fall 2011
- IIB.4c Students Transferring to FCC– Matriculation Checklist – Summer and Fall 2011
- IIB.5 [DRAFT Online Orientation Opening Page](#)
- IIB.6 Student Services Division Mission Statement
- IIB.7 [FCC Mission, Vision & Core Values](#)
- IIB.8 FCC Educational Master Plan
- IIB.9 E-mail from Faculty – Re: Math and EAP April 19, 2010
- IIB.10 E-mail from Counselor – FCC RTG Meeting May 11, 2011 – Formation of the SCCCD-FUSD RTG Committee
- IIB.11 [Clinical Services Website](#)
- IIB.12 Consultant Mini-Biography – Dr. Ken Gonzalez
- IIB.13 Noel-Levitz Report November 22, 2006
- IIB.14 ACT College Outcomes Survey March 11, 2011
- IIB.15 Campus Map
- IIB.16 Campus Map Highlighting Cafeteria and Student Center
- IIB.17 WebAdvisor Presentation
- IIB.18 Students Enrolled in Direct Deposit Pilot Implementation Summer 2009
- IIB.19 Financial Aid Computer Lab Totals 2008-2009 and 2009-2010
- IIB.20 Financial Aid Model for the State – City at a Glance October. 25, 2010
- IIB.21 Counseling Technology Committee – Team Membership & Charge
- IIB.22a Title V Cooperative Grant Abstract
- IIB.22b Final Title V Cooperative Grant Report December 2009
- IIB.23 Counseling Technology Committee Goals & Activities 2009-2010
- IIB.24 Early Alert Program Review
- IIB.25 Online Counseling Data July 2006 - October 2010
- IIB.26 RTG Schools and Number of Students Served
- IIB.27 RTG Summary Stats 2003-2011
- IIB.28 FCC Student Handbook
- IIB.29 [FCC Catalog 2010-2012](#)
- IIB.30 USEAA Report 2008-2009 through 2010-2011
- IIB.31 Agenda Student Services Division Meeting March 26, 2010
- IIB.32 Basic Skills Report July 2007
- IIB.33 Counseling Department Program Review Fall 2010
- IIB.34 [EOPS Website](#)
- IIB.35 [EOPS Vocational Internship Program Website](#)
- IIB.36 [EOPS CARE Program Website](#)
- IIB.37 [DSP&S Website](#)
- IIB.38 [Foster Youth Bridge Program Website](#)
- IIB.39 [IDILE Program Website](#)
- IIB.40 International Student Brochure

- IIB.41 [Puente Program Website](#)
- IIB.42 [SYMBAA Program Website](#)
- IIB.43 [TRIO Programs Website](#)
- IIB.44 [USEAA Program Website](#)
- IIB.45 [Veterans Office Website](#)
- IIB.46 ASG Voice of the Students
- IIB.47 Club Organizations
- IIB.48 National Conference on Student Leadership
- IIB.49 Volunteer Event
- IIB.50 Syllabus – Communications 20 Spring 2011
- IIB.51a Federal Work Study (FWS) Off-Campus Employer List (2008-2009)
- IIB.51b Federal Work Study (FWS) Off-Campus Employer List (2009-2010)
- IIB.51c Federal Work Study (FWS) Off-campus Employer List (2010-2011)
- IIB.52 Annual Fall Carnival
- IIB.53 Annual Holiday Gift Bags
- IIB.54 Annual Kids Day Event
- IIB.55 Career Center Community Service Assessment
- IIB.56 ERC Soft-Skills Workshops
- IIB.57 Speakers Forum – J. Boren & B. McEwen
- IIB.58 Speakers Forum – Juan Williams
- IIB.59 Full Time Counselors Foreign Language Proficiencies
- IIB.60a Student Educational Plan – Instructions Form – How to Save SEP
- IIB.60b Student Educational Plan – AA & AS Degrees
- IIB.60c Student Educational Plan – CSU
- IIB.60d Student Educational Plan – IGETC
- IIB.61a UC Conference – Ensuring Transfer Success May 2011
- IIB.61b CSU Conference – The CSU Our Educational Frontier
- IIB.61c UC Counselors Conference Agenda
- IIB.61d TCD Region V - Transfer Topics Meeting
- IIB.62a Flex Day Brochure Spring 2010
- IIB.62b Flex Day Brochure Fall 2010
- IIB.63 Counselor Network Meeting Agenda February 2011
- IIB.64a Veterans Affairs Counseling Training Handbook Cover-Introduction-Notes
- IIB.64b Veterans Affairs – Counselor Training Presentation May 18, 2010
- IIB.65a Tenured Faculty Evaluation Checklist
- IIB.65b Counseling Faculty Evaluation Form
- IIB.65c Counseling Faculty Self-Evaluation
- IIB.66a Matriculation Checklist for New Students Spring 2011
- IIB.66b Matriculation Checklist for New Students Summer and Fall 2011
- IIB.67 Description of Counseling Q&A Services
- IIB.68a Q&A Counseling Services Survey Results A
- IIB.68b Q&A Counseling Services Survey Results B
- IIB.68c Counseling Wait time Report All Years
- IIB.69 Early Alert Program Review
- IIB.70 Counseling Program Review Fall 2010
- IIB.71 Assessment Center Program Review 2010
- IIB.72a Counseling Technology Committee – Team Charge 2009-2010
- IIB.72b Counseling Technology Committee – Goals 2009-2010

- IIB.72c Counseling Technology Committee – Meeting Minutes February 23, 2011
- IIB.72d Counseling Technology Committee – Meeting Agenda March 23, 2011
- IIB.73 FCC Demographic Trends
- IIB.74 Annual African American History Month
- IIB.75 Annual Women’s History Month – Gender Equity
- IIB.76 Annual Asian American History Month
- IIB.77 Annual Disability Awareness Day
- IIB.78 Annual *Cinco de Mayo* Celebration
- IIB.79 Annual Mexican Independence Month
- IIB.80 Annual Latino Writers and Artists Workshop
- IIB.81 Annual Diversity Pride Day
- IIB.82 Annual Native American Heritage Month
- IIB.83 Religious Seminar – “Islam – What It Is What It Isn’t”
- IIB.84 Religious Seminar – “Sikhism Culture & Religion”
- IIB.85 Speakers Forum – Amy Tan
- IIB.86 Speakers Forum – Morgan Spurlock
- IIB.87 Speakers Forum – John Bul Dao
- IIB.88 Speakers Forum – Ruben Navarette, Jr.
- IIB.89 Speakers Forum – Michael Eric Dyson
- IIB.90 Speakers Forum – Carlotta Walls Lanier
- IIB.91a Testing Placement Statistics 2008
- IIB.91b Testing Placement Statistics 2009
- IIB.91c Testing Placement Statistics 2010
- IIB.91d High Schools Tested by FCC 2010
- IIB.92 Using Multiple Measures for Placement
- IIB.93 FCC Placement Matrix
- IIB.94 Research Report List 1999-2010
- IIB.95 Placement Test Cut-Scores
- IIB.96a Assessment Center Program Review 2010
- IIB.96b A&R Program Review 2010
- IIB.97 District Assessment Committee Recommendations February 22, 2010
- IIB.98 Assessment Taskforce Accomplishments 2009-2010
- IIB.99 Screen Shot of FUSD Data Tool
- IIB.100a SCCC&D and FUSD Meeting Agenda January 18, 2011
- IIB.100b FCC and FUSD Meeting Notes January 18, 2011
- IIB.100c FCC and FUSD Meeting Agenda February 11, 2011
- IIB.100d FCC and FUSD Meeting Agenda March 01, 2011
- IIB.101 AR 5040 Student Records and Privacy
- IIB.102 SCCC&D Authorization to Release Student Information
- IIB.103 Administrative Regulation 3310
- IIB.104 Student Services Division Organizational Priorities 2010
- IIB.105 [CCSSE Website](#)
- IIB.106 [SENSE Website](#)
- IIB.107 Noel-Levitz Report Enrollment Opportunities Analysis November 22, 2006
- IIB.108 Evening Courses Study Group Report March 2008
- IIB.109 Proposed EMC Operating Agreement January 31, 2011
- IIB.110 Draft Enrollment Management Plan March 28, 2011
- IIB.111a Q&A Counseling Services Survey – Results A

- IIB.111b Q&A Counseling Services Survey – Results B
- IIB.112 Student Services Divisional Meeting Agenda March 26, 2010
- IIB.113 Student Services Divisional Meeting Presentation March 26, 2010
- IIB.114a Student Services Divisional Meeting Notes – Group 1 March 26, 2010
- IIB.114b Student Services Divisional Meeting Notes – Group 2 (March 26, 2010
- IIB.114c Student Services Divisional Meeting Notes – Group 3 (March 26, 2010
- IIB.114d Student Services Divisional Meeting Notes – Group 4 (March 26, 2010
- IIB.114e Student Services Divisional Meeting Notes – Group 5 (March 26, 2010
- IIB.114f Student Services Divisional Meeting Notes – Group 6 (March 26, 2010
- IIB.114g Student Services Divisional Meeting Notes – Group 7 (March 26, 2010
- IIB.114h Student Services Divisional Meeting Notes – Group 8 (March 26, 2010
- IIB.114i Student Services Divisional Meeting Notes – Group 9 (March 26, 2010
- IIB.114j Student Services Divisional Meeting Notes – Group 10 (March 26, 2010
- IIB.114k Student Services Divisional Meeting Notes – Group 11 (March 26, 2010
- IIB.114l Student Services Divisional Meeting – Notes – Group 12 (March 26, 2010
- IIB.115 Student Services Divisional Meeting – Overall Revisions Current Services Processes March 26, 2010
- IIB.116d Ram Ready Evaluations – Parent Workshops 2010
- IIB.116e Ram Ready Evaluations – Student Welcome 2010
- IIB.116f Ram Ready Evaluations – Workshops 2010
- IIB.116a Ram Ready Agenda July 17, 2010
- IIB.116b Ram Ready Student List Summer 2010
- IIB.116c Ram Ready Evaluation Meeting Itinerary June 16, 2010
- IIB.117 Student Services Divisional Meeting Agenda – SLOs & SUOs October 29, 2010
- IIB.118 Student Services Division SLO Grid 2010-2011
- IIB.119 Student Services Division Rubric - Levels of SLO Implementation
- IIB.120a Puente SLO (June 20, 2009)
- IIB.120b Puente NILO Report June 20, 2009
- IIB.121 Student Services Division – Agenda March 04, 2011
- IIB.122a Student Services Divisional Meeting Notes – Academic Probation March 04, 2011
- IIB.122b Student Services Divisional Meeting Notes – Assessment March 04, 2011
- IIB.122c Student Services Divisional Meeting Notes – Customer Service March 04, 2011
- IIB.122d Student Services Divisional Meeting Notes – Datatel March 04, 2011
- IIB.122e Student Services Divisional Meeting Notes – Effective Communication March 04, 2011
- IIB.122f Student Services Divisional Meeting Notes – Financial Aid March 04, 2011
- IIB.122g Student Services Divisional Meeting Notes – Matriculation March 04, 2011
- IIB.122h Student Services Divisional Meeting Notes – Staff Concerns & Stressors March 04, 2011
- IIB.122i Student Services Divisional Meeting Notes – Student Preparedness March 04, 2011

STANDARD IIC STUDENT LEARNING PROGRAMS AND SERVICES

Library and Learning Support Services

Standard IIC: Library and Student Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Committee Members

Co-Chairs:

Irene Palm, Classified Professional

Ray M. Sanchez, Faculty

James Tucker, Administrator

Members:

Nancy Almand, Faculty

Sasha Anderson, Faculty

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David Racki, Faculty

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Mai Yang, Faculty

IIC.1 *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

Descriptive Summary

The Library and Student Learning Support Services Division provides services to the campus that support curriculum and student learning through information literacy instruction, tutoring, access to computer laboratories, curriculum-related software, and print/non-print materials. Administrative support for the division is provided by a dean of library and student learning support services and an administrative assistant.

Library

The Library supports the research needs of the campus community through instruction in research methods and access to print and non-print materials. In addition, the Library spans the digital divide for students through open access to computers, the internet, and selected curriculum-related software. The Library supports the College's mission through collaboration with College constituencies to provide instruction, resources, and services that assist students in achieving their educational goals.

The Library employs six certificated librarians, seven classified personnel and fifteen to twenty student workers. The Library is open 54.5 hours a week Monday through Friday (IIC.1: Library website*). During the Library's open hours, two instruction desks (Information and Reference) are staffed by librarians; while two service desks (Reserve and Circulation) and the computer lab are staffed by classified personnel and student workers.

Library materials are available to students, staff, faculty, and community members in a variety of formats: books, e-books, periodicals, multi-media and web-based electronic resources. As of July 31, 2010, the Library's collections contained 81,887 circulat-

ing print volumes, 28,357 e-book volumes, 13,556 non-circulating volumes (law and reference), and 954 bound periodical volumes. The media collection includes 6,096 video and DVD items, 502 audiobook items, 798 music compact disks and 66 microfiche titles. The Library currently subscribes to 133 print periodical titles (IIC.2: Collection Size by Material Type). A reserve collection containing current course textbooks and supplemental course materials is maintained. Materials in the circulating collection have a circulation period of 21 days with a one week renewal period. Media items have a variety of circulation periods from 48 hours to seven days. The Library subscribes to sixteen electronic resource databases. The databases offer coverage of a wide variety of subjects and substantial periodical runs (IIC.1).

A Collection Development Policy Statement was implemented in 2005 and reviewed and revised in 2010 (IIC.3: Collection Development Policy). Selection criteria include librarian subject expertise, knowledge of curriculum content, faculty requests, and patron usage patterns of current materials. A separate collection development policy has been created for special collections and archives (IIC.4: Special Collections/Archives Collection Development Policy).

Since the last accreditation, the College has invested over \$881,000 to acquire materials that expand the depth, breadth, and currency of the collection. The College has also provided over \$236,000 for electronic resources. In 2009, the College funded the lease of new integrated library system software and the purchase of student authentication software (IIC.5: Lottery Funds Budget Expenditures 2006-2010).

Instruction services include on-demand requests at the service desks, classroom instruction in Information Literacy and one-on-one help through the Research Assistance Program (RAP). The Library offers open access to a computer lab with media viewing equipment, a reserve collection, intra-district loan, interlibrary loan, a law collection, and College archives. There are approximately 470 study seats and 54 computers available, four public copiers, three ADA compliant computer stations, one UBIDUO device, printers (including color), and scanners (IIC.1).

* Second and subsequent references to evidence will only include the evidence number.

As part of the Library's commitment to campus and community outreach, the Library, often in conjunction with the Friends of the Library and Fresno County Public Library, has hosted several outreach programs and events. In 2006 and 2008, Fresno City College and Fresno County Public Library joined to sponsor events for The National Endowment for the Arts Big Read's discussion of Amy Tan's *The Joy Luck Club* and Mark Twain's *Huck Finn*. In 2005, a Susan G. Komen grant of \$5,000 was awarded to the Library to purchase breast cancer-related materials and the Library presented a breast cancer awareness day with television station KSEE24. Each year, the Friends of the Library host a gathering that showcases student talent in the arts and literature, and the Library has also held reading festivals that highlighted Edgar Allen Poe, Banned Books and California authors. The Friends of the Library holds an annual (and now biannual) book sale that generates hundreds of dollars. Friends of the Library purchased the Library a bill-to-bill changer for student use and flashdrive cables for the lab. Book sale money also pays for two annual \$250 scholarships and prize money for the winners of the Library's cARTalog contest that has grown to over 60 participants in the past two years. Last year, the Friends of the Library sponsored an FCC's Got Talent show that brought in an audience of 150 people (IIC.6: Library Event Flyers; IIC.7: Susan G. Komen Grant Award Letter; IIC.8: Friends of the Library Foundation Account Record 2006-2010).

For the last five years, students of Fresno High School's International Baccalaureate Program have been issued library cards and given bibliographic instruction. Approximately three times a semester, story times are presented to the class of three-year olds at the Fresno City College Child Development Center. These presentations serve two purposes: to introduce the children to books, story time and libraries, and to expose the child development cen-

ter staff to professionally developed preschool story times (IIC.9: Memorandum of Understanding for Fresno High School International Baccalaureate Program and Fresno City College Library; IIC.10: International Baccalaureate Program Bibliographic Instruction Statistics 2006-2010, IIC.11: Story-Time Statistics 2006-2010).

Student Learning Support Services

The mission of Student Learning Support Services, commonly referred to as Tutorial Services, is to provide comprehensive academic support services to assist students in developing and strengthening the knowledge and skills needed to reach their academic goals. The primary function of Tutorial Services is to provide peer tutoring, which promotes independence in learning. Tutors guide, coach, encourage, and model how successful students excel in college. Tutorial Services, which includes the Tutorial Center, Writing and Reading Center (WRC), and the Academic Computer Lab, provides several academic services and outreach to Fresno City College students.

These services include drop-in tutoring, writing tutoring by appointment or drop-in, test proctoring, academic workshops, Extending the Class (ETC), satellite-lab tutoring, online tutoring, and the central campus computer lab that is exclusively reserved for student drop-in use (IIC.12: Tutorial website). The College Reading and Learning Association (CRLA) has certified the center's tutor training program. The CRLA certification, instituted in 2006 and renewed through 2015, sets an internationally accepted standard for training and skills for tutors (IIC.13: College Reading and Learning Association Application Packet and Certificate).

Historically, Tutorial Services has been a high-traffic area on campus with many students using these services (IIC.14: Student Learning Support Services Student Contact Hours 2006 to 2010).

Snapshot of 09-10 Academic Year and Summer 10 Session in Total Student Contact Hours

Fall 2009		Summer 2010		Spring 2010	
Online	93.28	Tutorial Center & Writing Center	21,156	Online	293.12
Writing & Reading Center	1,605.75			Writing & Reading Center	5,554.68
Tutorial Center	18,121.75			Tutorial Center	32,028.19
Computer Lab	36,811.73			Computer Lab	38,472.55
Test Proctoring	1,749.43			Test Proctoring	1,790.36

The Writing and Reading Center began as the Extended Learning Center in fall 2005 through a federally funded Title V grant. At that time, there was a full-time coordinator and a small number of tutors. Unfortunately, the coordinator passed away

in the last year of the grant, and there was a year-long transition before a new full-time coordinator was hired. (IIC.15: Title V Grant for Extended Learning Center) Student visit data can be found below:

Writing and Reading Center Data

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Unduplicated Students	547	556	625	668	803	1019	1301
Visit Totals	1377	1948	2003	2232	2781	3797	3970

In fall 2008, a new coordinator was hired, and the number of students as well as services provided increased. By the end of the Title V grant in October 2008, the center and coordinator position were fully institutionalized by the campus (IIC.16: Writing and Reading Center Coordinator Job Announcement; IIC.17: Title V Grant Final Report). The center continues to be an important campus resource and provides a unique service to students taking courses with a reading or writing component. In spring 2009, a part-time ESL instructor was hired out of basic skills funding to train tutors in helping ESL students, as well as to provide workshops, tutoring, and faculty support (IIC.18: ESL Adjunct Instructor Job Announcement). In 2009, a classified professional was re-assigned from the Tutorial Center to the Writing and Reading Center to assist with office duties and tasks, including hiring procedures and data collection.

The Writing and Reading Center continues to grow exponentially and is regularly turning students away because of lack of space. The location of the Writing and Reading Center is currently upstairs in the Tutorial Center. The area is an open mezzanine, with access only available by two sets of stairs on either side of the mezzanine. There is no handicap access, and the Writing and Reading Center accommodates

handicapped students by sending tutors downstairs, which although helpful to the students, encroaches upon the tutorial space below. The center shares about 70 percent of its mezzanine space with Educational Opportunity Programs and Services (EOPS), which uses the space as a study area. A major goal for the center is to provide a larger, accessible space, with more tutors available every hour.

In the past five years, because of increased campus wide collaboration and lack of space, Tutorial Services has developed several satellite labs. These satellite labs include: IDEA Lab, STEM-SI, CADD Lab, A/C Lab, Accounting & CIT tutorial lab, The Zone: Student Athlete Success Center, Nursing Lab, and Manchester Center tutorial (IIC.19: Satellite Lab History with example of lab schedule). Utilizing space outside the center for peer assistance has helped address the issue of access and space in the center.

The Academic Computer Lab is the largest lab on campus. It has 76 computer stations including seven stations that are handicapped accessible. During the 2009-2010 academic year over 11,000 unduplicated students accessed the lab generating over 74,800 student contact hours (IIC.14). The computer lab offers students a variety of programs and software includ-

ing but not limited to Auto Cad, Diet Analysis, Mas '90, Photo Shop, Solid Works and Microsoft Office 2007 (IIC.20: Computer Lab Set-Up Form and List of Software Available in Lab). There are three print stations including color printing. Students purchase a print card from a Vend Print Station at \$0.10 per page and \$0.50 per page for color. In spring 2011 the Academic Computer Lab offered tutoring in CIT 12 and CIT 15, accounting, and English. Hours of operation have decreased due to budget cuts with evening and Saturday hours being completely eliminated (IIC.21: College Hours of Operation 2006-2010).

In addition to drop-in tutoring, there are four unique services and/or programs that should be highlighted: The Writing and Reading Center, Extending the Class (ETC), test proctoring, and online tutoring:

1. **The Writing and Reading Center** provides a variety of services to students enrolled in courses with a reading and writing component, including one-on-one and group tutoring. When the full-time coordinator was hired in fall 2008, an appointment system was established in addition to walk-in tutoring. Previously, during the establishment of the Writing and Reading Center, the center operated on a walk-in basis only, with no time limits set in place. Students were initially allowed to sign up for 20-minute appointments, four times a week. The appointment book spanned all open hours, and two tutors were available for tutoring per hour with one or more tutors available for walk-in. In January 2009, this system remained in place with additional procedures: students could make two consecutive 20-minute appointments and were allowed up to four appointments weekly. Walk-in tutoring has always been available, though students are always encouraged to make appointments. At least two drop-in tutors were available per hour and worked with students in 10-minute increments. In September 2010, the Writing and Reading Center changed to 30-minute appointments, with only two appointments allowed per week. Drop-in was still allowed, but appointments were encouraged. Due to campus wide budget cuts and the conclusion of the grant, the campus was unable to sustain the Writing and

Reading Center budget at grant levels. It now shares a budget with the Tutorial Center and Academic Computer Lab, resulting in fewer tutors on the floor.

The Writing and Reading Center has become an integral part of campus resources. However, the services provided by the Writing and Reading Center are limited due to space and budget issues. The current budget issues have caused the center to be resourceful and creative. The center has collaborated with other divisions to schedule workshops, small group tutoring, and instruction; many resources such as handouts and tutorials have been made available on the center's webpage and Blackboard site; the center has also collaborated with other instructional areas to provide a more well-rounded service to students, including in-class presentations and extended workshops. The Writing and Reading Center provides a service that is useful to faculty and students as evidenced in the survey results.

2. **Test Proctoring** is an important service to the campus community. However, because the service is located on the open floor of the Tutorial Center, there is a lack of space and a high noise level, which is not conducive to an effective testing environment (IIC.22: Test Proctoring Forms and Reports). In addition, what began as a proctoring service for make-up tests has morphed into a retake service for many instructors. Many instructors now allow students to retake tests in the Tutorial Center to earn a better grade, which has increased testing in the center. Students would be better served if testing occurred in a different location. Students frequently report this in documented complaints and satisfaction surveys (IIC.23: Test Proctoring Survey and Results).
3. **Online tutoring**, which was recommended by the previous accreditation visiting team, has been a challenge for Tutorial Services. There have been five online platforms used for online tutoring since 2006, which has resulted in a lack of consistency for the center, tutors, and students. In 2006, the center began using AskOnline but found the cost prohibitive. In 2007, AskOnline was replaced by a whiteboard module within

the center's current tracking software, TutorTrac. The TutorTrac whiteboard module dovetailed nicely with the data collection process, but the interface was less effective for tutors and students. By 2008, a campus Title V grant funded an asynchronous Online Writing Center (OWC). The system provided an alternative for those students who were unable to connect with a tutor in a live chat environment during scheduled synchronous time. The OWC was not cost effective and was consequently discontinued. In 2009, with funding from the Basic Skills Committee, the College purchased Wimba, an online collaboration suite that integrates within Blackboard. Again, Wimba was too costly to continue. Finally, in spring 2010 the center made a final switch to CCC Confer which is funded from a grant from the California Community Colleges Chancellor's Office. CCC Confer was designed to allow communication and collaboration for all staff, faculty, and administrators in the California Community Colleges system. It is ADA and Section 508 compliant. CCC Confer offers video, voice, desktop sharing capabilities, among other features. To improve ease of access the center, working directly with CCC Confer staff, has developed a customized access page for online tutoring (IIC.24: Online Tutoring website).

Data from the 2008 Online Tutoring Survey indicated that over 64 percent of students preferred using online tutoring between the hours of 4:00 PM and midnight. Student participation in the use of online tutoring has been inconsistent from semester to semester. To increase student participation in the use of online tutoring it would be beneficial to schedule online tutoring adjunct faculty and peer tutors during the hours of 4:00 PM to midnight. This scheduling could be accomplished if the online tutoring staff were allowed to work off-campus during these non-traditional times. Specifically, the late evening when students can't access face-to-face tutoring and when students are usually studying (IIC. 25: Online Tutoring Survey Responses – 2008).

4. **ETC** is modeled after the nationally recognized student academic enhancement program, Supplemental Instruction (SI). ETC avoids the

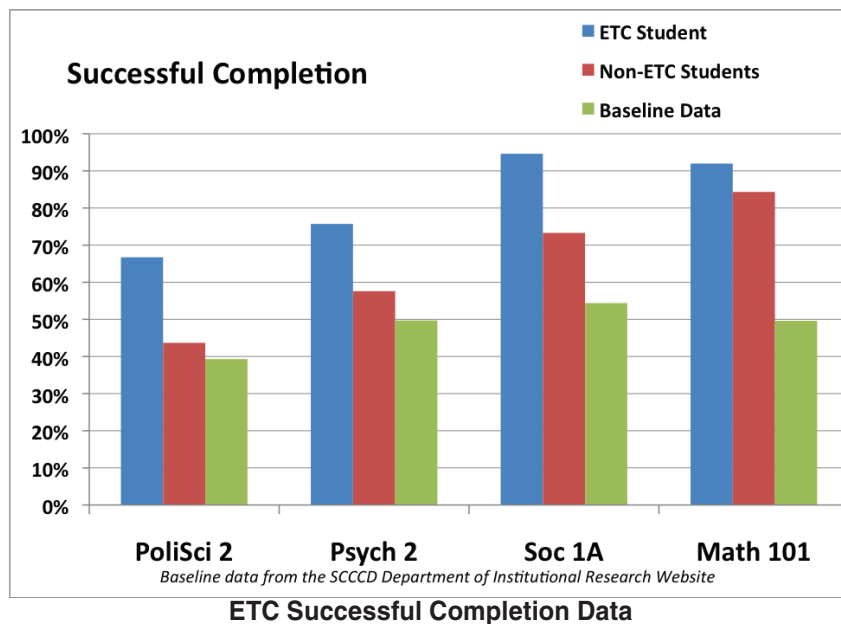
remedial stigma often attached to traditional academic assistance programs since it does not identify high-risk students, rather it identifies high-risk courses. The program targets traditionally difficult to pass courses with high failure rates and aims to improve student GPA, increase successful completion 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, and with funding from the Basic Skills Initiative, ETC has shown consistent growth. There have been increases in instructor support and interest, a steady rise in course implementation, and an increase in attendance figures.

The center has begun planning for a shift toward an ETC model of academic assistance. Drop-in tutoring will continue to be a viable source of academic support, mainly for students who are not enrolled in ETC supported courses. Attendance reports will aid staff in identifying the academic subjects most utilized by students. This data, along with ETC course selection criteria, will provide the rationale for course selection. Each semester, beginning in spring 2011, ETC supported courses would increase with a pairing of drop-in tutoring. In the final phase ETC would become the primary academic service offered to students and drop-in tutoring, along with online tutoring, would become secondary sources of support. An extensive review of the literature analyzing various peer tutoring programs in higher education (e.g. PASS, SI, PAL), aided in the decision making process. Findings indicate that peer facilitated study sessions result in significant improvement in student academic progress. Tutorial Center staff conducts internal assessments of the ETC program bi-annually and findings are similar to national data. Quantitative and qualitative data analyses provided evidence to support the shift toward the ETC model of academic assistance (IIC.26: ETC Program Planning; IIC.27: ETC Program Overview; IIC.28: SLO ETC Data; IIC.29: ETC Survey Responses Fall 2010; IIC.30: ETC Cost Analysis).

ETC Longitudinal Data

Semester	Number of Instructors	Number of Sections	ETC Student Attendance	Contact Hours	Visits
Spring 2007	7	8	61	146.92	136
Fall 2007	6	12	78	198.15	195
Spring 2008	8	18	143	831.78	706
Fall 2008	8	22	386	2486	3081.4
Spring 2009	10	16	466	4335.87	3458
Fall 2009	6	14	275	2383.5	1832
Spring 2010	11	22	465	5315.3	3850
Fall 2010	6	17	510	4856.9	3900

Most noteworthy, ETC continues to exhibit increased successful completion, retention, and GPA among ETC participants when compared to baseline data. Below is a comparison chart showing the average rate of successful completion from spring 2007 through fall 2009 between ETC, non-ETC, and baseline data (an average of spring and fall 2006).



A comprehensive tutorial services program, with its faculty expertise and interdisciplinary scope, can be a catalyst for student success. Tutorial Services at Fresno City College is a central source of support and stability for students and programs needing academic assistance.

Self Evaluation

The College meets the standard. Library and Student Learning Support Services provide students with sufficient resources and materials necessary to assist them in completing their educational goals, including quality instructional and innovative programs. The Library Collection Development Policy ensures that Library collection development is thoughtful and systematic. Tutorial Services uses data analysis to ensure quality of services and provides access to services through a variety of locations and delivery modes.

Planning Agenda

The College will include the need for additional space requirements for the library and student learning support services in the College Facilities Master Plan.

IIC.1a *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.*

Descriptive Summary

Library

On July 31, 2010, the Library circulating print collection contained 81,887 items, 13,557 non-circulating print materials, 954 bound periodical volumes, 66 microfiche titles, 6,960 videos and DVDs, and 502 audio book items. The Library subscribes to 133 periodicals in print and 16 online databases including CINAHL, EBSCOHost, JSTOR, and Lexis-Nexis. The Library collection also includes 28,357 e-books (IIC.2). The collection development policy was revised in 2010 to guide the selection of materials (IIC.3). New purchases for the collections are based on the knowledge and subject expertise of librarians, requests from faculty, general curricular needs and student usage patterns. Collection development expenditures have averaged \$167,000 per year over the past four years (IIC.5). The Library's circulating print collection has grown by over 11,000 volumes,

with additional growth in ebook titles. Significant progress has been made in reducing the age of materials in the time sensitive areas of medicine, current events, political science, and education (IIC.31: Collection Age by Dewey Analysis).

Total collection development expenditures over the past six years were about \$881,000, and total database expenditures were about \$236,000 (IIC.5). The reduction in the number of print periodicals from about 350 to 133 has been offset by increased access to online periodicals through an increase in the number of online databases from 10 to 16. Funding database subscriptions has become more difficult due to the elimination of Telecommunication and Technology Infrastructure Program (TTIP) state funding of \$36,000 per year that used to provide for library technology. The Library has had to adjust its budget priorities and eliminate some databases due to this loss.

As the price of print materials continues to rise the College will need to increase its funding or progress will be lost. The same holds true for the cost of database access. In order to accommodate the increasing collection size, the College purchased \$40,000 in additional shelving for the West Wing for the circulating collections (IIC.32: Decision Package 2008–2009).

The changing nature of technology has led to a shift from print to electronic materials. The print book collection has grown but in the future will need to be balanced against the increasing popularity and on-demand accessibility of e-books; the print periodical collection has shrunk but has been replaced by a growing periodical database collection; and the video collection remains static but will need to be reassessed as video streaming becomes more prevalent.

Access to materials held by other libraries within the State Center Community College District is facilitated through the consolidated catalog of the integrated library system. District libraries migrated to a new integrated library system (Innovative Interface Millennium product) in 2009 (IIC.5). The Library uses OCLC (Online Computer Library Center, Inc.) to request materials not available within the State Center Community College District's holdings (IIC.33: Interlibrary Loan Statistics 2006-2010).

There are three handicapped accessible computer work stations to accommodate students with disabilities. These stations include adjustable tables to accommodate wheelchairs and, for the visually impaired, visual enlargers and speech software. The dean of library and student learning support services, the District director of DSP&S and the College's occupational health and safety officer work together to ensure compliance with applicable laws and regulations regarding accessibility to library services and materials. In addition, a UBI-DUO device is available for use at the Library's instruction and service desks to facilitate staff communication with the hearing impaired.

The number of students using the Library has remained steady in spite of the fact that hours were reduced beginning in fall 2009 due to budget cuts (IIC.21). During the 2010-2011 academic year, the Library averaged about 42,800 visits per month (IIC.34: Library Door Count). The Library is now open 54.5 hours per week down from 70 hours per week. Saturday hours were eliminated, evening hours shortened Monday through Thursday, and afternoon hours shortened on Fridays (IIC.21). There have been written and verbal objections to the reduction in open hours, especially the elimination of the Saturday hours, from both faculty and students (IIC.35: E-mails regarding elimination of Saturday hours).

Student Learning Support Services

Tutorial Services offers necessary educational materials and software to both tutors and tutees to support student learning. The Academic Computer Lab is the only computer lab on campus that is both an open lab and a provider of academic tutoring, and is thus a high priority computer lab for the College. The lab receives new or rolled-down computers when possible and software updates regularly. The computer lab coordinates with departments and technology support services to select and load instructional software (IIC.20).

The College has been able to purchase supplies such as textbooks, whiteboards, and calculators for more effective tutoring sessions. Grant-funded purchases include laptops, which tutors and students use together to enhance study sessions.

In addition, Tutorial Services spearheaded the development of FCCwise, a student-focused website that

enhances and simplifies the navigation of essential student information. FCCwise development was funded and promoted by the Basic Skills Committee. During initial development, Tutorial Services faculty members consulted the Basic Skills Committee and received documents, feedback, and input from faculty members and students. Included on the site are the campus essentials for student success as they relate to the theme of getting students "in", "through", and "beyond". The site uses accurate information that is accessible and relevant in the format of social networking with an academic twist. The site includes light and easy interaction in the form of polls and visual/interactive "how-to's" or "where-to's," for instance the Roadmap to Success and Virtual Tour (IIC.36: FCCwise website, IIC.37: Basic Skills Action Plan for FCCwise Development and Funding).

The Writing and Reading Center has collaborated with the reading faculty in the Humanities Division to purchase support software. Reading faculty presented an action plan to purchase Merit software, an interactive, skills-based program for developmental readers, at a Basics Skills committee meeting in spring 2009. The committee voted to approve the action plan and the software was purchased in 2009. It was installed on 12 computers in the Writing and Reading Center in fall 2009. Reading students can use the Writing and Reading Center computers to complete reading lab assignments with the assistance of a tutor in addition to the lab time they receive in class. Reading instructors also presented at workshops in fall 2008. Writing manuals were purchased by Title V during the five-year grant. Basic Skills purchased writing manuals in spring 2009. Some manuals were purchased with funding from the textbook budget in 2010. The Writing and Reading Center updates books and materials every semester based on standard requirements in citing and documentation, trends and faculty recommendations (IIC.38: Basic Skills Action Plan for Reading Software).

Currently, the Writing and Reading Center is able to purchase books and other instructional materials with updated citing and documentation requirements; however, this budget is limited. The Writing and Reading Center works with students across the curriculum and from varying educational and cultural backgrounds. Students would benefit from compre-

hensive and current resources and materials, which would require a sustained educational materials and software budget for the Writing and Reading Center.

Self Evaluation

The College meets the standard. As evidenced above the Library and Tutorial Services work closely with the appropriate faculty and staff to select and implement educational materials and equipment that support the College mission. The division also provides materials and equipment that embrace current trends in education, including faculty and staff professional development, updated software, and adherence to District standards.

Planning Agenda

None.

IIC.1b *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Descriptive Summary

Library

Library faculty provides instruction in information competency in a variety of ways. Methods change as needs change with significant changes since the last accreditation self study.

Library faculty use qualitative and quantitative assessments to conduct thorough evaluation. Student learning outcomes have been established for bibliographic instruction (BI) and Research Assistance Program (RAP) sessions (IIC.39: Student Learning Outcomes for RAP and Bibliographic Instruction). Quantitative assessments include counts of classes and students receiving BI, students requesting RAP sessions, and transactions at the instructional service desks (IIC.40: On-demand Instruction Statistics 2006-2010; IIC.41: Bibliographic Instruction Statistics 2006-2010; IIC.42: RAP Statistics 2006-2010). Qualitative assessments include pre-tests and post-tests of BI sessions, post-tests of RAP participants and satisfaction surveys of both (IIC.43: Bibliographic

Instruction pre- and post-tests; IIC.44: RAP post-test; IIC.45: RAP Satisfaction survey). The quantitative assessments of currently available instructional formats show the following trends: increasing use of RAP sessions, changing use of BI and one-on-one (on demand) instruction.

On-demand instruction occurs at the service desks and in the computer lab when the Library is open. These requests for instruction come from the students in person or by phone, and the appropriate level of assistance is provided (IIC.40). The efficiency and effectiveness of public desk services was evaluated in 2009-2010. Desks moved at the beginning of the 2010-2011 school year in an effort to provide better information and circulation services. Results are being monitored for possible future adjustments.

Group instruction (called Bibliographic Instruction or BI) is provided at the request of an instructor who will provide class time for the presentation. This instruction is tailored to fit the needs of the students based on the instructor's guidelines. BI sessions are normally held in a classroom that is dedicated to this purpose. The classroom is equipped with 29 PC workstations (one of which is ADA compliant) which allows the students to have hands-on time during instruction. Librarian duty hours restrict the availability of BI sessions to just 42 percent of the instructional week, although instruction librarians frequently flex their personal schedule in order to teach late afternoon, evening and early morning classes. One third of the BI requests are for these traditionally non-duty hours (IIC.41). For large group instruction classes, the instruction librarian visits the assigned classroom and gives a lecture and demonstration session.

When comparing fall 2010 to fall 2009, the number of classes instructed through the BI program dropped 17 percent while the number of students attending BI sessions increased 13 percent (IIC.41). Faculty who frequently used the program in the past but are not currently were surveyed. Survey results showed two main reasons: 1) Smart classrooms now make it possible for instructors to conduct their own BI instruction; and 2) increased class sizes make their instruction time even more precious, leaving less time for "extras" like library tours and BI sessions (IIC.42;

IIC.43). The increase in number of students served is due to the increased outreach to Large Group Instruction courses, which can seat well over 100 students (IIC.41). Other factors which may have contributed to the decline in the number of classes served are the cancellation of the summer BI program leading some faculty to believe the entire program was terminated, and the cancellation of Guidance Studies (GS) courses which made up a large percentage of BI requests.

In addition, as part of a sabbatical leave project, one faculty member conducted detailed surveys of the BI program. The results of the 364 surveys revealed that while the instruction librarians were viewed as knowledgeable and approachable, they were not successful in holding the students attention. Students indicated they wanted more hands-on time. As a result, the program was redesigned to focus on research concepts and away from tool-based instruction, with additional interactive time with the library research tools (IIC.44).

Formal individual instruction is available to students through the Research Assistance Program (RAP), an idea introduced to staff at the LOEX Conference in 2005. LOEX is the Library Orientation Exchange, a non-profit educational clearinghouse for library instruction and information literacy information. The Research Assistance Program was created in spring 2006 to meet students' research needs that were not met through a BI session or on-demand interaction. A RAP session provides an in-depth, one-on-one appointment with a librarian who offers assistance with a particular 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. Sessions can last from 30-60 minutes, depending on the student's research needs. The RAP program has grown steadily since 2006 with the number of students increasing five-fold. Four hundred eighty-five RAP sessions have been completed since spring 2006 (IIC.45; IIC.46: RAP Statistics 2006-2010).

Of the 181 evaluations of RAP sessions returned, the librarians have been rated at the highest possible score. One hundred fifty-one respondents gave a rating of 5 (excellent); 26 a rating of 4; and 4 a rating of 3 (satis-

factory). Additional comments have also stressed the importance of RAP sessions (IIC.46; IIC.47: RAP post-tests; IIC.48: RAP Satisfaction Survey; IIC.49: RAP Survey Comments). Jerry Thurston, Communication Instructor at Fresno City College, and staunch supporter of the RAP program, completed an analysis of his students' grades from spring 2008 in regards to whether they completed a RAP session. His analysis showed the students who completed a RAP session turned in more of their assignments and, as a result, finished the class with a better grade (IIC.50: Thurston Analysis).

Law Library instruction is primarily the function of the reference services librarian. An introduction to the content of the Law Library, its scope and purpose, is presented as a BI to the BA 18 classes (Business & Legal Environmental) and for the past five years the Law Library hosts a Mock Trial at the end of the semester (IIC.51: Legal Bibliographic Instruction Statistics 2006-2010). The project involves the business administration instructor and her entire class, two members of the campus Police Academy who serve as bailiffs, a court reporter and over 40 spectators. The event is digitally recorded, cataloged, placed in the Library's collection and covered by the local news media. Participation in the law library instructional sessions program has remained steady and spectator attendance for the Mock Trial is at room capacity (IIC.52: Mock Trial Flyer). On-demand law library instruction is available every day to paralegal and business administration students. Law Library BI has remained steady since spring of 2006 with four classes using the service each semester (IIC.51).

The Library offers a one-unit library research skills course every semester. The purpose of the course is to provide students with the basic skills needed to create a research paper. This course including the waitlist fills every time it is offered. The three-unit library research skills course is now part of the Library Technology Program, although any student may enroll. This course offers the same curriculum in research skills as the one-unit library skills course, but also includes instruction in Microsoft Office and basic computer literacy (IIC.53: Library Skills 1 Course Outline of Record; IIC.54: Library Skills 2 Course Outline of Record; IIC.55: College Course Schedule 2006-2010).

Student Learning Support Services

Tutorial Services offers free academic workshops on a variety of topics to provide techniques and strategies to help students succeed. Academic workshops have expanded and have been tailored based on the requests of faculty and students. The primary focus of workshops is on improving writing, though general study skills workshops are also offered (IIC.56: Tutorial Services Workshop Schedules and Attendance).

Writing and Reading Center workshops began on a more consistent basis in summer 2008. Sixteen writing process workshops were offered in addition to more general workshops such as test-taking strategies, study tips, and MLA/APA citation. With additional staff during the regular semester, 30 workshops were offered in fall 2008 and spring 2009. The Basic Skills Initiative helped fund the Wheel of Research in spring 2009, which allowed for more than 50 workshops with the help of the Library. This was a series of 12 workshops on developing a research paper. There were 180 workshops offered and 218 unduplicated students attended (IIC.57: Wheel of Research Workshop Schedule, Attendance and Analysis). This series was funded through basic skills and was unable to be institutionalized due to budget cuts. These workshops focused on inquiry, thesis development, finding and evaluating resources, research databases, plagiarism, and documentation.

Currently, the Writing and Reading Center also provides an ESL Workshop Series which focuses on: subjects and verbs, parts of speech, writing topic sentences, reading strategies, subject/verb agreement, writing thesis statements, finding and evaluating sources, punctuation, run-ons and comma splices, plagiarism, MLA citation, and confusing words, specifically developed for English Language Learners.

In addition, Tutorial Services has collaborated with the Counseling Department to develop a half-unit Essential Skills Workshop course. This course is a Special Studies course and will be taught fall 2011 to allow for data collection and analysis possibly leading to a permanent course. Several topics will be covered in each workshop, including writing, reading, research, math, transfer, study skills, and educational goals. The information will directly impact the courses in which

students are enrolled. Workshops will be taught by qualified instructors, librarians, and counselors, with a menu of items students can choose from.

Surveys and evaluations are administered to students who attend academic workshops in order to assess workshop effectiveness. The surveys include multiple-choice questions relating to materials used, instruction, and usefulness of the workshop as it pertained to their course with a space for comments. These surveys enable the Writing and Reading Center to modify workshops to better meet student needs. It also helps in deciding which workshops are most useful to students and need to be offered more often. For example, fewer students attended the late afternoon workshops (3:00 p.m. and 4:00 p.m.). General database instruction workshops were less popular than citing and documentation, etc. All students were logged in to TutorTrac, providing attendance data to plan and schedule future workshops.

The Writing and Reading Center has also provided several other services. The Writing and Reading Center has worked closely with the Scholarship Office, HACU, EOP&S, and the TRIO Program. The Writing and Reading Center coordinator held several workshops in February 2009 and 2010 to assist students in writing scholarship applications (IIC.58: Scholarship Essay Writing Workshop Flyer). In January and February 2009 and 2010, the center assisted students with personal statements for their applications to the HACU program, which places students in summer internship positions within the government. The center has also provided tutoring to EOP&S students, has been involved in EOP&S orientation, and has presented to EOP&S courses every semester.

Tutorial Services' development of FCCwise has provided numerous multimedia resources available to students and faculty. Examples of tutorials include effectively using the institutional research website for faculty and navigating Blackboard and WebAdvisor for students (IIC.59: FCCwise website). The number of hits to FCCwise is tracked. The "Just for Students" tab has had 16,002 hits since going live in October 2009 through January 27, 2011. In addition, faculty members and classified staff provide frequent tours of the center and classroom visits at the request of faculty or program coordinators.

Tutorial Services and the Writing and Reader Center hires highly qualified peer tutors, including graduate students at local colleges. Peer tutor pay has been frozen due to budgetary concerns. New hires are required to start at minimum wage. This change in practice may inhibit hiring highly qualified tutors and dilute the quality of tutoring. This is of particular concern in the Writing and Reading Center, where highly skilled tutors are essential. One suggestion would be to lift the restriction on pay increases as long as Tutorial Services stays within its budget and follows official campus step-placement for student aides (IIC.60: E-mail from Michael Guerra, Vice President of Administration Services, to President's Advisory Council).

Self Evaluation

The College meets the standard as evidenced by the ongoing efforts to offer relevant, innovative, and comprehensive instruction to the campus community.

Planning Agenda

None.

IIC.1c *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

Descriptive Summary

Library

Access to Library services, print and media materials was available on campus 66 percent of the instructional hours during fall 2010. Access to electronic subscription databases, the Library's catalog and web page resources are available 24/7. The Library supports students off-campus through remote access to the Library's sixteen electronic databases, 28,000 e-books, and 24-hour turnaround e-mail reference service via "Ask-a-Librarian."

The Library subscribes to sixteen electronic databases. These databases provide students and faculty access

to government documents, primary historical documents, over 28,000 e-books and over 4,000 full-text periodical titles. Subjects covered by the databases include business, nursing, allied health, science (all disciplines), cultural studies (African American, American Indian and Latino American), political science, history, paralegal, music, art and all of the social sciences and humanities. Reading levels of the databases range from sixth grade to college level. Ez-Proxy provides authenticated access for off-campus users through the use of student identification numbers which gives the user immediate access without the additional step of applying for a library card.

The Innovative Interfaces' Millennium integrated library system provides access to the Library catalog. The Library catalog includes all print and media materials owned by the libraries within the State Center Community College District, e-books, and selected internet sites. Students have 24/7 direct access to e-books and internet sites. Print materials are available during the open hours of the libraries. Print materials from other colleges and centers within the District are available through intra-library loan.

The Library's website includes access to several services such as Ask-a-Librarian, self-help research handouts, a list of current print subscriptions to periodicals, online subject guides, interlibrary loan, and scheduling of bibliographic instruction and RAP sessions. Librarians have provided several self-help research handouts on citations, evaluating websites, legal research and database selection for students needing assistance when the Library's closed (IIC.1).

The Library computer lab contains 34 computers with access to the internet, Microsoft Office Suite and the Library's catalog and electronic databases. Specialized software used in the Health Science courses, i.e. Diet Analysis Plus and DINE Healthy programs, are loaded on 14 of the 34 computers. Two scanners are available for use with two computers that do not have Internet capability. In addition, a "quick print" computer has been designated outside the computer lab for those students who simply need to print a document.

The most heavily used Library services remain the Reserve collection and the computer lab. The Reserve collection continues to comprise between 40 percent

and 65 percent of the overall Library materials circulation. A sharp increase in the use of Reserve materials can be noted in 2009-2010. Usage rose approximately 11 percent from the previous year. During 2006-2007 the average monthly usage for the Library's computer lab was 3,400 checkouts. For 2009-2010 the usage count rose to about 5,000 checkouts per month for a nine-month period. The rise in computer lab usage may also be attributed to the decline of open hours of the Academic Computer Lab (IIC.61: Materials Circulation 2006-2010).

Four televisions with DVD/VHS players are available to use with media available in the Library's collections. Twenty computers with internet connection are available at various locations throughout the Library. Two workstations have been especially designed for the handicapped student with appropriate keyboards, mice, monitors, and software. These stations are maintained by the DSP&S computer technician. Four copiers are also available for student use.

Student Learning Support Services

Lack of funding for tutors has posed a significant challenge for Tutorial Services. The loss of grant funding and rolling the Writing and Reading Center into the Tutorial Services budget has created a significant impact on the center (IIC.62: Peer tutor costs for 2008-2010). In response center hours of operation have been reduced in order to maintain an appropriate number of tutors during open hours (IIC.63: Student Learning Support Services Hours of Operation by Service 2007-2010).

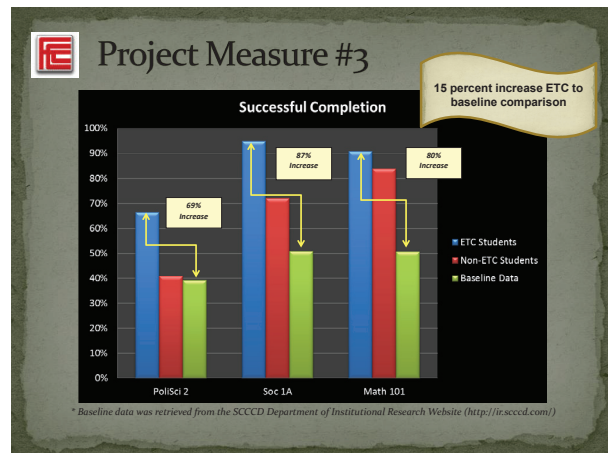
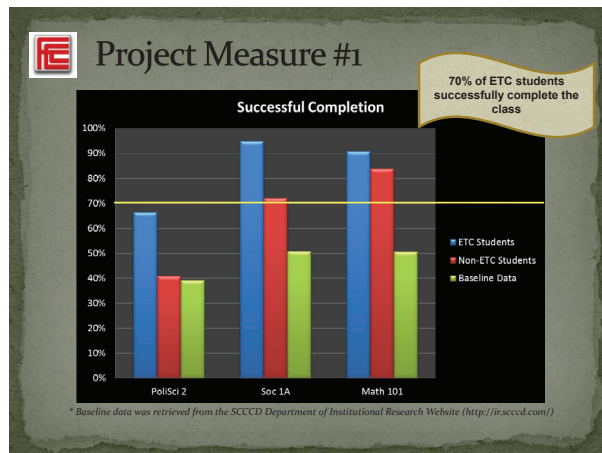
Operating two major student support centers under one budget is difficult. The centers serve over 8,000 students combined. The Tutorial Center and the Writing and Reading Center have had to make significant cuts to operational budgets, including the purchase of instructional resources and the hiring/scheduling of tutors. Budget decisions are made collaboratively by the center coordinators, but often decisions regarding staffing, prioritizing purchases, and necessity of purchases based on immediate need are cumbersome.

Although the Tutorial Center, which includes the Academic Computer Lab, and the Writing and Reading Center are open during the summer. The coordinators have 177-day contracts that begin in fall and end in spring. The summer budget is also a shared budget and has been reduced greatly in the past few years, which directly affects staffing. Only one coordinator can be paid hourly during the summer, so the coordinator on duty during summer hours does the work of both positions, overseeing all three areas and making decisions for both the Tutorial Center and Writing and Reading Center.

Presently, Math, Science, and Engineering (MSE) courses, particularly math, are the majority of courses being tutored. In spring 2010, 63 percent of student contact hours were for math courses and in fall 2010, 57 percent were for math. In fall 2010, all MSE courses combined accounted for 75 percent of total contact hours. Even with ETC, which is a distinct Basic Skills program, the total math hours equal 45 percent; if all MSE courses are included the number of hours increases to 59 percent. Currently, the MSE Division has designated room S-170 for tutoring in math and biology. The MSE Division is hiring and funding these tutors which will allow Tutorial Services to spend funds more proportionally across divisions. In addition, the Tutorial Center has stopped providing tutorial assistance at the IDEA, A/C, Drafting/CADD, STEM-SI, Nursing Lab, and Manchester center labs, thereby increasing traffic in the Tutorial Center (IIC.64: Space Utilization Proposal for Library Building).

Despite the fiscal challenges, Tutorial Services has continued to assist a large number of students (IIC.14). Based on the ETC data (See graph below); moving to a tutorial model that is predominantly ETC, and consequently reducing the more passive tutoring model, would have a significant positive impact on student access, success and satisfaction (IIC.65: Evaluation of the Efficacy of Supplemental Instruction at Fresno City College by Janine Nkosi and Ray Sanchez presented at Strengthening Student Success Conference October 7, 2010).

Average rate of successful completion from spring 2007 through spring 2010 between ETC, non-ETC, and baseline data



The Writing and Reading Center coordinator hired and trained 22 tutors upon his arrival in fall 2008. Tutors attended weekly training sessions, in which the philosophy of the center was discussed as well as practical tutoring methods (IIC.66: Writing and Reading Center Tutor Orientation/Training Outlines). These sessions also included training in ESL provided by the part-time ESL instructor assigned to the Writing and Reading Center. Due to budget cuts, the training sessions were reduced to every other week in 2009, and by 2010 the ESL instructor was continuing to work informally with both tutors and students during scheduled work hours. There were also reading materials provided for tutors during down times and the coordinator met with tutors in groups of three throughout the week to cover best practices and effective questioning techniques.

Self Evaluation

The College meets the standard. The College successfully continues to provide students and faculty access to high quality library and support services despite difficult budget issues.

Planning Agenda

None.

IIC.1d *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

Library

The Library not only serves students, faculty and staff, but the local community as well. Since Fresno City College is an open campus, there is no control over who has access to the buildings on campus. Library staff must manage disruptive Library patrons whether or not they are students.

There is no electronic video surveillance in the building and the security cameras in the West Wing and loading dock hallway have not operated for approximately three years. A \$32,290 decision package (2010-2011) has been awarded to the Library for a camera surveillance system but this will only record a crime in progress, not prevent it. There are no security personnel or campus police stationed in the Library to prevent criminal activity and serve as a deterrent to crime (IIC.67: 2010-2011 Decision Package for camera surveillance system).

The LRC facilities are maintained by District maintenance staff and the College custodial staff. A classified staff member of the Library prepares annual safety reports which the College administration reviews and acts upon as necessary. A classified lead person provides safety training to all student aides upon hire and staff report their location via dry erase boards located on a wall in the staff area. Library faculty has developed an Emergency Procedures Handbook with an Evacuation Plan. The Emergency Proce-

dures Handbook is reviewed annually and updated as needed (IIC.68: Emergency Procedures Handbook).

Motion sensors and electronic door locks activated and deactivated by staff-assigned fobs, are part of an integrated alarm system that is monitored by campus police. The Library's collection is protected by the 3M Tattle-Tape system. There are four security gates, each one capable of sounding an alarm when Library materials are not properly checked out. Security gates are placed at the major exit points. A locked storage area secures Library supplies. Network cross-connects are behind locked doors. Panic buttons are not available in the Library or in the Library's classroom, LI-142. All aspects of money handling follow a strict protocol developed by the College Business Office in cooperation with selected Library staff and the Library dean (IIC.69: Cash Handling Procedure).

The District police are the first contact in case of emergency and determine appropriate action. The campus police chief has presented safety and security training to Library and Student Learning Support Services staff.

There are concerns about the safety of Library materials. In fall 2010, a reception kiosk was placed near the main entrance gates to the Library and staffed by a student aide. This student answers general questions and helps monitor the area when the security alarm is triggered. Prior to this time, circulation staff monitored the gates. However, according to the 3M technician who maintains the gates, undetected and unauthorized removal of Library materials may occur because the security gates are, at best, only 80 percent accurate.

A major security flaw was created by the 1996 remodel of the Library. Library materials can be illegally removed from the building via an unprotected stairway that leads to the second floor and then out of the building. The elevator is only accessible from within the Library. Disabled students in classes after the Library is closed require access to the elevator. In addition, the fire door which leads to the handicapped ramp must remain open while the Library is open. The classrooms on the second floor of the Library are scheduled by the Social Sciences Division. The unprotected stairway and the elevator access place the Library's collection at risk.

An additional safety concern is the open design of the balcony which overlooks the Library information desk and lobby. Library faculty have expressed concerns to the Campus Safety Committee, which has become the Environmental Health and Safety Committee, about the possibility of falling or thrown objects from the balcony causing harm to those below.

Student Learning Support Services

Tutorial Services protocol including the three separate areas has been developed to ensure that all three areas are supervised throughout open hours. There are emergency procedures in place as well as standard operating procedures, such as locking cabinets, doors, and setting alarms. Several different forms ranging from maintenance to disruptive student reports are available in accessible locations throughout each of the centers.

In fall 2009 there was a burglary in Tutorial Services. There were several laptops and other equipment stolen, but overall the center seems to be secure (IIC.70: Stolen and Damage Report 2010). Appropriate procedures were followed to report the burglary to campus police and College administration. In order to maintain an academic focus on computers, the center uses Net Support to monitor students' computer usage.

At certain times of the day there is only one coordinator available to supervise all three areas, the tutorial center, WRC, and computer lab. Fortunately, the centers have not had any significant emergencies or instances where one person was not able to handle the issue. Tutorial Services needs more supervision, and this will become more important should evening hours be restored.

Self Evaluation

The College partially meets this standard. Library staff has ongoing concerns over the need for additional security measures and feels the Library has become less secure over the last three years. Staff also believes several high risk factors exist and pose significant security threats. About two years ago a violent incident occurred in the Library, and several times mentally-ill patrons have been escorted from the Library by the police (IIC.71: Disruptive student

reports filed from 2006 to 2010).

Planning Agenda

The College will address the security issues of the library building, equipment, and materials.

IIC.1e *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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

Descriptive Summary

Library

The Library purchases access to subscription databases through individual contractual agreements with vendors and a consortia purchasing program through the Council of Chief Librarians, California Community Colleges. All subscriptions are year-to-year (IIC.73: CCL Database Renewals 2006-2010).

The Library is a member of OCLC. This contractual agreement allows for purchase of bibliographic records for the Library's online catalog and interlibrary loan services for library borrowers. For each item entered in the Library's online catalog, a bibliographic record containing subject headings, contents, and the unique citation information of the item is purchased from OCLC. 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 (IIC.74: OCLC renewal letters 2006-2010).

After an eleven year relationship with SirsiDynix's Horizon integrated library system, a new system was chosen and implemented in 2009. The Library purchased a five-year turn-key lease of Innovative Interface's Millennium product for its integrated library system. The system and its cost are shared with the other District libraries. The Library purchases a year-to-year software license for two print manager stations used by patrons to print from the Library workstations. In addition, the Library maintains five copiers for use by staff and borrowers. Each of the copiers is under a maintenance contract (IIC.75: Innovative Interfaces Inc. Contract for Lease of Integrated Library System Software; IIC.76: Ray Morgan Contract for copier lease).

The Library purchases physical materials from several different vendors. Ingram is the Library's primary vendor for one-time print material orders, while Midwest, Gale Research and Baker & Taylor provide continuation and standing order print materials. EBSCO provides print periodical subscription fulfillment.

Student Learning Support Services

Tutorial Services does not rely on, or collaborate with, other institutions or sources for learning support services for its instructional programs.

Self Evaluation

The College meets this standard. The Library has evidenced that formal agreements are in place for its contracted services.

Planning Agenda

None.

IIC.2 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Library

The Library uses quantitative and qualitative measures to evaluate instructional and service outcomes. A consultant was brought in to train Library faculty in developing outcomes and assessment tools for Library services (IIC.77: Bonnie Gratch Lindauer consulting contract for library outcomes and assessment training). As a result student learning outcomes were developed for services with appropriate assessments as well as instructional outcomes and assessment for on-demand instruction, RAP, bibliographic instruction, and Library Skills courses (IIC.39; IIC.78: Student learning outcomes for on-demand instruction). The assessment process was implemented in spring 2011.

A formal program review of Library Services was completed in fall 2007. A program review for library skills courses was completed in fall 2007 with a full curriculum review in fall 2009 (IIC.79: Library Program Review 2007).

Student Learning Support Services

Tutorial Services has a long history of regularly collecting quantitative and qualitative data, and has modified services, processes, etc., based upon data analysis. Since the last accreditation visit Tutorial Services has formalized this outcomes-assessment-change process to align with campus student learning outcomes and service unit outcomes (SLO/SUO) procedures. Multiple SLO/SUOs are presently being assessed and the cycle is being closed through process improvements and changes in interventions. Assessments will continue to be developed and used to improve center services.

Tutorial Services uses student satisfaction surveys and comment boxes for qualitative data and to obtain general feedback from students (IIC.80: Student Satisfaction Survey and Results 2009). Student learning outcomes have been developed and assessment and improvement is ongoing (IIC.81: Student Learning Outcomes). The tutor training class, Educational Aide 1, which is a required 1-unit course for all tutors, has student learning outcomes which are assessed by the two coordinators (IIC.82: Tutor Training Course Outline of Record, IIC.83: Tutor Training Course Syllabus). In addition, the center has initiated a comprehensive examination of its services called “*Best Practices for Learning Support Centers in Higher Education*”. These best practices are being used to review, assess, and improve the program. The best practices are a resource from LSCHE, Learning Support Centers in Higher Education. <http://lsche.net/aboutLSCs.HO.promisingpractices.htm>.

Most recently, the ETC program has initiated a statistical analysis over a four year period from spring 2007 through spring 2010. The sample is composed of 2,790 students enrolled in one or more ETC supported courses (Political Science 2, Sociology 1A and/or Math 101). Of the 2,790 students 1,407 participated in the ETC program. A Kendall rank correlation coefficient was generated to measure the association between ETC participation and final course grade, successful completion and retention of students in the ETC supported course. Findings reveal a significant relationship between ETC participation and students’ final grade, successful course completion and retention (IIC.84: ETC statistics and analysis 2007-2010).

The Writing and Reading Center uses a three-step process in evaluating student learning outcomes. This process includes an intake form on which students check off the particular help they are requesting. They are asked to write down two questions, and read their draft aloud while awaiting help from the tutor. The tutor fills out the second step after the tutoring has taken place. A tutor will briefly write down what occurred in the amount of time it took to tutor. The final step is a checklist of what help the student actually received, as well as a survey that evaluates the tutor based on what is taught during tutor training. Step one and step two are compared,

which enables the WRC to track student learning outcomes (IIC.85: Instructional Need Form for Writing and Reading Center). Program review is also used is used to evaluate services, assess their effectiveness, and improve their quality.

Self Evaluation

The College meets the standard as evidenced by a long history of data collection, analysis, and continuous improvement. SLOs and SUOs have been developed and assessed in accordance with the College plan.

Planning Agenda

None.

Evidence for Standard IIC

- IIC.1 [Library website](#)
- IIC.2 Collection Size by Material Type
- IIC.3 Collection Development Policy
- IIC.4 Special Collections/Archives Collection Development Policy
- IIC.5 Lottery Funds Budget Expenditures 2006-2010
- IIC.6 Library event flyers
- IIC.7 Susan G. Komen Grant Award Letter
- IIC.8 Friends of the Library Foundation Account Record 2006-2010
- IIC.9 Memorandum of Understanding for Fresno High School International Baccalaureate Program and Fresno City College Library
- IIC.10 International Baccalaureate Program Bibliographic Instruction Statistics 2006-2010
- IIC.11 Story-Time Statistics 2006-2010 (Donna)
- IIC.12 [Tutorial website](#)
- IIC.13 College Reading and Learning Association Application Packet and Certificate (print certificate from website)
- IIC.14 Student Learning Support Services Student Contact Hours 2006 to 2010
- IIC.15 Title V Grant for Extended Learning Center
- IIC.16 Writing and Reading Center Coordinator Job Announcement
- IIC.17 Title V Grant Final Report
- IIC. 18 ESL Adjunct Instructor Job Announcement
- IIC.19 Satellite Lab History with example of lab schedule
- IIC.20 Computer Lab Set-Up Form and List of Software Available in Lab
- IIC.21 College Hours of Operation 2006-2010
- IIC.22 Test Proctoring Forms and Reports
- IIC.23 Test Proctoring Survey and Results
- IIC.24 [Online Tutoring website](#)
- IIC.25 Online Tutoring Survey Responses – 2008
- IIC.26 ETC Program Planning
- IIC.27 ETC Program Overview
- IIC.28 SLO ETC Data
- IIC.29 ETC Survey Responses Fall 2010
- IIC.30 ETC Cost Analysis
- IIC.31 Collection Age by Dewey Analysis
- IIC.32 Decision Package 2008-2009
- IIC.33 Interlibrary Loan Statistics 2006-2010
- IIC.34 Library Door Count
- IIC.35 E-mails regarding elimination of Saturday hours
- IIC.36 [FCCwise website](#)
- IIC.37 Basic Skills Action Plan for FCCwise Development and Funding
- IIC.38 Basic Skills Action Plan for Reading Software
- IIC.39 Student Learning Outcomes for RAP and Bibliographic Instruction
- IIC.40 On-demand Instruction Statistics 2006-2010
- IIC.41 Bibliographic Instruction Statistics 2006-2010
- IIC.42 Faculty Using BI Survey and Results
- IIC.43 Bibliographic Instruction pre- and post-tests
- IIC.44 Sabbatical Leave BI Program Survey and Results
- IIC.45 RAP request form

- IIC.46 RAP Statistics 2006-2010
- IIC.47 RAP posttest
- IIC.48 RAP Satisfaction survey
- IIC.49 RAP survey comments
- IIC.50 Thurston Analysis
- IIC.51 Legal Bibliographic Instruction Statistics 2006-2010
- IIC.52 Mock Trial Flyer
- IIC.53 Library Skills 1 Course Outline of Record
- IIC.54 Library Skills 2 Course Outline of Record
- IIC.55 College Course Schedule 2006-2010
- IIC.56 Tutorial Services Workshop Schedules and Attendance
- IIC.57 Wheel of Research Workshop Schedule, Attendance and Analysis
- IIC.58 Scholarship Essay Writing Workshop Flyer
- IIC.59 [FCCwise website](#)
- IIC.60 E-mail from Michael Guerra, Vice President of Administration Services, to PAC (President's Advisory Council)
- IIC.61 Materials Circulation 2006-2010
- IIC.62 Peer tutor costs for 2008-2010
- IIC.63 Student Learning Support Services Hours of Operation by Service 2007-2010
- IIC.64 Space Utilization Proposal for Library Building
- IIC.65 Evaluation of the Efficacy of Supplemental Instruction at Fresno City College by Janine Nkosi and Ray Sanchez presented at Strengthening Student Success Conference October 7, 2010
- IIC.66 Writing and Reading Center Tutor Orientation/Training Outlines
- IIC.67 2010-2011 Decision Package for camera surveillance system
- IIC.68 Emergency Procedures Handbook
- IIC.69 Cash Handling Procedure
- IIC.70 Stolen and Damage Report 2010
- IIC.71 Disruptive student reports filed from 2006 to 2010
- IIC.73 CCL Database Renewals 2006-2010
- IIC.74 OCLC renewal letters 2006-2010
- IIC.75 Innovative Interfaces Inc. Contract for Lease of Integrated Library System Software
- IIC.76 Ray Morgan Contract for copier lease
- IIC.77 Bonnie Gratch Lindauer consulting contract for library outcomes and assessment training
- IIC.78 Student learning outcomes for on-demand instruction
- IIC.79 Library Program Review 2007
- IIC.80 Student Satisfaction Survey and Results 2009
- IIC.81 Student Learning Outcomes
- IIC.82 Tutor Training Course Outline of Record,
- IIC.83 Tutor Training Course Syllabus
- IIC.84 ETC statistics and analysis 2007-2010
- IIC.85 Instructional Need Form for Writing and Reading Center

STANDARD IIIA RESOURCES

Human Resources

Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Committee Members

Co-Chairs:

Jothany Blackwood, Administrator
Daniel Himes, Faculty
Michael Hopkins, Classified Professional

Members:

Art Amaro, Faculty
Eleanor Bruce, Classified Professional
Natalie Culver-Dockins, Administrator
Diane Clerou, Administrator
Carolyn Drake, Administrator
Robin Fox, Classified Professional
Gina Tarvin, Classified Professional

IIIA.1 *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

IIIA.1a *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.*

Descriptive Summary

In fall 2010, there were 309 full-time faculty members, 341 classified professionals, and 33 administrators employed at Fresno City College. All employees meet or exceed the minimum qualifications for the positions they hold. All part-time and full-time faculty as well as academic administrators meet or exceed the minimum qualifications established by the Board of Governors of the California Community Colleges. The minimum qualifications are published by the California Community Colleges Chancellor's Office in the document titled "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (IIIA.1: Minimum Qualifications for Faculty and Administrators in California Community Colleges*). Classified

* Second and subsequent references to evidence will only include the evidence number.

professionals, confidential employees, and classified managers meet or exceed the minimum education and experience criteria for their positions as established and approved by the Personnel Commission and the Board of Trustees and identified in the description for each classification (IIIA.2: Examples of Classified Job Descriptions and Personnel Commission Meeting Agenda and Minutes).

The hiring of full-time faculty is coordinated by the District Office of Human Resources. The procedure for the hiring of full-time faculty is outlined in Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty (IIIA.3: Administrative Regulation 7120). 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. The majority of faculty selection committees are composed of faculty from the hiring discipline.

Faculty have a central role in the selection process by providing input for the updating of job announcements in their discipline, reviewing application files, developing screening criteria and interview questions, and recommending finalists to the College president.

AR 7120, Procedures for Recruitment and Employment of College Faculty, Section 6 indicates, "Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year."

Degrees held by faculty and administrators are from accredited institutions and are listed in the College catalog (IIIA.4: FCC 2010-2012 Catalog). Applicants with degrees from non-U.S. institutions are referred to an evaluation service to establish equivalency with minimum qualifications.

The hiring of part time faculty is coordinated by the instructional deans. The procedure for hiring part time faculty is outlined in the Procedures for Recruitment and Employment of First-Time Part-Time Faculty found in AR 7121 (IIIA.5: Administrative

Regulation 7121). AR 7121, Procedures for Recruitment and Employment of First-Time Part-Time Faculty, Section 2.2, indicates, “All participants in the hiring process shall receive training in Equal Employment Opportunity procedures and shall become knowledgeable about the Equal Employment Opportunity goals of the District and its colleges.” These procedures specifically address the District’s philosophy, equal employment opportunity, position identification/approval, job descriptions, equivalencies, the selection process, notification of applicant, and location of assignments. All applicants complete the Application for Part-time Academic Employment and corresponding supporting materials necessary for employment. The department/division is responsible for collecting and verifying that applications are complete prior to sending them to the District Human Resources Office. Generally, a pre-screened pool of applicants who have been interviewed by full-time faculty is developed so that as teaching opportunities arise there are qualified part-time faculty available to teach courses. The first time that a part time faculty member is assigned to teach, the application packet is sent to the District Human Resources Office.

State Center Community College District (SCCCD) is a merit district, and as such, the rules for application, examination, and selection of classified professionals are established pursuant to Education Code 88080 and 88081 and other provisions of the Merit System Act found in Education Code 88060-88139 (IIIA.6: Education Codes 88060-88139). The hiring of classified professionals is coordinated by the director of classified personnel and overseen by the Personnel Commission, which is composed of a representative from California School Employees Association (CSEA), SCCCDC, and an at-large neutral commissioner.

The hiring of academic administrators is coordinated by the District Office of Human Resources in accordance with Administrative Regulation 7220. AR 7220, Administrative Recruitment and Hiring Procedures, has a specific section titled, “Equal Employment Opportunity.” It states, “the Board of Trustees, Administration, Faculty, Classified and Confidential employees have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall

process of hiring Educational Administrators. All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures. In complying with board policy and Equal Employment Opportunity Commission guidelines, the District is committed to an effective hiring process that does not discriminate against any individual.” (IIIA.7: Administrative Regulation 7220).

Job descriptions with all of the desired characteristics are developed by the chancellor, presidents, or vice chancellor-North Centers. The job descriptions include the minimum qualifications for educational administrators as established and adopted by the Board of Governors of the California Community Colleges (IIIA.8: Title 5 Section 53420). However, qualifications are allowed to be set that exceed the minimum qualifications established by the board of governors.

The Personnel Commission Office coordinates the hiring of classified administrators. The classification specifications for each position are determined by the Board of Trustees and the Personnel Commission. The College provides input on the position announcement, advertising plan, written test questions, and questions for the oral panel, which includes representatives from the College, District, and outside agencies, depending on the position.

The procedures for hiring full-time faculty work well. 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 V language, Board Policies (3420, Equal Employment Opportunity, and 7100, Commitment to Diversity) and Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty (IIIA.47: Board Policy 3420; IIIA.20: Board Policy 7100; IIIA.3). Additionally, the training covers applicant screening criteria, constructing interview questions, teaching demonstrations, writing samples, follow up questions, and confidentiality.

State Center Community College District (SCCCD) hires three types of employees—faculty (full-time

and part-time), classified (includes confidential employees), and management (includes academic and classified managers). There are board policies, administrative regulations and personnel commission rules which describe the hiring of each of the three groups. In general, staffing recommendations are made on the basis of program review recommendations and the Human Resources Committee. Program review takes into account strategic planning and budget analysis and the Human Resources Committee is the mechanism by which a priority in order of staffing is determined.

The hiring of all full-time faculty and academic management is coordinated by the District Human Resources Office which is overseen by the associate vice chancellor, human resources. The Personnel Commission Office oversees the recruitment process for classified, confidential and classified management employees. The District clearly and publicly states criteria and minimum qualifications for job opportunities in announcements which are widely distributed and posted on the internet. 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 diversity sites such as Asian-jobs.com, disabledperson.com, black-sinhighered.com, hispanicsinhighered.com, wihe.com and triblacollegejournal.org. All positions are posted on the California Community Colleges Registry's website.

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.

In early fall, the District determines the number of new full-time faculty positions for Fresno City

College for the subsequent academic year. This is in addition to replacement positions due to faculty retirement and other vacancies. The process by which faculty positions are filled and created begins with the completion of the Request for Faculty form which includes a description of and rationale for the position. The rationale has 12 categories including relationship to the College and District strategic plans, program review recommendations, and enrollment trends (IIIA.9: New Faculty Request form). In late fall, during their regular meetings, the Fresno City College department chairs discuss each of the requests with their division Dean and develop a prioritized list which is presented to the vice president of instruction. The vice president of instruction meets with the deans of instruction and develops a prioritized list which is then forwarded to the human resources subcommittee.

The Human Resources Committee has the task of assessing requests for new faculty and classified positions (IIIA.10: Human Resources Committee Operating Agreement). The Human Resources Committee is composed of both elected and appointed faculty, administration, classified professional, and student members. The committee reviews human resource requests for management, classified, and academic positions. The Human Resource Committee evaluates human resource proposals and prioritizes them through the analysis of program review, strategic planning, and any other relevant information.

The committee then determines the prioritization of new positions after review of faculty/staff requests and interviews with department chairs and deans of instruction. The prioritized list of requests for new positions is submitted to the Fresno City College Strategic Planning Council for review and recommendation to the College president for final approval.

These positions are submitted to the District Office via the Academic Hiring Requisition form which is signed by the dean, vice president of instruction/student services, vice president, administrative services and the president (IIIA.11: Academic Hiring Requisition). The recruitment process begins upon approval by the District associate vice chancellor, human resources.

The procedure for hiring full-time faculty is detailed in Administrative Regulation 7120, entitled “Procedures for Recruitment and Employment of College Faculty.” (IIIA.3). This document specifically addresses 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. Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. The starting salary range, fringe benefits, application procedures, required documents, and filing deadline are also included in the faculty job announcements.

The Minimum Qualifications for Faculty and Administrators in California Community Colleges govern the hiring of full-time and part-time faculty and educational administrators. 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 which they believe entitles them to claim equivalent mastery of the discipline. The Academic Senate is responsible for reviewing the equivalency applications for full- and part-time faculty (IIIA.25: Petition for Equivalency).

SCCCD is a merit system district. The hiring of classified professionals is coordinated by a classified personnel director who reports to the three-member SCCC District Personnel Commission. “The Personnel Commission is composed of three individuals who must be registered voters, reside inside the State Center Community College District, and be ‘known adherents to the principle of the Merit System.’ One member of the commission shall be appointed by the SCCC District Board of Trustees, another member shall be appointed by the recommendation of the exclusive representative which represents the largest number of the District’s classified employees, and the third member shall be appointed by the other two (2) members of the Commission” (IIIA.12: Personnel Commission Rules 2-1). The Personnel Commission follows the Education Code guidelines for a Merit

District (IIIA.13: Personnel Commission Rules). Duties for new and revised classification specifications must be approved by the Board of Trustees. The representative for the Board of Trustees may make recommendations for other information contained in the classification specification. The Personnel Commission may recommend duties to the board, but is responsible for the remainder of the information in the classification specification. Classification specifications are maintained by the Office of Classified Personnel and available on the District web site (IIIA.14: District Website Office of Classified Personnel, Classification Specifications). The Office of Classified Personnel also maintains eligibility lists, the status of all classified positions and the recruitment summary report (IIIA.15: Office of Classified Personnel, Recruitment Summary Report). An annual Personnel Commission report is presented to the Board of Trustees (IIIA.16: Annual Personnel Commission Report).

The process by which classified, confidential, and classified management positions are filled and created begins with the completion of the College Classified Staffing Justification/Request form which includes a description of and rationale for the position. The rationale has seven categories including relationship to the College and District strategic plans, program review recommendations and new program/service or growth. (IIIA.17: Classified Staffing Justification/Request). This form is signed by the area manager/dean, vice president and the president.

The procedures for the hiring of classified, confidential, and classified management employees are documented in the SCCC District Personnel Commission rules. 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 in order to establish an eligibility pool. In-house employees are given an opportunity to request lateral transfers and may also compete for promotional opportunities for which they are qualified (IIIA.18: Personnel Commission Rules, Chapter 5). The classified personnel director forwards eligible candidates to the position’s supervisor and other interview panel mem-

bers as determined by the program area/department. 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 Personnel Commission and the Board of Trustees.

The hiring of academic administrative positions is coordinated by the Office of Human Resources. The chancellor approves all requests to fill administrative vacancies. Administrative Regulation 7220, Administrative Recruitment and Hiring Procedures (IIIA.7), was added to the Board Policy Manual when it was updated in 2008. The application process as found in the new Administrative Regulation 7220 is also found in part on the District website (IIIA.19: District Website, Administrative Recruitment and Hiring Procedures).

Self Evaluation

By complying with the stated hiring standards, the District and the College meet the standard. The District hires qualified faculty, administrators, and staff 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.

SCCCD is one of five merit districts in the California Community College System. Since the 2005 accreditation, the District has completed the transition plan to permanently employ part time classified staff who had previously been hired as temporary employees. Additionally, a full-time, permanent director of classified personnel was hired in 2006; therefore, the Human Resources office is no longer supervising the office of classified personnel. A list of personnel requisitions received to fill vacancies has been developed and is updated weekly (IIIA.22: List of Personnel Requisitions/Vacancies). The District continues to fill vacancies to the extent that funding can be made available.

Planning Agenda

None.

IIIA.1b *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.*

Descriptive Summary

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. Per Board Policy 7125, “The Board recognizes the importance of regular, constructive, and honest evaluations of all employees...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.” (IIIA.23: Board Policy 7125).

The District has processes and procedures in place for the evaluation of all employees. The evaluation process for contract and regular faculty is outlined in the faculty contract, Article XIII (IIIA.24: AFT Contract for Fiscal Years 2006-2009). Contract faculty are evaluated every fall during their first four years of employment. 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. Regular faculty are evaluated every three years. The process includes classroom visitations and observations, student input, and peer and supervisor evaluations.

Part-time faculty are evaluated according to the pro-

cess outlined in Article XII of their part-time faculty bargaining unit contract (IIIA.26: Part time faculty contract). They are evaluated during their first semester of service and once during their second or third semester of service. Thereafter, they are evaluated once every three years.

The evaluation process for classified professionals is outlined in outlined in Article 21 of the Classified School Employees Association (CSEA) contract. Probationary classified professionals are evaluated at the end of their second and fifth months of service. Regular permanent classified professionals are evaluated at least once a year. The evaluation form (IIIA.27: Classified Employee Evaluation Form) is determined by the District as indicated in the CSEA contract Article 21.B.2. (IIIA.28: CSEA Contract Article 21).

Confidential employees, in compliance with Personnel Commission Rule 13-3(c), are evaluated three times during their first year and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years (IIIA.29: Personnel Commission Rule 13-3).

The evaluation of academic administrators is outlined in Administrative Regulation (AR) 7125. 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. (IIIA.30: Administrative Regulation 7125).

The evaluation of classified managers is outlined in Personnel Commission Rule 13-3(b) (IIIA.29). Managers shall be evaluated three times during their probationary year, then once a year for the next three years. Subsequent evaluations shall be at any time deemed appropriate but not less than every two years.

The District Office of 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 (IIIA.32: Agenda of Leadership State Center Workshops).

Self Evaluation

The College meets this standard. Fresno City College has written policies in place for the evaluation of all personnel. The evaluation follows accepted contractual agreements, and assesses the effectiveness of the individual in their respective position or assignment.

Faculty evaluations are documented through an evaluation schedule that is tracked by the office of instruction. This method assures that evaluations are performed in a formal and timely manner. A 2010 survey indicates that the average response by faculty agree with evaluations being performed in a timely manner. The median response by faculty was 3.96 out of a range of 5, with 5 being strongly agree and 1 being a strongly disagree.

Classified professional evaluations are documented through an evaluation schedule that is tracked by the Office of Human Resources. This method assures that evaluations are performed in a formal and timely manner. A 2010 survey indicates that the average response by classified professional staff agree with evaluations being performed in a timely manner. The median response by classified professional staff was 3.5 out of a range of 5, with 5 being strongly agree and 1 being a strongly disagree. (IIIA.31: 2010 Fall Faculty-Staff Survey).

Administrator's evaluations are documented through an evaluation schedule that is tracked by the office of instruction or the vice president of student services. This method assures that evaluations are performed in a formal and timely manner. A 2010 survey indicates that the average response by administrators agree with evaluations being performed in a timely manner. The median response by classified professional staff was 3.6 out of a range of 5, with 5 being strongly agree and 1 being a strongly disagree. (IIIA.31).

Planning Agenda

None.

IIIA.1c *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Descriptive Summary

The process and criteria for full-time and part time faculty evaluation are negotiated between the District and the union. Article XIII of the full-time faculty contract for 2006-2009 addresses “Duties and Responsibilities Evaluation” (IIIA.24). This sections states in part, “Immediate supervisor conducts a ‘duties and responsibilities evaluation’ in accordance with District Policy.” The board policies and administrative regulations were revised in 2008. Administrative Regulation 7122, Duties and Responsibilities of Instructors, number 13, states “Make systematic evaluations of student progress consistent with established student learning outcomes.” (IIIA.34: Administrative Regulation 7122).

The evaluation process for full-time faculty includes a review of course syllabi, grade distribution, retention rates, success rates, and duties and responsibilities, including student learning outcomes. Students also participate in the evaluation process by completing an instructor evaluation form which includes questions regarding how well the instructor has met student expectations.

The process and criteria for assessing part-time faculty can be found in the collective bargaining contract between AFT and the District for 2006-2009, Article XII Section 1. It states in part XII.1.B.5a classroom teachers will be evaluated based on “evaluation of student progress in keeping with course objectives and adopted course outlines” (IIIA.24). There is no change in this language from the previous collective bargaining agreement in 2005-2008.

Fresno City College is in the midst of revising all programs and courses to include Student Learning Outcomes (SLO). This includes both SLO statements and assessment methods.

Self Evaluation

Fresno City College meets the standard. Faculty and staff that are responsible for student progress have SLOs as a component of their evaluation.

Planning Agenda

None.

IIIA.1d *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

The SCCC Board of Trustees has a Code of Ethics/Standards of Practice which was adopted on June 22, 1993 and last revised on October 3, 2006 (IIIA.36: Board Policy 2715). This policy reflects the board’s expectation that each board member maintain “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. Board Policy and Administrative Regulation 2710 describes “Conflict of Interest” (IIIA.37: Administrative Regulation 2710). Additionally, Administrative Regulation 2712 requires board members and administrators from the dean-level and higher, as well as selected classified manager positions, to annually verify and sign a Statement of Economic Interests. (IIIA.38: California Form 700 Fair Political Practices Commission). The administrators’ code of ethics statement was adopted by the Board of Trustees on October 5, 2004 (IIIA.39: Board Policy / Administrative Regulation 3150). This policy defines ethics, explains the importance of ethics, and the expectations for ethical behavior, as well as the rights and responsibilities of administrators with regard to ethical behavior. Faculty adheres 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).” 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" (IIIA.26). Although SCCC's Personnel Commission Rules do not contain an ethics statement per se, Education Code sections 88080, 88081, and 88087, covering classified employees in a merit system, as well as 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 (IIIA.28).

The Fresno City College 2010-2012 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: Fairness, Civility, Integrity, Respect, and Trust are further defined in the brochure (IIIA.42: FCC 2010–2012 Strategic Plan Brochure).

Self Evaluation

The College meets the standard. There are written codes of professional ethics for all employees. These ethics statements are widely publicized and disseminated. The principles and values of ethics are an integral part of the Fresno City College Strategic Plan as well as the stated mission, vision, and core values of the institution. The Fresno City College culture of ethics is aligned with *A Vision with Values* of the State Center Community College District 2008 Strategic Plan.

Planning Agenda

None.

IIIA.2 *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

Descriptive Summary

Fresno City College maintains a sufficient number of qualified faculty, staff, and administrators who have the appropriate preparation and experience to support the College's mission. Table A compares Fresno City College with other colleges of similar enrollment size that are also part of multi-college districts. This data suggests that Fresno City College has comparable numbers of faculty, staff, and administrators to effectively accomplish its mission. The District exceeds the minimum Full-Time Faculty Obligation number (495.5) by 5.5 FTE for the 2010-2011 year as established by the State Chancellor's Office.

All Fresno City College faculty meet or exceed the minimum qualifications adopted by the Board of Governors of the California Community Colleges; or the faculty member's education and experience is determined to be equivalent based on a process established and maintained by the Fresno City College academic senate. At Fresno City College, 13 percent of the faculty hold a doctorate, 80 percent hold master's degrees, and the remaining 7 percent hold bachelor's degrees. It should be noted that numerous faculty hold multiple masters and that even in those disciplines where a master's degree is not required, nearly half of the full-time faculty have an advanced degree. For example, in the applied technology division, 47 percent of the full-time faculty have a master's degree.

In fall 2010 the College employed 33 administrators. Of these, 25 percent hold doctorates and 57 percent hold a master's degree. The previous president of the College possesses over 34 years of community college administrative experience. Fresno City College administrators average 8.35 years of service to Fresno City College and 12.35 years as managers at institutions of higher education.

Administrators at all levels of the College are required to attend regularly scheduled training which updates them on various personnel and legal issues, new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. A significant number of managers are members of professional organizations that keep them current in their fields and/or positions.

Finally, Fresno City College has sufficient classified professionals to support the mission of the College. As Table A indicates, Fresno City College employs more classified professionals than the average of comparable colleges.

Table A

College	District	Fall 2009 Enrollment*	Faculty**	Admin.***	Classified****
Fresno City College	State Center	24,023	309	33	341
Sac City College	Los Rios	24,633	323	26	291
Diablo Valley	Contra Costa	20,769	242	38	202
Saddleback College	South Orange Cnty	26,401	225	38	297
Fullerton	North Orange Cnty	22,354	304	32	268
Mean of Comparable Colleges		23,539	274	34	263

Source: California Community Colleges State Chancellor's Office – Data Mart

- * -
- ** - only the Tenured/Tenure
- *** - Educ Admin and Classified Admin
- **** - Classified Prof and Classified Support

Self Evaluation

The College meets the standard. Fresno City College maintains a sufficient number of qualified faculty, staff, and administrators who have the appropriate preparation and experience to support the mission of the College.

Planning Agenda

None.

IIIA.3 *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

IIIA.3a *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

Descriptive Summary

The District has a system for developing personnel policies and procedures. As noted in Board Policy 2410, the SCCC Board of Trustees has the ultimate responsibility for adopting policies that “are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” These policies are consistent with provisions of the law, but do not encompass all laws relating to District activities. Board Policy and Administrative Regulation 2410 outline the process to adopt a policy or an administrative regulation. Where the SCCC Board of Trustees must approve all policies, the chancellor has the authority to determine the administrative regulations. The process to adopt policies and regulations is very structured. Administrative regulations require input from constituent groups but which ones depends on the subject matter. “...matters that require faculty, staff or student input, as provided in state regulation, are referred to the Communications Council composed of one member appointed by the classified exclusive representative; one member jointly appointed by the presidents of each college’s

Classified Senate; one member jointly appointed by the presidents of each college's Academic Senate; one member appointed by the faculty exclusive representative; and the District's General Counsel will review and provide input into the development of policies and regulations...After all constituent groups have had opportunity for input, Chancellor's Cabinet will consider the input, revise as appropriate and adopt the Administrative Regulation." (IIIA.40: Board Policy / Administrative Regulation 2410). The board policies and administrative regulations may be accessed on the District's web site (IIIA.41: Board Policies and Administrative Regulations website).

The College maintains and follows SCCCDC policies regarding employment procedures. Furthermore, the College adheres to the District's policy on nondiscrimination based on Board Policy 3410 (IIIA.43: Board Policy 3410), which is consistent with the federal and state mandates and guidelines on equal employment opportunity. Procedures are outlined in each bargaining unit agreement. The agreement for full-time faculty between the State Center Federation of Teachers and the SCCCDC includes provisions for Nondiscrimination; Hours, Workload and Class Size; and Compensation. (IIIA.24: Article XI-A, XII, XVII). The agreement for part-time faculty between the State Center Federation of Teachers and SCCCDC includes provisions for Hours, Workload and Class Size which addresses priority for assignment; and Compensation (IIIA.26: Article XI, XV). The agreement between SCCCDC and the CSEA Chapter #379 includes provisions for; Transfers – Work Location; Equal Employment Opportunity; Hours of Work; Pay and Allowances; and Layoff/Reduction of Hours/Abolition of Positions (IIIA.28: Articles 22, 23, 28, 33, 34). The District publishes and distributes copies of the faculty and classified contracts. Rules for classified, confidential and classified management employees regarding Recruitment, Eligibility Lists, Promotion, and Transfer is now found in the Personnel Commission Rules. (IIIA.13: Chapters 5, 6, 9, and 11.)

Board Policy 2410 indicates, "All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities." (IIIA.40). Every manager is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. The

management team of Fresno City College attends mandatory workshops on personnel policies and procedures sponsored by the District Office of Human Resources to ensure that they are administered equitably and consistently by all managers.

Fresno City College ensures there is fairness in all employment policies by equitably and consistently administering written board policies, administrative regulations, Personnel Commission Rules, collectively bargained contract language, federal and state laws and all other workplace rules. This is accomplished by training managers, by having an open door policy for all employees to address their concerns with the appropriate manager up to the College president, and/or by taking their issues to the District's Human Resources Office. There are informal and formal complaint procedures available to all employees in Administrative Regulation 3435, Discrimination and Harassment Complaints, and Administrative Regulation 3450, Complaint Procedure ((IIIA.44: Administrative Regulation 3435; IIIA.45: Administrative Regulation 3450), as well as the grievance process available to bargaining unit members. All bargaining units consistently monitor and intervene in cases where the institution may be violating fair labor practices and/or the negotiated contract.

SCCCDC is an equal opportunity employer and all job announcements contain a statement to that effect the District has structured its employment procedures to ensure fairness at each stage of the hiring process. The District complies with the changes to the California Constitution Article 1, Section 31, which were in response to Californian's voting in Proposition 209 in 1996. Therefore, the District does not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. The policies of the District are clear and Fresno City College adheres to them.

Self Evaluation

The College meets the standard. Management team members attend mandatory workshops on personnel policies and procedures sponsored by the District Human Resources Office to ensure that they are

administered equitably and consistently by all managers. Fresno City College also meets this standard by following the administrative regulations and board policies as listed above. All personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review. The policies and procedures are developed or revised through the shared governance process and/or the collective bargaining process for faculty and classified staff.

Planning Agenda

None.

IIIA.3b *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.*

Descriptive Summary

The official personnel records of all full-time academic staff are housed in the office of the college presidents or the vice chancellor of the North Centers. 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 Office of Human Resources 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 associate vice chancellor for human resources, general counsel, and dean 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.

The District Office of Human Resources provides training throughout the year to ensure that all managers understand the nature of personnel files, the information that may or may not be placed in per-

sonnel files, the procedure for placing information in personnel files, and employee rights regarding their individual personnel files. The information is embedded in other human resource training sessions such as Managing Performance through Evaluation, Checking References: The Most Important Part of the Hiring Process, Handling Grievances, Community College District Human Resources Academy I and II (IIIA.46: Human Resource Training, Central 14 Workshops).

In accordance with Education Code 87031, Administrative Regulation 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. 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' office or personnel commission office employee views an individual's official personnel file that person must sign and date a document kept in the employee's personnel file so there is an accurate record of who viewed the file.

Bargaining unit members may request pertinent information or material that bears upon their position be added to their file. They may also request copies of any material from their file.

Also, in accordance with Education Code 87031, Administrative Regulation 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 to that information. Any response by the employee to the derogatory materials must be placed in the official personnel file.

Self Evaluation

The College meets this standard. The District complies with Education Code 87031, District Administrative Regulation 7145 and collective bargaining requirements with regard to security, confidentiality, access, and placement of information in official personnel files.

Planning Agenda

None.

IIIA.4 *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

IIIA.4a *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

IIIA.4b *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

IIIA.4c *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

The College maintains and follows all SCCCDC policies regarding equity and diversity. Board Policy 3410 (Nondiscrimination) states that the District “is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.” (IIIA.43). Board Policy 3420 (Equal Employment Opportunity) indicates the SCCCDC Board of Trustees’ intent is in line with the 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.” (IIIA.47: Board Policy 3420). The District and the College have developed policies and procedures which provide for prompt and fair investigation of any allegation of discrimination by a student, employee, or an applicant (IIIA.44). AR 3450 outlines the complaint procedure for alleged violations of statutes, state regulations, Board Policies or Administrative Regulations.

(IIIA.48: Administrative Regulation 3450).

Fresno City College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. It provides an environment within which organizations, such as the Latino Faculty and Staff Association, the African American Faculty and Staff Association, Club Azteca, Asian American Club, and the Hmong Club, Muslim Student Association of Fresno City College, and the Native American Indian Student Association are representative of Fresno City College’s diverse community (IIIA.49: FCC Website – Student Clubs).

The College also provides a large number of diverse college activities, including a) Cinco de Mayo, b) Women’s History Month, c) Asian American Month, d) African American History Month, e) Da Forum by the Pan Afrikan Student Union, f) California Native American Day, g) Migrant College Awareness Day, World AIDS Day, and other activities to enhance the appreciation of the diverse cultures that make up Fresno City College and the surrounding community (IIIA.50: “City at a Glance” Activity Announcements).

Some programs are intended to have a broad-based appeal and are non-group specific. Examples of both are Fresno City College Speakers Forum: example, h) “Barack Obama & the White House: Philosophically Conceptualizing the Color Line in the 21st Century”; i) Cross-Campus Colloquium Series, for example, Cliff Garoupa – “Comparative Drug Policies, Europe & the US”; and d) The Dallas Black Dance Theatre (IIIA.50).

Self Evaluation

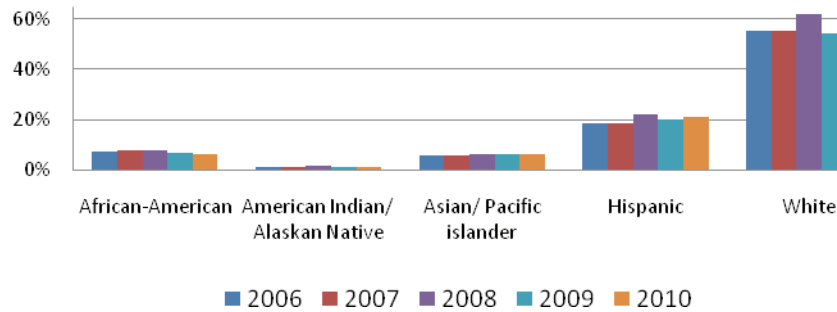
Policies and practices at Fresno City College support and celebrate equity and diversity in the workplace and academic environment. Fresno City College has assessed its record of equity and diversity in employment with each progression of accreditation. The information below was obtained for Fresno County from the U.S. 2010 Census Data and is compared against the Fresno City College employee and student populations for the last five years.

In terms of employee ethnicity makeup, the number of White and Hispanic employees has been stable

except in 2008. More White and Hispanic employees were hired in 2008. However, Whites still constituted the largest (about 53 percent or more in recent 5 years) ethnic group among FCC full-time employ-

ees. About 20 % of FCC full-time employees were Hispanics. The number of Asians/Pacific Islanders showed slight increases in past several years. (Figure 1)

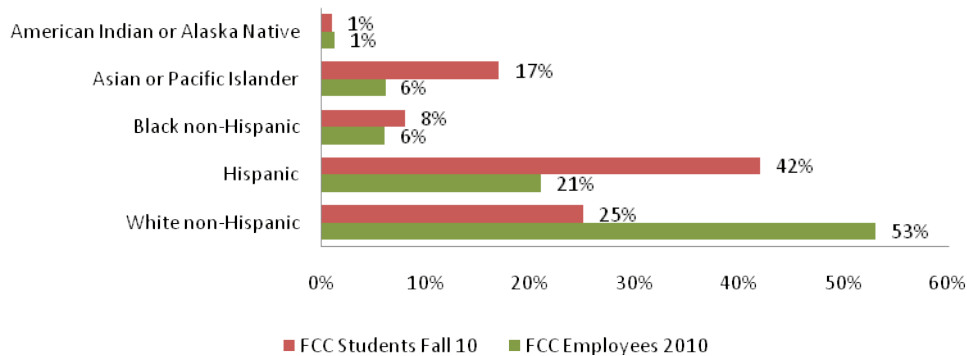
Figure 1
Figure 8: Ethnicity



Source: SCCCD HR
Note: FCC employee data include full-time employees only

A comparison of FCC student ethnicity and employee ethnicity as of fall 2010 showed that White employees were significantly overrepresented at FCC (25% of White students vs. 53% of White employees). In contrast, Hispanic employees were significantly underrepresented as compared to the FCC student population (42% of Hispanic students vs. 21% of FCC Hispanic employees). Asian/Pacific Islander employees (6%) were also underrepresented when compared to their proportion in student population (17%). (Figure 2)

Figure 2
Figure 9: FCC Students vs. Employees

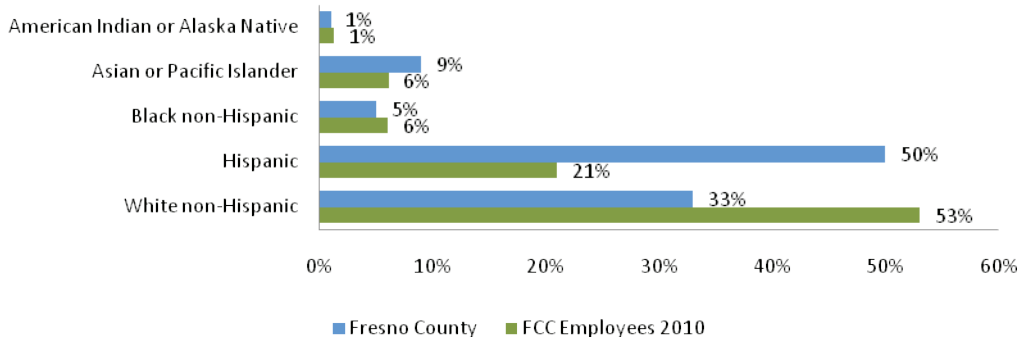


Source: SCCCD Institutional Research & HR
Note: FCC employee data include full-time employees only

A comparison of ethnic distribution of FCC employees and Fresno County population is shown in Figure 3. Data revealed that Hispanic employees (21%) were significantly underrepresented at FCC when compared with their proportion in Fresno County population (50%). In contrast, Whites were significantly overrepresented among FCC full-time employees (53% in FCC vs. 33% in the county). Asians were also slightly underrepresented among FCC full-time employees.

Figure 3

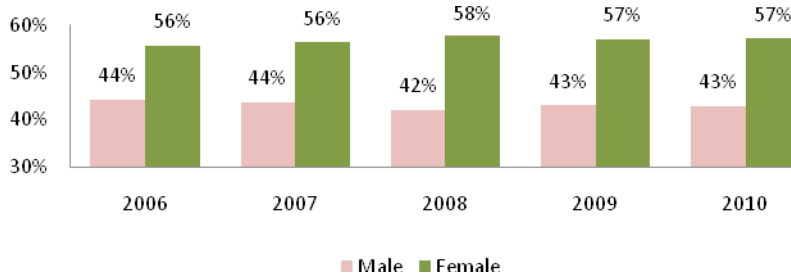
Figure 10: Fresno County vs. FCC Employees



Source: U.S. Census Bureau & SCCCD HR
 Note: FCC employee data include full-time employees only

Employee gender diversity trends are presented in Figure 4 for the last five years. Analyses of data showed that number of female employees has been increased slightly in the recent three years. In 2010, female employees constituted 57% of total FCC full-time employees (n = 619) while males constituted only 43% of total FCC full-time employees (see Figure 4).

Figure 4: FCC Employee Gender



Source: SCCCD HR
 Note: FCC employee data include full-time employees only

Planning Agenda

None.

IIIA.5 *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

IIIA.5b *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

IIIA.5a *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

Fresno City College provides significant opportunities and avenues for professional development. The College’s commitment to training of staff is evident

through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times.

The Classified Senate Articles and Bylaws, revised October 2007, state: "The Senate shall act as a voice for the membership and provide a means for increased participation and interaction with the campus community by recommending and/or appointing representatives from the membership to all campus committees. The Senate will provide access to staff development funds and activities for any permanently employed member to enhance job skills, job performance, and personal and professional development." (IIIA.56: Classified Senate Articles and By-Laws). The Senate regularly hosts training sessions for its constituents during the year. Past trainings have included: Travel & Conference, Datatel (Query Builder, Reports, etc.), MS Excel, Student Requisitions & Timesheets, Accounts Payable, Budget and Expenditure Transfers, Facilities Request, Time Allocation and Certifications. In addition to these training sessions, the Senate hosts the annual Staff Development Day which is held each year on the Veteran's Day Holiday. Several workshops are held that promote both professional and personal development.

The Fresno City College Classified Senate plans and organizes the fall staff development day for classified professionals each year and offers mini-training sessions on work-related topics. Classified professionals are encouraged to participate in all of the training sessions offered. Evaluations are requested from the attendees with suggestions for future workshops. (IIIA.51: Staff Development Day Fliers).

The SCCC Classified Professionals Committee sponsors regularly-scheduled technology training sessions, the spring Mega Conference, and Leadership State Center, a yearlong professional development activity for classified professionals who have demonstrated leadership abilities and have been nominated to participate. The mission of Leadership State Center is to maximize the potential of classified professionals through collaboration, learning, vision, advocacy and action. It is designed so employees will concentrate on the next level of leadership development (IIIA.52: Classified Professionals Website). The Classified Professionals staff development employs attendee

feedback in evaluating and assessing its training (IIIA.53: Classified Professionals Staff Development Session Evaluations), and regularly reviews feedback for improvement (IIIA.54: Classified Professionals Committee Staff Development Meeting Minutes).

SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing-Word, database (Access), spreadsheets (Excel), PowerPoint, grant writing, and photography (IIIA.55: Classified Professionals Technology Training Series).

Between 2006 and 2010, Randy Rowe, Associate Vice Chancellor of Human Resources, provided training during the Instructional Deans' meetings on such topics as changes to the full-time and part time faculty bargaining agreements, faculty hiring procedures, office hours and sabbatical leaves (IIIA.57: SCCC Administrative and Management Workshops).

SCCCD has a two year program to develop leadership from within the State Center family of classified management, faculty, and administration. This two year program called Community College Leadership, CCLASS, meets for over 50 hours, and encourages individuals to rise to leadership positions in the District. Focus is on management styles, effective leadership, and case studies. Participants meet with educational leaders in the valley for presentations and for question and answer sessions. There are five day-long sessions each year. Since its inception in 2006 there have been six cohorts. Currently cohorts five and six are in progress.

In the fall of 2010, personnel commission staff and the institutional researcher from the North Centers, at the direction of the chancellor, surveyed classified employees and all managers to assess classified employee training needs. In February of 2011, the chancellor directed the formation of a District wide classified training committee to be coordinated by the District dean of human resources. The director of classified personnel and the commission's human resources analyst also spearheaded this training effort. As a result of the fall 2010, survey training was offered in April of 2011 on customer service. Also as a result of this training survey, the director of information services contracted with Datatel and began offer-

ing 200 on-line training courses in April of 2011; 2,000 courses will eventually be available on-line. Employees can access this training 24/7 and retake the training as many times as they wish. This training can be accessed from any computer with an Internet connection. The courses range from an overview of Datatel to very technical topics. Representatives throughout the District should be selected by the end of the spring 2011 semester for the District wide classified training committee. This committee will then plan the remainder of the training activities for classified employees for the 2011-2012 year. Some goals of the committee are to inculcate positive values into the District's culture, while meeting Goal 5, Objective 5.4 of the District's strategic plan, "Implement staff development programs that address the goals and objectives of the strategic plan", and while meeting standard IIIA.5 of the accreditation standards. The committee will also establish a system to evaluate the success of each workshop and use those evaluations to improve the training. In the spring of each year, a needs assessment survey will again be conducted and will drive the training offerings for classified employees throughout the following fiscal year.

There are two negotiated flex days for faculty. For the fall flex day, faculty have several options—select/develop an individual activity; participate in a department scheduled/developed activity; or participate in a campus and/or District wide scheduled activity. For the spring flex day, faculty may request to schedule a "flex day" at a time other than the beginning of the spring semester. Funding through the Academic Senate staff development committee is provided to support flex day activities (IIIA.58: Fall 2010 Flex Day Brochure).

The Academic Senate Staff Development Committee manages the faculty staff development funds. Faculty may apply for travel/conference funds to attend meetings relevant to their discipline. The committee has worked to streamline the process and ensure that it is equitable and consistent. The committee remains in communication with the faculty through annual reports to the academic senate executive committee, verbal reports at senate meetings, and through the campus email (IIIA.59: Academic Senate Bylaws).

As per the faculty contract, the District allocates a maximum of twelve sabbatical leaves per year, which are divided between the Colleges within the District. The number of sabbatical leaves available for Fresno City College is defined in Article XIV-A, Section 7, of the SCCC – SCFT Agreement and is based upon the ratio of Fresno City College faculty to the total of all faculty employed by the District. Consideration is given to applicants based on appropriate research, travel or programs of organized study (IIIA.24). Full-time faculty members are eligible to apply for a sabbatical leave during their sixth consecutive year of full-time service. However, sabbatical leaves have been on hold due to budget issues and will resume when the budget improves.

The District has also provided a series of workshops for all administrative and management staff. These workshops cover 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, diversity, and other topics (IIIA.57).

The College uses a portion of the lottery funds to support staff development.

Self Evaluation

Fresno City College meets this standard through the many opportunities offered for professional development for all employees. Faculty and classified staff are encouraged to attend flex day activities and classified workshops.

Planning Agenda

The Campuswide Professional Development Coordinating Committee will review its current Operating Agreement and develop, promote, and increase the depth and breadth of staff development activities for Fresno City College staff through a comprehensive staff development plan.

IIIA.6 *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Human resource planning has been integrated into the Fresno City College Strategic Planning Council through the program review mechanism. All instructional programs and support services undergo a program review to determine its program status, level of funding, use of resources, and support of the institution's mission, vision, and/or core values (IIIA.33: Program Review Committee Operating Agreement). Through program review a program or service identifies if staffing levels are sufficient.

For human resources allocation of new positions, including instructional and classified staff, the Human Resources Committee has the task of assessing requests (IIIA.35: Human Resources Committee Operating Agreement).

The Human Resources Committee is composed of faculty, administration, classified professional, and student members. The committee is comprised of both elected and appointed members. The committee reviews human resource requests for classified and academic positions. The Human Resources Committee evaluates human resource proposals and prioritizes human resource allocations incorporating program review, strategic planning, and any other relevant information.

The prioritized list of requests for new positions is submitted to the Fresno City College Strategic Planning Council for review and submission to the College president for final approval.

An example of allocating a new faculty position can be shown through the funding and hiring of an ESL instructor during the 2008-2009 school year. The ESL department completed program review and received a review in support of additional staffing (IIIA.60: 2006 ESL Program Review). The ESL department submitted a request to the human

resources committee and delivered a presentation (IIIA.61: ESL Request for Faculty) to the committee on Sept 28, 2007. Their request was ranked in the top three recommendations. The human resources committee submitted its rankings to the Fresno City College Strategic Planning Council (IIIA.62: Strategic Planning Council Minutes October 25, 2007), who in turn submitted the recommendations to the College president. This led to the hiring of a new ESL instructor.

The process for reallocation of human resources for faculty positions is handled through the deans' council. When an existing funded faculty position is vacated the position remains with the division, provided that department within the division has met staffing requirements from program review. If the department is overstaffed as determined by program review, then the position is retained within the departments' division. If no other division department has justification for additional staff then placement of that funded position is determined by the deans' council.

Self Evaluation

The process for determining and allocating human resources is a vast improvement over the previous process and works towards fulfilling the recommendation of the Accreditation Review committee from the 2005 visitation. It takes into account the College's mission and allows for adherence to a master plan, and takes into account the ability to financially fund new positions. In addition, it allows participation in the allocation process by all constituents (students, classified, faculty, and administration) of the College via the human resources committee. The committee currently oversees ranking of newly funded positions but will be expanded to oversee both new and reallocation of faculty, staff, and management positions.

Planning Agenda

Through the Human Resources Committee, Fresno City College will investigate, evaluate and determine the process(es) for human resource reallocation for certificated, classified, and administrative positions.

Evidence for Standard IIIA

- III.A.1 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A.2 Examples of Classified Job Descriptions and Personnel Commission Meeting Agenda and Minutes
- III.A.3 Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty
- III.A.4 [FCC 2010-2012 Catalog](#)
- III.A.5 Administrative Regulation 7121
- III.A.6 Education Codes 88060-88139
- III.A.7 Administrative Regulation 7220
- III.A.8 Title 5 Section 53420
- III.A.9 New Faculty Request form
- III.A.10 Human Resources Committee Operating Agreement
- III.A.11 Academic Hiring Requisition
- III.A.12 Personnel Commission Rules 2-1
- III.A.13 Personnel Commission Guidelines for Merit District
- III.A.14 [District Website Office of Classified Personnel, Classification Specifications](#)
- III.A.15 Office of Classified Personnel Recruitment Summary Report
- III.A.16 Annual Personnel Commission Report to Board of Trustees
- III.A.17 Classified Staffing Justification/Request form
- III.A.18 Personnel Commission Rules, Chapter 5
- III.A.19 [District Website, Administrative Recruitment and Hiring Procedures](#)
- III.A.20 Board Policy 7100
- III.A.22 [List of Personnel Requisitions/Vacancies](#)
- III.A.23 Board Policy 7125
- III.A.24 AFT Contract for Fiscal Years 2006-2009
- III.A.25 Petition for Equivalency
- III.A.26 Part time faculty contract
- III.A.27 Classified Employee Evaluation Form
- III.A.28 SCCC and CSEA Contract
- III.A.29 Personnel Commission Rule 13-3
- III.A.30 Administrative Regulation 7125
- III.A.31 2010 Fall Faculty-Staff Survey
- III.A.32 Agenda of Leadership State Center Workshops
- III.A.33 Program Review Committee Operating Agreement
- III.A.34 Administrative Regulation 7122
- III.A.35 Human Resources Committee Operating Agreement
- III.A.36 Board Policy 2715
- III.A.37 Administrative Regulation 2710
- III.A.38 California Form 700 Fair Political Practices Commission
- III.A.39 Board Policy / Administrative Regulation 3150
- III.A.40 Board Policy / Administrative Regulation 2410
- III.A.41 [Board Policies and Administrative Regulations Website](#)
- III.A.42 Fresno City College 2010-2012 Strategic Plan brochure
- III.A.43 Board Policy 3410
- III.A.44 Administrative Regulation 3435
- III.A.45 Administrative Regulation 3450
- III.A.46 Human Resource Training, Central 14 Workshops

- IIIA.47 Board Policy 3420
- IIIA.48 Administrative Regulation 3450
- IIIA.49 [FCC Website - Student Clubs](#)
- IIIA.50 “City at a Glance” Activity Announcements
- IIIA.51 Staff Development Day Fliers
- IIIA.52 [Classified Professionals Website](#)
- IIIA.53 Classified Professionals Staff Development Session Evaluations
- IIIA.54 Classified Professionals Committee Staff Development Meeting Minutes
- IIIA.55 Classified Professionals Technology Training Series
- IIIA.56 Classified Senate Articles and By-Laws
- IIIA.57 SCCCD Administrative and Management Workshops
- IIIA.58 Fall 2010 Flex Day Brochure
- IIIA.59 Academic Senate Bylaws
- IIIA.60 2006 ESL Program Review
- IIIA.61 ESL Request for Faculty
- IIIA.62 Strategic Planning Council Minutes October 25, 2007

STANDARD IIIB RESOURCES

Physical Resources

Standard IIIB: Physical Resources

- IIIB.** *Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

Committee Members

Co-Chairs:

Rick Kilgore, Classified Professional (retired spring 2011)

Jeannine Koshear, Faculty

Cheryl Sullivan, Administrator (replaced by Penny Cristan, Administrator SP 2011)

Members:

Jeff Barrett, Classified Professional

Juan Bravo, Administrator

Jennifer Brennan, Faculty

Steve DaSilva, Classified Professional

Joseph Diebert, Classified Professional

Richard Harrison, Administrator

Richard Lindstrom, Administrator

Deborah Marius, Faculty

Susi Nitzel, Classified Professional

Nicholas Sinclair, Student

Stefanie Sorondo, Student

Wendell Stephenson, Faculty

IIIB.1 *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Descriptive Summary

Fresno City College is part of the State Center Community College District, a multi-college district that also includes Reedley College and centers located in Clovis, Madera, and Oakhurst. Fresno City College opened its doors in 1910 and is now located on a 104 acre site with 792,000 square feet for instruction and support services. The campus has 52 buildings that include the Old Administration Building, seven instructional division facilities, a student services building, an administration building, and other support structures. (IIIB.19: District Physical and Fiscal Resources*).

The instructional divisions are Applied Technology; Business; Fine, Performing, and Communication Arts; Health Sciences; Humanities; Library and Student Learning Support services, Math, Science, and Engineering; and Social Sciences. Each division has a central office that houses the division dean and support staff. These offices include faculty and staff mailboxes and other resources. Within these divisions there are 161 classrooms/labs, eight large lecture halls, a theater, a recital hall, and an art gallery. After the completion of the second phase of the Old Administration Building revitalization project an additional 15 classrooms will be available.

The Learning Resources Center (LRC) building is 51,226 square feet and houses the library, the Employment Resource Center, a computer lab, a financial aid annex, testing and assessment, the Teaching and Learning Center (TLC), and a distance education classroom. There are 16 offices, six classrooms, three computer labs, five study and research rooms, and one large conference room. The LRC includes tutorial services, a computer lab, technology support services, adaptive technology, and faculty and staff offices.

Fresno City College has a diverse and comprehensive physical education and athletic program, including thirteen men's and women's sports, and nineteen team offerings. The facilities include a 13,000-seat all-weather track/football stadium, an 800-seat baseball park, a softball diamond, 12 tennis courts (4 of which are lighted for evening classes) 2 pools, a soccer and a practice football field, and a 14,400 square foot 2,500-seat gymnasium.

The field house at Ratcliffe Stadium contains both men's and women's locker rooms, a team meeting room, a weight training room, a 950 square foot athletic equipment storage area, and two athletic training rooms. There is also a 400 square foot athletic training room located near the on-campus gymnasium.

At this time, neither the track nor the swimming pools currently meet the requirements for competition. The track needs to be completely replaced in order to meet competitive standards, and the swimming pools need to be replaced in order to be compliant for both competitive water polo and swimming. The pools are currently slated to be resurfaced due to surface flaking. This project was not listed on the five-year construction plan, but was completed in April 2011.

The Police Academy facility consists of five 24 x 40-foot bungalow-type buildings, including three classrooms outfitted with computer and video technology, an administrative office, two restrooms, and storage. The facilities are outdated but well maintained. There is a large parking lot and a drill area on academy grounds. An all-weather track and training facility for the conditioning program are located across the parking lot at the campus stadium and field house. Local agencies loan vehicles for training so the College does not have to maintain a fleet of cars. Off-site training venues to augment student learning are located at the Fresno Police Department Training Facility where firearms training and emergency vehicle operations training is conducted, and the Homewood Suites Hotel where the Presley Institute of Criminal Investigation courses are conducted under a contract with the California Commission on Peace Officer Standards and Training.

* Second and subsequent references to evidence will only include the evidence number.

The first floor of the Student Services building consists of Admissions & Records, the EOP&S program, Veterans and International programs, College Relations, and the Health Services Office. The second floor consists of the Financial Aid office, Counseling, Transfer Center, Career Center, the Vice President of Student Services Office and the DSP&S program. When the Old Administration Building is completed, the DSP&S program will move to the vacated Administration building to better meet the physical needs of program participants.

The first floor of the bookstore building houses the Fresno City College Bookstore and Pacific Café, an outside food vendor. The following programs and services are located on the second floor: Psychological Services, the Rampage, the Call Center, the TRIO program, the Associate Student Government Offices, and offices for deaf interpreters.

The Cafeteria building includes the cafeteria, a faculty and staff dining room, Student Activities, and the game room. The Student Activities area includes a lounge, student senate meeting room, and several staff offices. The student lounge, which measures 3,312 square feet, has approximately 50 double and triple seat sofas and single chairs. There are also several tables and a small computer lab for student use.

The Fresno City College Child Development Center is an integral part of the Social Sciences Division at Fresno City College and functions as a lab for the Child Development Department. The Child Development Center is 6,784 total square feet. The original building was built in 1986; two bungalows were added in 1998-99. The facility is currently licensed for 82 children. It offers full and half day programs for children from 24 months to 5 years of age including children with special needs. The College has submitted an Initial Project Proposal (IPP) for a new facility in the event state funding becomes available (IIIB.1a: 5-Year Construction Plan- Fresno City College Portion; IIIB.1b: 5-Year Construction Plan Components).

Campus parking is a continuing concern due to the extreme imbalance between available spaces and high enrollment figures. This concern was identified in the Fresno City College Educational Master Plan as

one of the top two issues most important to students, administration, faculty, and staff (IIIB.2: Educational Master Plan). The Environmental Impact Report (EIR) for the Old Administration Building (OAB) renovation project, dated July 16, 2007 outlined items that will need to be addressed prior to the use of the OAB (IIIB.3: Environmental Impact Report for OAB). Below is a list of mitigation measures the College/District must address:

- 6.1(a) For future construction, parking impacts should be a fundamental consideration, and should not be considered unless the parking can accommodate the increased parking demand.
- 6.1(b) Improve parking lot signage i.e. where all of the lots are.
- 6.1(c) improve utilization of parking lot Q through shuttle service, reduced parking fees for Lot Q, review security for the lot, provide a safe walking path to the campus, and encourage employees to use the lot.
- 6.1(d) Develop an event management plan for events in the OAB auditorium and gym.
- 6.1(e) Encourage City of Fresno to increase the amount parking enforcement for the neighborhoods near the campus
- 6.1(f) District shall monitor the parking as each phase of the OAB opens
- 6.1(g) Improve the flow of traffic in lots K & L to be completed within three years of final construction on the OAB
- 6.1(h) Improve lots northwest of the Allied Health Building
- 6.1(i) Review feasibility of improving additional land across Blackstone already owned by district
- 6.1(j) Encourage City of Fresno to increase bus routes

Measure 6.1(h) for the lots near the Allied Health Building are scheduled to be completed by fall 2011. The event management plan 6.1(d) will be created and implemented early in spring 2011. Update: As of April 2011 the Interim Parking Plan was adopted which addressed event management for the OAB auditorium and gym. The remaining measures will be addressed as outlined in the environmental impact report.

Currently there are 24 parking lots with a total of 3,044 stalls located at various locations on campus. Of these stalls, 30 are reserved for specific individuals, 32 are reserved for motorcycles, 16 are for visitors, 68 are designated for persons with disabilities, 104 are metered, 514 are reserved for staff, and 2,267 are open to students with permits. The impact of the parking situation is most severe during peak periods, such as morning to early afternoon hours, and at the beginning of each semester (IIIB.5: Parking Inventory).

The campus started planning an employer based trip reduction program (eTRIP) in May 2010, to help alleviate the parking congestion and improve air quality. The goal of the eTRIP program is to reduce the number of single occupancy vehicle trips made to the campus by employees during peak commute times. This program will consist of three phases to be implemented over the next several years. The College has registered its eTRIP program with the San Joaquin Valley Air Pollution Control District and is planning the first phase of the program, which consists of the marketing and program support strategies. The College has sent out communications for the eTRIP program in its Safety Bulletins to encourage participation from all employees in upcoming focus groups to develop an effective program (IIIB.6: Fresno City College June 2010 Safety Bulletin; IIIB.18: eTrip Registration Confirmation).

The Fresno City College Career and Technology Center (CTC) is located in the southwest part of Fresno on seven acres of land that support thirteen buildings totaling over 30,000 square feet. Eight of the buildings are metal structures or older portables that require considerable maintenance. The remaining five buildings include four relatively new portable classrooms and a restroom facility with handicapped access. The general grounds are in good condition. There are ten vocational programs at CTC: both day and evening classes are offered, most shop areas are used during day and evening classes. Fire technology classes are held in three 900 square foot portables. Storage for apparatus and equipment is under a 2,800 square foot covered area surrounded by a chain link fence. There are four fire pumper trucks, one aerial ladder truck, and one ambulance on site. One classroom is rented out to a private school for use on Friday evenings and a roofing apprenticeship class

is held on Thursday evening and Saturdays. The State of California also has a contract with CTC/SCCCD to use one automotive bay and office space for use as a State Smog Referee station.

Since the last accreditation the Manchester Center site has been closed due to fiscal pressures. The educational programs were moved back to the main campus causing a shortage of office space pending the opening of the OAB. The employees from other agencies, such as the county CalWORKs counselors, returned to their home agencies. The Fresno City College Training Institute was moved to the Clovis Center and includes two reception stations and seven offices, and a 12-seat conference room. The Training Institute primarily conducts contract training at employer work sites, in Fresno City College classrooms, and in two bungalows at the Clovis site. The Emergency Medical Services (EMS) program conducts most of its training at the Center for Advanced Research and Technology (CART) in Clovis.

Lottery funds in the form of “decision packages” are the College’s primary source for equipment replacement. These funds are also used to augment other areas of need across the campus such as technology upgrades and scheduled maintenance. The College has consistently funded these projects as reflected in the budget reports. (IIIB.16: SCCC Major and Scheduled Maintenance & Repair Projects).

In a normal budget cycle the decision package process represents more than 57% of all equipment purchases for the District (IIIB.4: Review of Lottery/Decision Package Funding). At the end of fiscal year 2010, due to unanticipated budget savings the College had remaining funds that were used to equipment requests. These funds were primarily allocated through a review of action plans and technology plans that had been submitted. This expenditure plan was then forwarded to the Strategic Planning Council for review and approval.

The Fresno City College Facilities Committee (IIIB.8: Fresno City College Facilities Committee) is a shared governance committee that makes recommendations to the Strategic Planning Council. It is tasked with reviewing and monitoring the current assessment of all Fresno City College facilities. It is

also responsible for considering requests for facilities allocation, upgrades, and new facilities. This is done through the action planning process.

The most recent example is the allocation of space in the vacated Administration Building once it is vacated as the OAB is brought online. The Fresno City College Facilities Committee initially solicited requests for space through the vice presidents. After reviewing the requests the Facilities Committee made their recommendation to the Fresno City College Strategic Planning Council. The council did not agree with the process that the Facilities Committee had originally used for requesting proposals. The SPC directed the committee to send out a request for action plans to the entire campus community with respect to the use of the vacated Administration Building. Rather than developing the action plan themselves the committee sent an email communication to the entire campus community requesting action plans. The action plans were reviewed and after reaching consensus their decisions were forwarded to the Fresno City College Strategic Planning Council for approval. The council accepted the plan as submitted and forwarded the recommendation to the president. The president reviewed the final plan and accepted it with a small portion of the space reallocated to Student Services for DSP&S.

The DSP&S space design was reviewed by an architect designer with plans submitted to DSA for approval. Design estimates were \$180,000 and scheduled for implementation and completion by December 2011 or January 2012. All ADA issues were resolved with this project to benefit the student population being served in a single level structure rather than current second story location. The Print Shop relocation was also reviewed by the same firm with estimates of \$160,000 to complete the move from the current location at T500. This project is also underway with the same completion schedule.

The District Police Department provides 24/7 law enforcement services to the Fresno City College Campus. It also provides 16/7 law enforcement services at Reedley College and the North Centers. However due to vacations, illness and injuries, occasionally a day shift or swing shift will go vacant so that the midnight shift is staffed. Staff at Fresno City

College includes the chief, a lieutenant, two sergeants and six officers. Vehicles assigned to the Fresno City College campus include three marked patrol units, one unmarked unit, and two electric golf carts. There is a written Memorandum of Understanding with the Fresno Police Department which provides for mutual assistance when requested.

The survey response on police enforcement was reflected in the College's 2009-2010 Educational Master Plan with 18 percent of the respondents reporting they feel safe "Always", 45 percent "most of the time", 18 percent "usually", 17 percent sometimes and only 1 percent "never" (IIIB.2).

The Fresno City College Environmental Health and Safety Committee (IIIB.7: Fresno City College Environmental Health and Safety Committee) supports the College strategic plan goals and objectives by actively promoting a healthy and safe working and learning environment for all employees, students, and visitors to the campus, centers, and facilities. This committee serves in an advisory capacity to the Strategic Planning Council.

The committee's activities include but are not limited to creating and disseminating reports on the safety and health issues reviewed by the committee; reviewing the results of scheduled periodic safety inspections; reviewing investigations of incidents resulting in occupational injury, occupational illness, or exposure to hazardous substances and, where appropriate, submitting recommendations to administration for the prevention of future incidents; reviewing investigations of alleged hazardous conditions reported to the committee or any committee member; consideration of employee safety suggestions; and reviewing the implementation of safety rules and safe practices. The committee also recommends persons to be responsible for conducting the scheduled periodic inspections specified in the IIPP; reviews the committee operating agreement on an annual basis; and works to develop action plans that address occupational health and safety issues.

Self Evaluation

The College partially meets this standard. The campus Facilities Master Plan should continue to be a high priority for the College. This will help to identify and prioritize the needs for the College in the District's Five-Year Construction Plan. The operating agreement for the Fresno City College Facilities Committee states that it reviews and monitors the current assessment of all Fresno City College facilities annually. It is relying on a few walking tours and actions plans being submitted. While these are viable mechanisms for review it should also include a review of the five-year scheduled maintenance submitted by the District each year and other appropriate mechanisms. The Facilities Committee recommendations should be clearly tied to the Educational Master Plan, the Facilities Master Plan, Program Review, and the College Strategic Goals.

Planning Agenda

The College will complete and implement the College Facilities Master Plan and ensure that it is updated as appropriate.

IIIB.1a *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

Descriptive Summary

Planning and prioritization of new facilities should be handled through the Fresno City College Facilities Committee with direction from the Strategic Planning Council (SPC) and the College president. The facilities recommendations would then be forwarded to the SPC and submitted to the president for approval. While this has happened with certain projects, the implementation needs to be more consistent.

The District participates fully in the state's Scheduled Maintenance Program (IIIB.9: Scheduled Maintenance Five-Year Plan). A list of the major maintenance projects are listed in the Summary of "Major and Scheduled Maintenance & Repairs". (IIIB.16) Since

the 2005 fiscal year the District has spent \$4.2 million dollars at Fresno City College in major maintenance projects. This included \$798,000 for mandated fume hood replacements in the MSE building that corrected a serious health and safety problem.

The District and College have also been active in finding outside sources to complete campus construction projects. Examples of this can be seen in efforts to obtain Measure E monies, as well as the \$2.68 million contributed by the internal and external community members to raise funds for the OAB.

Major Projects during this period included (IIIB.10: SCCCDCost Summaries of Construction):

- A \$14.8 renovation and modernization of Applied Technology buildings. Construction began in summer 2005 and was completed in the fiscal year 2008.
- A \$4 million project to renovate and modernize the Student Services building. This project was complicated by asbestos removal issues, but construction was completed in December of 2006.
- The Health/Fitness Center for \$1.6 million Measure E funds
- The new Practice Gym for \$3.8 million Measure E funds
- The Art Yard Modernization for \$ 500,000 in Lottery funds

The most significant building project has been the restoration of the OAB. This project was funded by state, local, and District monies, as well as individual and business donations totaling \$49.3 million for the south and west wings. The north and east wings were recently funded by the state for \$9.2 million and the proposal process has already begun.

The Fresno City College Building Services Department is managed by the Building Services manager under the direction of the vice president of administrative services. The College Custodial Department consists of 35 employees working three shifts. Custodial staff includes a supervisor, three lead custodians, four utility workers, and 28 custodians. The supervisor works during the daytime and a lead custodian works on each shift.

The custodians are scheduled using a zone cleaning system and team up to cover for absent custodians. They clean approximately 792,000 square feet of classrooms, labs, industrial shops, offices, a gymnasium, and the field house. Their other duties and responsibilities include recycling, hauling trash, events set-up and teardown, athletic events coverage, furniture moves for carpet installations, and light and ballast replacement.

The Custodial Department also assists the Police Department with emergency calls, locking/unlocking doors as needed and reporting suspicious persons on campus. They also look for maintenance and ground issues and report them to Plant Operations.

The maintenance and operation of the physical facilities is organized by District Operations under the direction of the associate vice chancellor of operations. The Facilities Department is divided into two functional areas: maintenance and grounds.

The District Operations maintenance department is made up of five distinct departments: police, construction, grounds, transportation, and maintenance. Maintenance is responsible for the maintenance and operation of the Colleges' and Centers' physical facilities. It is comprised of 13 classified employees: one warehouse worker, five maintenance workers, one maintenance specialist, five journey-level employees, and one journey-level lead person. This department is housed in a portion of the 18,992 square foot campus service center and is managed by the District director of maintenance and operations.

Requests for general maintenance and repair are forwarded to the Operations Department via Maintenance Service Requests (MSRs) (IIIB.10). During working hours, emergency requests are phoned or emailed to the Operations Office. After hours, maintenance emergencies are phoned into the District Police Department, which is available 24/7. The Maintenance Department assigns the work and tracks all outstanding requests.

Each maintenance worker is assigned to certain buildings and is responsible for reporting safety problems, major warranty issues, and contractor issues. Smaller maintenance issues are fixed as they are found. They are responsible for ensuring the following items are

reported and fixed: door, sidewalk and elevator problems, as well as safety hazards and exit lighting issues.

The District Grounds Department assigned to Fresno City College consists of one leadman, one small engine/grounds staff person, five groundskeepers, plus two student aides. The Grounds Department is overseen by the District grounds services manager, who reports to the associate vice chancellor of business and operations. In the Grounds Department, almost all District employees are licensed pesticide applicators.

The shop area for the Grounds Department consists of two 625 square foot shop areas, a shared 1,350 square foot canopy for equipment storage, and shared space in the District maintenance yard.

Self Evaluation

The College meets the standard. The age of the facilities and the lack of state maintenance funds make it a constant struggle to maintain the facilities as well as they've been in the past. Even with the reduced funds the College and District are continuing to invest in the College's infrastructure through capital outlay and maintenance funds to ensure that the campus is able to provide quality instruction and services. (IIIB.15: State Ranking of Capital Outlay Proposals).

Planning Agenda

None.

IIIB.1b *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Fresno City College is committed to providing a safe, healthy, and accessible educational and work environment. The College has policies and programs in place designed to protect the health and safety of students, faculty, and staff. Information regarding health and safety matters is provided to staff through online training, a monthly newsletter, and campus wide email alerts. Staff is updated annually at the College opening day meeting about ongoing health

and safety issues that affect students and staff. The College has processes in place to identify and respond to health and safety issues in a prompt and appropriate manner.

Fresno City College has an Environmental Health and Safety Committee (EHSC), and Facilities Committee that address campus safety concerns. In conjunction with federal and state OSHA regulations, the SCCC Board of Trustees established the District's Injury and Illness Prevention Program (IIPP), Blood-borne Pathogens Exposure Control Plan, Chemical Hygiene Program, and Hazard Communication Program which are available on the Environmental Health and Safety website. All members of both committees have received IIPP training. The College liability carrier conducts property and liability surveys, and loss control analysis for worker's compensation claims quarterly and in accordance with the IIPP. The College EHSC and the Facilities Committee respond to the survey recommendations. The two committees also review and facilitate follow-up on hazard reports submitted by the general College community. Any staff member, student, or visitor may report a hazard utilizing the proper form located on the Environmental Health and Safety (EHS) website (IIIB.11: Environmental Health and Safety website).

Fresno City College EHS officers have filed a Hazardous Materials Business Plan to the Fresno County Health Department/Environmental Health Division. The College is a "small quantity generator" in terms of hazardous waste. Reports are filed by the District EHS officer to the Department of Toxic Substance Control on an annual basis.

Fresno City College EHS officers have a completed Spill Prevention, Control, and Countermeasure Plan (SPCC) on site that is required for the campus's aboveground storage tanks. This plan identifies how the College prevents and controls discharges of petroleum based products.

Fresno City College has an established Emergency Response Plan (ERP) that is part of the comprehensive District wide ERP. The ERP identifies all procedures to be followed in the event of an emergency or disaster.

The EHS officers distribute a monthly safety newsletter in a campus wide email. They also have provided a link on their website for all faculty and staff to complete mandated online health and safety training. The website tracks which courses employees have completed (IIIB.11).

Fresno City College as well as off-campus sites, such as the Fresno City College Career and Technology Center, conduct annual/tri-annual site hazard identification inspections of classrooms, offices, restrooms, and workstations. An identification checklist is utilized for each area and maintenance service requests are submitted as needed. The reports are kept by Fresno City College environmental health and safety officer.

Fresno City College strives to meet the accessibility needs of students with disabilities. Accessibility issues are identified to the Environmental Health and Safety Committee for review and action. In 2009, the DSP&S program purchased 12 Stryker evacuation chairs for multi-story buildings. Training on use of the chairs was conducted by the company for College custodians, police officers, nurses, and psychiatric interns (IIIB.12: Crisis Training).

Additionally, over the next three years, several Fresno City College facilities are receiving American's with Disabilities Act (ADA) upgrades. In addition to upgrades to campus policies, this will include upgraded doors and door hardware, service counters, elevator operation, bathrooms, accessible seating, handrails, signage, drinking fountains, and parking lots. Further, the campus will develop an ADA Transition Plan, where additional needed upgrades will be identified, and schedules and budgets will be established.

The College has its own District Police Department that was established in 1972. The Fresno City College campus is staffed with six officers, two sergeants, one lieutenant, and a chief. Coverage is provided 24 hours a day, seven days a week. The department has three marked patrol cars, one unmarked unit, and three golf carts. There are two locations with dispatch; one at Fresno City College and one on the Reedley College campus. The Fresno City College campus officers also cover the North Centers and the Fresno City College Career and Technology Training Center. The

department enjoys an excellent working relationship with Fresno Police Department and the Fresno County Sheriff's department.

All staff, including dispatchers, attend twice yearly updates with the Health Services nursing and ancillary staff, psychological service staff, and the environmental health and safety officer. Topics of health and safety interest are presented by guest speakers and in-house staff. Cardio-Pulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) training is conducted every other year with officers, nurses, psychiatric staff, and ancillary personnel certifying. Two patrol cars are equipped with AEDs and an additional AED is located in the Health Services Office.

Police officers are first responders to any emergency situation on campus. Communication is through dispatch along with hand-held radios carried by health and psychological services personnel. Officers call for the assistance of the nurses or psychiatric interns when necessary.

The Emergency Response Plan is tiered. At the classroom level, a flip chart is posted at every door describing what to do in the event of an active shooter, fire, injury/illness, crimes in progress or civil disturbance, bomb threat or suspicious objects, hazardous materials leaks/spills,

earthquakes, evacuation of the disabled, and campus evacuation maps. Classrooms are equipped with panic buttons; a system with which District Police can listen in on classroom emergencies and respond appropriately. Classrooms in the OAB are equipped with Voice over Internet Protocol (VoIP) phones rather than panic buttons. Students and staff are encouraged to register for "1st2know", a mass email delivery mechanism to inform students/staff of any campus emergency. The installation of an audio alert system that can be heard campus wide was completed spring 2011. Surveillance cameras are in use at three campus locations where large numbers of students typically congregate. At the administrative level, State Incident Command (SIMS) and National Incident Command (NIMS) training has been completed by the College president, vice presidents, the environmental health and safety officers and others.

The District Police Department reports crime statistics to the Office of Post-secondary Education Campus Security Statistics Website in compliance with the 1990 Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The report is updated every year, and made available to students and staff (IIIB.13: The Campus Safety and Security Data Analysis Tool). Below is the 2006, 2007, and 2008 report.

Fresno City College Crime Statistics 2006-2008

Criminal Offenses - On campus			
	Total criminal offenses on campus		
Criminal offense	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	2	2
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	5	2	2
f. Aggravated assault	2	3	0
g. Burglary	11	8	14
h. Motor vehicle theft	21	18	14
i. Arson	0	1	0
Caveat: Two reports of sexual assault, one alleged rape the other alleged sexual battery. Suspect arrested however District Attorney's Office elected not to prosecute. Suspect expelled and restricted from every campus/center			

Criminal Offenses - Public Property			
Total criminal offenses on public property			
Criminal offense	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	0	0
g. Burglary	0	0	0
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0

Annual Fire Alarm inspections are conducted by the local fire jurisdiction and any recommendations are promptly addressed. Fire extinguisher service is contracted out for testing and servicing. Fire extinguishers and eyewash stations are inspected on a monthly basis and if problems are found with the fire extinguishers or eyewash stations they are remedied as soon as possible by maintenance staff (Completed inspections forms for the past three years available in the DEHS office).

Self Evaluation

The College meets the standard. Fresno City College will continue in its efforts to provide a safe and healthy educational and work environment. There is an established emergency plan to assure the campus community is informed about crisis response. The campus Police Department has a good working relationship with outside law enforcement agencies, and with health and psychological services to provide students with needed resources and assistance. The environmental health and safety officers assure that the campus community stays informed with educational bulletins, and online safety training. New projects, such as the Old Administration Building upgrade include ADA approved access ramps and facilities. For other identified access issues, the College plans to participate in an ADA transition plan to work toward ADA compliance. The College will continue to assess student and public needs, and work to see that the campus offers a safe and accessible environment.

Planning Agenda

None.

IIIB.2 *To assure the feasibility and effectiveness of physical resources in supporting institutional effectiveness, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

IIIB.2a *Long-range capital plans support institutional improvements goals and consider projects of the total cost of ownership of new facilities and equipment.*

Descriptive Summary

Previous accreditation teams recommended that the College and District address the status of the Old Administration Building (OAB). As of December 2010, the 2nd phase of the OAB was completed. Campus Business and Administrative offices are now housed in the building and in spring 2011 classes were held in the completed classrooms. With a passage of a bond measure in 2002, and the generous donations of the public and College employees, the OAB continues to be a historical icon of Fresno City College. Not only will the OAB house various educational facilities, but will also serve as the main center for campus business and administrative activities.

The impact of inadequate parking is most severe during peak periods such as morning to early afternoon hours and the beginning of each semester. In response, \$2.63 million from Measure E funds were allocated to address parking issues. However, these funds were diverted to the renovation of the OAB. This issue must be addressed in the near future due to the OAB's close location to residential neighborhoods and the concerns of those residents. This becomes of particular concern with the use of the OAB auditorium. To deal with immediate concerns, at the April 5, 2011 Board of Trustees meeting, an Interim Parking Plan was approved. The District must have in place a plan to route traffic and address parking issues before the auditorium can be utilized by outside agencies.

The current traffic and parking problems at the beginning of each semester are addressed by opening a practice field north of the gym for parking and providing a shuttle serves from Lot Q to the campus areas. This plan is operational for the first three weeks of each semester.

The District maintains and updates the five-year construction plan for the College campuses (IIIB.1). The plan tracks the progress of capital construction projects funded by state and local bond measures and projects proposed for future funding. It is not known how much input from the various approval and planning committees from the College level is evaluated by the District. The College receives a copy after the report has been filed with the state.

Projects that were approved and partially completed at the state level are the OAB and the Fresno City College Child Development Center. The OAB project phases I, II and IV have been completed and the west and south portions designated Phase III will be under construction in 2011 and completed in 2012.

The new Fresno City College Child Development Center, to be open in 2014, is approved for funding of preliminary plans and working drawings. Additional projects included in the five year plan and proposed for future state and local bond funding include an Academic Facilities Modernization with a total budget of \$15 million. A two-phased project to upgrade campus areas to meet American with Disabilities

compliance standards is planned with funding in 2014–15 and 2015–16.

The campus does not have an equipment evaluation and replacement plan, outside of the technology plan, that would evaluate and assess instructional and support equipment in respect to current technology, modernization, or serviceability.

The current equipment needs are assessed by an annual review of decision package requests which are funded by lottery funds. The campus does not generally use lottery funds for salary. Lottery funds are used to augment other areas that need support such as library funding, technology upgrades, equipment upgrades, instructional technology, and ongoing maintenance. The decision packages are negotiated first at the department levels, then the division levels, then the vice presidents level. These decisions are forwarded to the Budget Advisory Committee and then moved to the SPC and the president before submittal.

Self Evaluation

The College meets the standard. The completion of the renovation of the OAB provides much needed space for the College. However, it also created a situation that was not fully anticipated in backfilling the vacated spaces. In the future more coordinated planning should be done by all departments affected by a project, including communication with the District.

The College has created an effective planning model by utilizing program review, action plans, and the Facilities Committee to assist in planning and implementing campus improvements and expansions. This process was devised and extensively reviewed to ensure a proper working model for facilities and College support departments after the 2005 accreditation visit. The process has been in place for five years and is continually being reviewed and adjusted to ensure proper operation. The lack of planned parking for new facilities is an ongoing issue.

The District has authorized consultants to conduct an assessment. An inspection of facilities is underway to address physical, technological, and energy recommendations for the development of a Facilities Master Plan. This plan will be used to assess the

financial needs of modernization projects, facilities enhancements, parking needs, and a future bond initiative. An integrated facilities plan would serve as an approval mechanism and also facilitate completion by scheduling, prioritizing, and funding projects.

Equipment planning is an area that has not been addressed or evaluated in campus planning. The decision package system has worked well for the College, but it assumes that everyone is fully participating in the process, and it does not review aging assets.

Without planning, equipment may be overused or neglected and will not be systematically replaced. This information and planning is also important in the campus support areas. All areas should be operating at the current technology level of private industry. This is also important in support areas such as the print shop, copy center, and custodial services. For equipment planning, outside of technology, an ongoing replacement plan should be in place so that as decision packages are reviewed, the current and coming needs can be planned effectively.

All equipment should be maintained as recommended by the manufacturer and equipment scheduled for replacement as required avoiding mechanical fatigue or obsolescence. This would ultimately reduce costs by eliminating downtime in support areas.

Planning Agenda

The College will develop and implement an equipment replacement plan.

IIIB.2b *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

There is no institutional strategic plan with respect to College facilities. Fresno City College may coordinate efforts and work with SCCC administration and operations to integrate College plans with the District plan, but how this happens is not clear or systematic. There is a five-year District construction

plan which is updated annually, but there is not a District facilities plan. The College and District facilities committees should have a direct relationship. The decisions for the 5-year construction and maintenance plans should be transparent in either an action plan or some other method of review by the CFC. The decisions from this process should be supported by the College's Facilities Master Plan. Fresno City College's Educational Master Plan was completed on March 2, 2010 (IIIB.2). This was the first step toward having a Fresno City College Facilities Master Plan. The Facilities Master plan was approved at the June 7, 2011 Board of Trustees meeting and awarded to Darden and Associates. An initial planning meeting was held on July 21, 2011 to discuss:

- Project Initiation
- Development of District Mission/Goals and Facility Assessments
- Demographic Analysis
- Educational Program Needs and Alternatives Analysis
- Prioritization and Funding Analysis
- Community Dialogue and Implementation

This plan should address how the College will service a projected growth in unduplicated headcount to 33,000 students by 2025. This plan will also include a strategy for financing this growth.

The LAN-WAN project referred to in the second paragraph of the 2005 accreditation report has been completed. The final phase extended the campus network across Blackstone (Field House, Police Academy and a limited installation in District Operations) (IIIB.10).

A master schedule is in place for Measure E projects. Measure E is the \$161 million bond passed in 2002. Most projects have been started and many have been completed. These include: 1) acquiring a site for a proposed southeast campus for Fresno City College; 2) renovating the south and west wings and the auditorium of the OAB, and; 3) building renovations in the Applied Technology Division. The remaining OAB renovation is planned to be completed with state funding. The College will continue to work with the District to leverage state funding through Proposi-

tions 47 and 55 and will continue to apply for future state funding.

The District is still funding required maintenance projects such as the re-roofing of the vacated Administration Building, the replacement of the south heating loop, and the replacement of the walk-in area of the cafeteria. Due to lack of state funding, the Scheduled Maintenance Program (SMP) is in abatement.

A Student Services remodel has been completed. The vacated Administration Building is undergoing modernization as the OAB comes into use. The Fresno City College Facilities Committee spearheaded the planning for the use of the vacated Administration Building, and all but one of the committee's proposals were accepted and implemented by the SPC and president.

The College's Educational Master Plan (EMP) says the following:

- a. Using the allowable standard referenced in the CA Code of Regulations Title 5 for calculating space...and the College's current space inventory...Fresno City College will show a significant "net need" for space through the year 2025. (IIIB.17: CA Code of Regulations Title 5).
- b. Given the growth forecast presented to the Council, the College is projected to need an additional 177,769 ASF (assignable square feet) of space by the year 2025. If the space at Manchester Mall becomes unavailable, an additional 10,440 ASF of space will be required.
- c. The State Chancellor's Office tracks (and may fund) space in five key categories. These include:
 - i. Classroom
 - ii. Labs
 - iii. Office
 - iv. Library
 - v. AV/TVFresno City College shows a need for space in all five of these categories. Of the total new space required, 136,000 ASF is in these five key space categories.
- d. The District intends to develop a standardized procedure for determining the "Total Cost of Ownership" (TCO) for existing facilities as well as for remodeled or new facilities that may

be constructed throughout the District. The purpose of TCO will be to provide an institutionally agreed upon, systematic procedure by which each existing facility in the District is evaluated and, at the same time, to establish a quantitative database that will assist the District and each college in determining the viability of existing facilities as well as the feasibility of remodeling and/or constructing of new facilities. The cost of energy-efficient design or retrofitting should be included in this, since energy usage is a major cost component of facilities operation. (IIIB.14: Energy Usage)

There is a SCCCDC Facilities Committee and a Fresno City College Facilities Committee. The former scarcely communicates with the latter. While the SCCCDC Facilities Committee does operate as a shared governance committee the flow of information needs improvement. The representation on the committee is not aligned with the Fresno City College Facilities Committee. This lack of communication has resulted in a feeling that the campus's shared governance efforts are not integrated into District planning.

Three examples of the Facilities Committee's work are recommending a plan for the vacated Administration Building to the SPC and the president once it was vacated; recommending that an improved sound system be installed in the OAB's auditorium; and recommending a procedure for scheduling the use of the OAB auditorium.

The Facilities Committee is charged with examining parking issues on Fresno City College's campus. Everyone agrees, especially students, that parking is a significant problem. The committee has recommended that the president urge the District to develop a parking plan that accommodates the opening of the OAB, as is required by the Environmental Impact Report on the renovation and re-opening of the OAB (IIIB.3).

The committee reports to the president and the SPC, and makes recommendations to each with respect to facilities issues. There is a good relationship with room for improvement between the committee, the president, and the SPC (IIIB.8).

Self Evaluation

The College partially meets this standard. After the passage of Measure E in 2002 which provided \$25 million dollars to renovate the OAB, the College worked with the District to hire the lead architectural firm, and then developed a College plan for the use of the OAB. This plan was completed by 2004.

The EMP says the following:

Facilities planning is but one portion of the overall TCO planning model that must be developed by the District. There is not a TCO planning model being developed, although the concept is supported. As such, it must be integrated into the overall planning system and ultimately approved through the District/College's shared governance process.

Fresno City College should take the next step in the planning process by identifying a facilities plan and a finance strategy to meet all its facility needs.

Fresno City College should develop a FMP as soon as possible. The finance strategy will take serious collaboration and mutual consultation with the District. Parking needs to be better-addressed both by the College and the District. The District controls the fund into which parking fees, fines, etc. are channeled.

Planning Agenda

As stated in IIIB.1, the College will complete a College Facilities Master Plan and ensure that it is updated as appropriate.

Evidence for Standard IIIB

- IIIB.1 5 Year Construction Plan- Fresno City College Portion
- IIIB.1b 5 Year Construction Plan Components
- IIIB.2 Educational Master Plan
- IIIB.3 Environmental Impact Report for OAB
- IIIB.4 Review of Lottery/Decision Package Funding
- IIIB.5 Parking Inventory
- IIIB.6 Fresno City College June 2010 Safety Bulletin
- IIIB.7 Fresno City College Environmental Health and Safety Committee
- IIIB.8 Fresno City College Facilities Committee
- IIIB.9 Scheduled Maintenance Five-Year Plan
- IIIB.10 SCCCCD Cost Summaries of Construction
- IIIB.11 [Environmental Health and Safety website](#)
- IIIB.12 Crisis Training
- IIIB.13 The Campus Safety and Security Data Analysis Tool
- IIIB.14 Energy Usage
- IIIB.15 State Ranking of Capital Outlay Proposals
- IIIB.16 SCCCCD Major and Scheduled Maintenance & Repair Projects
- IIIB.17 CA Code of Regulations Title 5
- IIIB.18 Worksite ET106 Confirmation.pdf
- IIIB.19 District Physical & Fiscal Resources

STANDARD III C RESOURCES

Technology Resources

Standard III C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Committee Members

Co-Chairs:

Roberta Baber, Faculty (retired spring 2011)

Tim Woods, Administrator

Harry Zahlis, Classified Professional

Members:

David Balogh, Faculty

Brian Beamer, Student

Tony Caviglia, Faculty

Maria Coronel, Faculty

Monique Kelley, Faculty

Otha Lewis, Classified Professional

Don Lopez, Administrator

Dennis Mohle, Faculty

Phil Nelson, Classified Professional

Susi Nitzel, Classified Professional

Leslie Silva, Faculty

IIIC.1 *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.*

Descriptive Summary

Technology oversight and planning is a collaborative effort involving the College governance process and District support services. Shared governance in this area occurs through the Technology Advisory Committee (TAC) (IIIC.1: Strategic Planning Council Documents*). TAC's purpose is to identify, discuss, and plan for potential and current technology. Committee work has included the development of an action plan for portal software, the creation of a data and telecommunication disaster recovery subcommittee, the development of technology surveys to assess faculty's technological capabilities and interests, as well as evaluation of new and emerging technologies (IIIC.2: Technology Advisory Committee Meeting Agendas and Minutes; IIIC.18: Technology Advisory Committee Documents). Technology planning is also supported through the College's program review process, where academic departments consider technology requirements in relation to curriculum and instructional needs (IIIC.3: Program Review Committee Agendas and Minutes, IIIC.4: Program Review Committee Archives).

District technology planning is based on the District's strategic plan; the District technology plan that was developed by the Technology Coordination Committee (TCC) and presented to and approved by the Board of Trustees in 2001 (IIIC.1, IIIC.5: Technology Coordinating Committee Technology Plan). The TCC is co-chaired by the associate vice chancellor, workforce development and educational services and the director of information systems (IS). The committee is comprised of representatives from the colleges and centers of the District and represents all the various constituent groups. Fresno City College is well represented by faculty and administrators from several divisions, counselors, and lead classified professionals from the technology support area.

* Second and subsequent references to evidence will only include the evidence number.

Computer technology is available to students throughout the campus. Except for the Old Administration Building (OAB), which came online in 2011, every building with student classrooms has at least one room with computers available to students sometime during the school day. There are over 2,000 student lab workstations on campus. All have College network access, which includes internet access (IIIC.6: Fresno City College Campus Technology Plans). With over 25,000 students on campus, that is a ratio of less than one computer per 10 students.

In order to increase student availability, the College has created some wireless access points (WAPs) on campus for students with their own laptop, notebook, notepad, or smart phone, and has plans to increase the number of WAPs until the entire campus is equipped with wireless access (IIIC.6; IIIC.23: BUS/TSS Lab Advisory Meeting Agendas and Minutes). Plans for virtual desktop units (a monitor, keyboard, and a thin client) will reduce the cost of providing computer access to students and improve the computer to student ratio.

Many of the program reviews submitted by instructional units over the past four years have included requests to convert at least some existing classroom facilities into "smart classrooms" (IIIC.4). "Smart classrooms" include controls, sound, a projector, and ways to hook up multiple types of equipment. Using several funding sources (lottery money, Perkins and other grants, and other sources), many of these requests have been funded. As a result, 95 classrooms of the 165 classrooms on campus are now equipped as "smart classrooms" (IIIC.6). In addition, the 19 classrooms in the Business Education building are equipped with a computer, sound equipment, a projection system mounted in the ceiling, and a monitor that also functions as a smart whiteboard (IIIC.7: Technology Support Services Documents).

The College embarked on a student email communication project in fall 2009. The College reviewed various email systems available to educational institutions and decided upon the Microsoft LIVE@EDU system. As of June 1, 2010, the District implemented student email accounts provided through the Microsoft LIVE@EDU program (IIIC.30: SCCC and FCC Websites/pages). Student accounts are created auto-

matically and synchronized with Microsoft and the College student information system within 24 hours of a student submitting an enrollment application.

To date, there are 100,000 plus accounts in the system. The student email system is mandated for all students unless a student chooses to communicate only via postal mail. Approximately 5,000 students have opted out of communication with the District through email. The estimated cost savings from this program is approximately \$90,000 annually (IIC.8: Postage Expense Comparison from 2009 to 2010).

The District implements the Enterprise Resource Planning (ERP) system based upon the Datatel Colleague platform to perform District business (e.g., purchasing, payroll, personnel, student information

system (SIS) related communication, class scheduling, student enrollments, etc.). Classified personnel are responsible for data input to the District computer systems. Key District reports, statistics, and fact sheets are accessible to support data-driven decision-making through the Fresno City College website (IIC.30). At the campus-level, the institutional research, assessment, and planning office utilizes data retrieved from Datatel to create reports related to enrollment management, FTES, student success, as well as other ad hoc campus data and reporting requests. The institutional research webpage offers access to data request forms, program review data, research briefs, and reports (IIC.30).

The director of technology's budget allocation is presented in the table below: (IIC.7)

General Funds	2007-2008		2008-2009		2009-2010	
	Director of Technology Budget	% of College Budget	Director of Technology Budget	% of College Budget	Director of Technology Budget	% of College Budget
Salaries & Benefits ¹	\$1,667,367.00	2.59%	\$1,720,573.00	2.58%	\$1,593,490.00	2.39%
Supplies & Software ²	\$88,000.00	9.01%	\$52,000.00	5.28%	\$69,800.00	6.85%
Equipment ³	\$70,000.00	34.85%	\$60,000.00	35.54%	\$40,000.00	33.97%
Total	\$1,825,367.00	2.78%	\$1,832,573.00	2.70%	\$1,703,290.00	2.52%

1. Object codes 91XXX, 92XXX, & 93XXX - Salaries & Benefits
2. Object code 94XXX - Supplies & Materials
3. Object Code 96XXX - Capital Outlay

Although the director of technology's general fund budget has been reduced, there has been an effort to use alternative revenue sources. Funding for Blackboard has been shifted from general funds to lottery funds (IIC.10: Fresno City College Decision Packages). Additional funding requirements have been supplemented through various grants and some purchases made through Perkins funds for vocational programs (IIC.11: Grant Budget Reports). Lottery funding for software and equipment purchases has run between \$350,000 and \$500,000 per year (IIC.10). Perkins funding is used to replace hardware in Business Education and Applied Technology. In 2010, Business Education spent almost \$200,000 on computer replacement (IIC.11).

Establishing accessible distance education learning environments is another major area of focus for

the institution. In accordance with Section 508 of the U.S. Rehabilitation Act, the Distance Education Committee (DE) has been working to create processes and standards to assist faculty in meeting 508 compliance requirements. In spring 2010, the DE committee identified the need to perform a gap analysis to study 508 compliance (IIC.12: Distance Education Committee Meeting Agendas and Minutes). The committee reviewed several standards and rubrics designed for distance education course evaluation. A draft rubric was created in spring 2010 for pilot review in fall 2010. Areas identified for review included accessibility, learner support, and implementation of instructional technology (IIC.13: Distance Education Committee Documents).

In May 2010, the distance education coordinator presented to the DE committee the 508 Compliance

Transition Plan for Distance Education Courses (IIIC.12; IIIC.13). The plan outlines the need to identify and review currently active DE courses for 508 compliance. The plan also identifies the need to prioritize retrofitting materials, content, and design. The DE committee is currently working on a recommendation for implementing the 508 compliance plan.

Several faculty have made a concerted effort to establish 508 compliance. Faculty are currently utilizing tools such as Camtasia to perform closed captioning. Outside closed captioning vendors have also been made available through grant funding. Closed captioning of videos that are part of a class's Blackboard web site is a very time-consuming activity. Technology solutions may reduce the time required. Researching and purchasing these technology solutions could make 508 compliance tasks more manageable. The DE committee has been discussing better ways to both monitor and support 508 compliance initiatives.

In spring 2010, the DE committee discussed the need to provide faculty with 508 compliance training and tutorials. The distance education coordinator has identified several online resources. Online resources include links to: Chancellor's Office CCC Distance Education Access Guidelines for Students with Disabilities, Web Accessibility in Mind (WebAIM), and University of Wisconsin-Madison Web Accessibility 101 (IIIC.14: Distance Education Committee 508 Compliance, Online Resources).

Self Evaluation

The College is working toward meeting this standard. Technology planning has moved from reactive to proactive with the implementation of action plans and the TAC designated as a strategic planning advisory committee. As part of the mid-term report, recommendation 3.4, the visiting team recommended, "the College implement a technology plan that coordinates with the District technology plan, and is fully integrated with program review." The Fresno City College 2009-2011 campus technology plan was updated in spring 2009 and submitted and reviewed by campus constituencies in spring 2010 (IIIC.6).

Funding remains an issue due to increasing technol-

ogy demands from students and faculty. Increased levels of support for hardware replacement, software and hardware maintenance agreements, and technology support services personnel are necessary to meet the growing demand on campus technology support and expanding systems requirements.

In fall 2008, the DE committee set a goal to develop an administrative structure for distance education. The committee analyzed distance education administrative structures at other California community colleges and as developed an action plan as a result. The desired outcome is effective implementation of technology driven instruction at Fresno City College (IIIC.1: IIIC.13).

Planning Agenda

None.

IIIC.1a *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Descriptive Summary

The Technology Support Services (TSS) Department is comprised of 16 professionals with various technical skills ranging from desktop support to high-end server administration and computer programming. TSS provides support for over 850 full-time faculty and staff workstations, 2,000 student lab workstations, and 60 servers (25 physical and 35 virtual). They also provide support and administration for the campus wireless network that is used in classrooms and public student areas, as well as offices and meeting spaces.

Technology request forms (TRF) and the TSS help desk track day-to-day support requests. Work orders are entered into a database program called Track-it and assigned to technicians based upon the division or administrative area making the request. TSS has responded to 4,889 work orders in 2008, 6,681 in 2009, and 7,107 in 2010 (IIIC.7). Technology request forms are required for all technology purchases on campus. The TRF process was instituted six years ago in order maintain technology standards on campus so

that technology resources could be maintained and supported by the campus technology staff (IIIC.7). It has also assisted in streamlining the ordering process and reducing costs by combining technology orders when possible.

The campus network backbone is a hybrid 24 single-mode, 12 multi-mode fiber optic cable design in a star topology centered in the main cross-connect located in the Media Center. Each building has a cross-connect on every floor (IIIC.29: LAN/WAN Configurations and Drawings). With few exceptions, all network wiring on each floor terminates in the cross-connect on that floor. The first floor cross-connect feeds the other floors with fiber optic cable. All copper wiring in the network is Category 6 wiring, which allows for gigabit speed to the desktop.

The campus selected Cisco equipment for the network infrastructure. There are two 6509 chassis-based switches used for the network's core and approximately 130 distribution / access-layer switches on campus. The switches are set in a redundant fashion so that a network failure on one core will not result in a campus wide network failure. In 2006, Measure E bond funds were used to add an emergency generator and an uninterrupted power supply (UPS) for the main cross-connect (IIIC.9: Measure E Web Site). This resulted in a 100 percent uptime for the campus main cross-connect.

Campus network cross-connects use a Cisco distribution switch to down-level access switches. The distribution switch acts as a distribution or access switch depending on system needs. The access layer switches are getting old and most will be replaced over the next five years with funds coming from a Title V Grant (IIIC.16: Title V Grant). All but a few switches will be at the end of life and end of support by 2015.

Large uninterrupted power supplies (UPS) units are used in the cross-connects to provide additional up time for the network switches. This is important as the campus moves to Voice over Internet Protocol (VoIP) in the near future. The campus recently purchased monitoring modules for the UPS units to allow notification of a UPS failure or battery cell loss. The network monitoring solution allows TSS to be proactive in the maintenance and support of the campus

network (IIIC.15: Orion Network Performance Monitor). Most of the UPSs in the cross-connects need to have the batteries refreshed. This will be addressed through future decision package requests from TSS.

The College recently applied for and received a new Title V grant. One of the aspects of that grant will be the implementation of a virtual desktop infrastructure (VDI) and application virtualization. This will provide students who have limited computer resources at home to be able to use a web browser and have access to software they typically couldn't afford. The College will encourage students to access these technologies in hopes of increasing student success. The grant also provides for a new technology position; a systems technical resource analyst. The main function of this position will be to manage and maintain the campus virtual infrastructure. The position will be institutionalized after the grant ends (IIIC.16).

As the campus works towards embracing VDI for students, TSS will also consider virtualizing staff and faculty desktops. Some of the intended consequences of moving towards desktop virtualization technology will be a higher level of security for data (it never leaves the data farm) and the freeing up of staff to meet other demands. Rather than spending hours to re-image a computer lab, upgrade desktop operating systems, or install office suite applications, staff can spend time working on new images that will change for the end user by simply logging off and then logging back on to a computer resource or terminal client. What used to take considerable time could be done much quicker and efficiently. The time saved can be spent on other TSS projects.

Major upgrades have taken place in the main computing center. A virtual server environment is being upgraded and expanded in anticipation of future growth. A new storage area network (SAN) and new host servers (Dell R910s) for the virtual environment have been purchased and implemented. The campus has been involved in virtualization technologies for approximately four years. VDI installation will be an expansion of those services and will create a more efficient and effective means of student support and it is anticipated that desktop virtualization will be extended to faculty and staff in the future.

The College contracts with the external vendor Blackboard for its primary course management software (IIIC.17: Contract with Blackboard). Blackboard provides 24/7 technical support for faculty and students for distance education (DE) courses. In addition, Blackboard is used by face-to-face (F2F) instructors who may wish to provide online access to primary course documents, such as syllabi, schedules, links, or other resources to assist students and enhance courses. Any faculty who wish to explore converting a current face to face class to a DE class must first obtain Curriculum Committee approval. In addition, faculty must have completed an approved online teaching program to teach DE classes. If faculty wish to design a new class as a DE class, then they must submit the DE request when submitting the rest of the course proposal to the Curriculum Committee. The responsible division dean and vice president of instruction must approve all DE course offerings (IIIC.13).

Blackboard is responsible for providing reliability, disaster recovery, privacy, and security (IIIC.17). The College does not yet have an overall disaster recovery plan; however, the TAC is working on the data and communication portions of a plan (IIIC.2; IIIC.18). As the coordination and implementation of Voice over Internet Protocol (VoIP) on campus continues, TSS is developing redundant systems for voice and data networks. TSS is also working in coordination with TAC and District IS to co-locate equipment in each other's facilities to provide a disaster recovery solution. Coordinated purchases of the same hardware and software platforms including servers, storage area networks (SAN), and enterprise backup software have been done between the District and College to make disaster recovery activities more cohesive. Implementation of these resources should be completed in summer 2011.

Self Evaluation

The College meets the standard. The campus data center has recently received upgrades to the virtual environment (three new servers) and storage area network (SAN) and an upgrade from an HP MSA 1500 to an EMC CX-240. The data center is supported by an emergency generator and a full room Uninter-

rupted Power Supply (UPS) from APC. With the recent award of a Title V Grant, TSS will be looking at expanding virtualization offerings to include virtual desktop infrastructure (VDI) and application virtualization to provide additional resources for students working off campus (IIIC.16).

Technology plays a prominent role on campus and adequately meets the needs of the College. The TAC meets biweekly, develops technology action plans as needed, and submits these plans to the strategic planning council (IIIC.18).

Technologies that need updating include the wireless network system. The current system is approximately four years old and operates using older 802.11a b/g wireless standards. The College has not had the funds update the system to the new 802.11n standard which would improve connectivity for students, faculty, and staff. Furthermore, with the increased usage of the wireless system due to the tremendous growth in personal wireless devices, the campus needs to evaluate the current system to determine if it can be expanded to meet these demands. Funds to expand or replace the current system will need to be identified.

Planning Agenda

The Technology Advisory Committee and Technology Support Services will evaluate the wireless network system and make recommendations for upgrades/replacement in the next College technology plan.

IIIC.1b *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

Technology training for students, staff, and faculty is addressed at many levels. Students are trained in the College's academic and occupational/vocational programs (IIIC.19: Fresno City College Catalogs). They also receive support and training through computer labs that are open for walk-in usage. The student computer lab in the Learning Resources Center is a high usage lab because it is open to all students. The computer lab located in the library is also open

for student use, and library personnel are available to answer questions and provide technical support. Students often receive further training from faculty, even in non-technology-based classes, on topics such as using classroom computers for internet research, navigating Blackboard, and preparing PowerPoint presentations. Short-term training for students is accomplished by teaching and lab assistants in open labs, by tutorial staff, or by Blackboard tutorials. Computer literacy is a graduation requirement for all students (IIIC.19).

Classified staff training is offered throughout the academic year. This is addressed primarily by classified professionals and the Classified Senate. Classified professionals' primary training focuses on the Microsoft Office Suite although they do address other technology areas. Classified Senate offers training that is more specialized to the College's processes, such as Datatel.

Classified professionals generate possible training topics based on feedback received from past training evaluations, as well as supporting newly implemented campus technology. This information is then gathered and presented to the Classified Professionals Steering Committee for review and a final decision. The training calendar is set a year in advance and training is scheduled for the third Thursday of each month. Classes are taught by faculty, staff and the director of technology. Adjustments are made depending upon classroom and/or instructor availability. Classified staff has first priority but faculty and administrators are also welcome (IIIC.20: Classified Professionals Technology Training; IIIC.30).

Classified Senate's training schedule is established on a more informal basis. During the summer months, Classified Senate generates workshop ideas and identifies dates for the coming year. Classified Senate focuses mostly on what classified staff has requested in past workshop evaluations (IIIC.20). As with classified professionals' training sessions, classified staff has priority in the workshops but faculty and administrators are welcome to attend.

Technology support staff are usually trained by bringing outside industry professionals to campus. Technical training in the last five years included: SABO ticket-

ing systems, SQL, Cisco, Exchange 2007, Windows Vista and Server 2003, Sophos Antivirus and email appliance, KACE, and Altiris imaging/deployment software. Technical support staff also attends offsite training by attending conferences and participating in intensive one-week training workshops.

The College had a coordinator of academic computing position that was recently reassigned due to budget constraints. The coordinator of academic computing organized an annual Summer Institute during the week following the end of the spring semester (IIIC.21: Faculty Technology Training). This training event was open to any District employee, with faculty, then staff from Fresno City College having priority for over-filled sessions. The sessions were determined by a faculty survey in the early spring. Sessions were either taught by volunteer faculty and staff or by professional trainers. Each session was evaluated. Funding was a combination of staff development and decision package funds. The Summer Institute was cancelled due to lack of funding in 2010.

Faculty are offered training classes on flex day at the beginning of each semester. Flex day training consists of a series of workshops that concentrate on the most critical software used by instructors, namely MicroGrade and Blackboard. Innovative technology sessions and distance learning special interest group meetings are also held. Past technology-related topics have included workshops on: ARTstor, Blackboard, CurricUNET, Epsilen, Micrograde Online, and Wimba (IIIC.21).

Faculty training is also available in the Teaching and Learning Center (TLC) training room from the distance education/information technology support technician (DEITST), the director of technology, and subject matter experts among the faculty and staff. Workshops are offered throughout the semester (IIIC.21; IIIC.27: Academic Senate's Instructional Technology Committee Meeting Agendas and Minutes). Faculty can choose from a variety of classes, focusing primarily on MicroGrade, WebAdvisor, and Blackboard, but also including training for other instructional software. These classes are offered at various times throughout the semester. A calendar for each semester is available on the College website

(IIIC.21; IIIC.30). However, due to scheduling conflicts and a lack of dedicated staff for training there is often a low number of attendees.

In an effort to increase technology training opportunities, in spring 2011 TAC reviewed and compared three options of online, self-paced training software: Lynda.com, Atomic Learning, and Virtual Training Company (VCT) (IIIC.2; IIIC.18). TAC anticipates that more staff, faculty, and administrators will take advantage of a self-paced training option because of the convenience that online training provides, as well as the breadth of available course offerings.

The College's distance education guidelines adopted by the Academic Senate stipulate that faculty will have appropriate training in the techniques of distance education instruction before teaching a distance education course (IIIC.13). Faculty who wish to teach online are encouraged to complete an online instructor training program such as the one offered by @ONE. Training topics provided by @ONE include: introduction to online teaching and learning, creating accessible online courses, course management training, building online community with social media, designing effective online assessments, and completion of an online practicum (IIIC.21). External programs such as @ONE have been extremely useful; however, the limited availability of training sections is a concern.

In 2008, the College developed and implemented a 9-unit Online Teacher Training Program (OTTP). The program consisted of eight courses, which covered an introduction to online teaching, beginning blackboard course design, accessibility for course materials, introduction to library services for online students, introduction to tutorial services for online students, introduction to student services for online students, online assessment, and using media for online delivery of materials (IIIC.28: Online Teacher Training Program). Curriculum was developed and approved by the Curriculum Committee as independent studies courses. All courses were delivered as distance education courses. The program was implemented as a cohort structure. Approximately fifty to sixty instructors completed the program. In 2009, the program was discontinued due to budget constraints. The Distance Education Committee recommended

in their 2009-2010 year-end report submitted to the Strategic Planning Council that the OTTP be reinstated (IIIC.13).

Self Evaluation

The College meets this standard. Efforts are made by the majority of the campus community to remain informed of the latest technologies, to integrate them into institutional practices, and to communicate these practices through ongoing pre-announced training opportunities to all constituents. However, elimination of the coordinator of academic computing position and cancellation of the Summer Institute has impaired the ability to meet the training needs of the faculty.

The College had hoped to reinstate the Summer Institute in spring 2011 however, the coordination and implementation could not be accomplished in the time allowed given the director of technology's other project priorities. The Summer Institute has been very popular amongst faculty in the previous years. Attendance for the previous years was 139 in 2007, 156 in 2008, and 162 in 2009 (IIIC.7).

Although no formal training is designed specifically for administrators, all training provided to faculty and staff are open to administrators. Additionally, enterprise level software training is available upon request from the District information systems support staff.

Planning Agenda

The College will provide online training for all staff, faculty, and administrators that can be accessed on or off campus.

IIIC.1c *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Descriptive Summary

Campus technology is guided by TAC's vision statement and principles which were approved the College constituencies (IIIC.6). All campus constituencies are represented on TAC. The by-laws and operating

agreement were originally approved in fall 2007 and are reviewed annually (IIIC.18).

The TAC is responsible for developing the campus technology plan. The proposed plan is then presented to the campus for review and approval. Once approved the College operates under the plan (IIIC.6). In developing a technology plan, the TAC makes inquiries of the various constituent groups, as well as faculty and staff to determine their needs. In addition, any group with additional technology needs may request technology via the action planning process. The action plan is then submitted to the SPC with the TAC recommendations. Those action plans may be part of a program review, or may be submitted outside of the program review cycle (IIIC.1; IIIC.18).

For computer hardware, the current strategy is to utilize the guidelines established by the state chancellor's office with modification for various levels of computer processing demand and average daily usage. Replacement will follow a three to five-year cycle with the highest demand/use machines being replaced every three years. Those not meeting the criteria would be on a four to five-year cycle, also depending on overall processing demand and usage (IIIC.6).

With the current budget issues, the computer replacement cycle through decision package requests has been temporarily suspended. Other funding sources may help to offset the decision package funds, but these sources have also been impacted by the budget crisis. TSS is exploring the use of virtualization technologies as a way of extending the hardware replacement lifecycle. Desktop virtualization can help reduce hardware replacement of PCs with thin-client terminals, which cost one-third the price of a PC and use one-fourth the power.

TSS has recommended through program review that a line-item budget for technology expenditures be established for the purpose of better tracking technology purchases (IIIC.18).

Assessments are conducted periodically to determine how well technology needs are being met. The results

of these surveys are considered for campus wide technology. For example, at the end of the 2009-2010 fiscal year, the Strategic Planning Council allocated remaining College funds to technology needs. The campus purchased 300 desktop computers for staff and faculty and upgraded the campus storage area network and virtual server hosts. These needs were at the top of the priority list in the TSS program review and the campus technology plan (IIIC.6, 7).

Fresno City College is represented on the State Center Community College District Technology Coordination Committee (TCC). The TCC is composed of constituents from the Colleges, Centers, and District. This group facilitates communication and coordination of technology efforts throughout the District.

Self Evaluation

The College meets this standard. This planning method is about five years old and not everyone is aware of all procedures. Much of the general campus wide technology is implemented because of needs identified at a higher level and then implemented. This is done without involvement in the planning process. As time goes on the process will become a natural part of the campus culture.

The infrastructure has not been included in the planning and budget process. There is not a plan to allocate funds to upgrade pieces of the infrastructure as they wear out or become obsolete. The College has a policy for replacing the computers in offices, labs, and classrooms; however, there is not a policy for replacing the network equipment that supports all the computers. Network infrastructure components such as servers, routers, switches, etc. must be replaced periodically, and they are often expensive items.

Planning Agenda

The College will include a recommendation for technology infrastructure replacement as part of the next technology plan.

IIIC.1d *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Descriptive Summary

The distribution and utilization of technology resources is determined by several sources: the TAC, documented needs in program reviews and in action plans submitted to the Fresno City College Strategic Planning Council (SPC) (IIIC.1; IIIC.2; IIIC.4; IIIC.18).

The TAC develops, writes, evaluates, and updates the Fresno City College campus technology plan (IIIC.6). Additionally, the TAC evaluates, reviews, and advises in planning for acquisition, maintenance, and use of current and future technology throughout the College. The committee submits policy recommendations that are strategic in nature to the SPC, operational in scope to the College president, and acts as an advisory board to the TCC. In addition, the committee also recommends training activities that assist College staff with technology use (IIIC.18).

When a program submits a program review, requests for additional technology with justification are included. When the program review is accepted by the Fresno City College Program Review Committee, technology requests are forwarded through the Strategic Planning Support Team (SPST) to the TAC. The TAC recommendations are then forwarded to the SPC for action. The chair of the TAC is also a member of the Program Review Committee (IIIC.22: Program Review Committee Documents).

Technology requests that occur outside the program review cycle are accommodated through the submission of an action plan. Action plans are submitted through the SPST to the TAC. The TAC forwards their recommendations to the SPC for action resulting in a technology priority list maintained by the TAC (IIIC.6; IIIC.18). When the Budget Committee releases funds to the TAC, purchases are made according to the priority list.

For technology that is funded outside the general budget (one time grants or on-going grants such as

Perkins Funds), the requesting organization submits a technology request form detailing their request. TSS personnel evaluate the request and make a recommendation. This prevents organizations from purchasing several different platforms, which places an undue burden on support infrastructure.

Self Evaluation

The College meets the standard. District and College administration have stated strong support for technology integration. The planning process is effective, although relatively new to the College. Needs are being identified and justified. The current budget situation has resulted in postponing purchase of lower priority items. When money is available, technology has been given high priority.

Planning Agenda

None.

IIIC.2 *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

The College has integrated technology planning into the campus planning process. Since the last accreditation the campus has made significant progress toward institutionalizing a planning process through the SPC and the advisory committees (i.e.: Technology Advisory Committee, Distance Education Committee, Facilities Committee, Budget Advisory Committee, etc.). The committees have provided vehicles from which campus issues can be raised and resolved through the action planning process (IIIC.1).

The director of technology support services has operational responsibilities for all campus technology. All requests for technology purchases must be approved by the director and be accompanied by a technology request form (TRF) and a requisition before a purchase order will be created (IIIC.6; IIIC.7). This process assures that technology is not implemented

that cannot be supported or maintained by the technology department. Changes in the use of technology or the implementation of new technologies must be identified and supported in curriculum review and program review for the various departments and divisions, both administrative and academic (IIIC.4).

The director of technology chairs the TAC. He is also the director of technology support services (TSS) on campus. The director reports directly to the College president and is a member of numerous campus planning subcommittees: the Budget Advisory Committee, President's Advisory Council, Distance Education Committee, plus others (IIIC.7). His membership on these various campus-planning committees provides a level of continuity for campus technology.

As part of the mid-term report, recommendation 3.4, the visiting team recommended, "the College implement a technology plan that ... is fully integrated with program review." The campus has fully integrated technology planning within the program review process; the coordination with the District technology plan has been more difficult.

The director of technology is a member of the Program Review Committee and as such, provides feedback on technology to academic and administrative programs going through the program review process. TSS also went through the program review process in 2009 (IIIC.7). A complete report was presented including a survey done related to the services provided by the TSS. Additional surveys have been conducted on campus, which reflect current technology uses and future technology needs (IIIC.7; IIIC.18). Survey data, program review data and action plans have all been used when determining funding priorities for technology. In 2010, these data sources were used to purchase over a million dollars in technology upgrades for the campus (IIIC.1; IIIC.2; IIIC.24: Strategic Planning Council Meeting Agendas and Minutes; IIIC.25).

The formalized coordinated effort between the District and the College is still a work in progress. The District wide technology committee – the TCC – is chaired by the associate vice chancellor, workforce development and educational services. A permanent

person has not filled this position in many years and as such, there has not been a strong advocate at the District level for technology planning.

Recently, the District hired the College Brain Trust, a group of community college professionals to assess the District's current organizational structure and to make recommendations to address issues (IIIC.26: College Brain Trust Recommendations). One of the deficiencies identified was the lack of a cabinet level position to be responsible for District information systems and technology. With the vacancies in the vice chancellor, finance and administration and the associate vice chancellor, workforce development and educational services, the District has an opportunity to address the organizational structure and to move forward in alleviating the lack of strategic planning as it relates to technology.

Self Evaluation

The College is working towards meeting this standard.

The College has successfully incorporated survey data, program review results and action plans into technology planning. By the director of technology having a voice on every major planning sub-committee of the SPC and the incorporation of processes and procedures for the campus to follow, resources allocated for technology are spent in an efficient and effective manner. Due to District budgetary constraints and the fiscal crisis, the expansion in the growth and implementation of newer technologies on campus will present challenges.

The mid-term report also recommended "...the College implement a technology plan that coordinates with the District technology plan...." This has been somewhat problematic from a campus/district office implementation perspective. As the planning and coordination processes are cyclical in nature, it is not clear whether District planning directs the College planning or the College planning directs the District planning. As the various constituents from the District, Colleges, and Centers meet and coordinate their efforts, the plans for each area evolves, issues are resolved, and progress is made. However, there is not a clear overarching plan that is developed, implemented, completed, and evaluated based on

the combined needs of the Colleges, Centers, and District. This is due mainly to the turnover in the associate vice chancellor, workforce development and educational services, who chairs the TCC. District wide strategic technology planning has been remiss at best due to the infrequency of TCC meetings and the lack of District coordinated planning. Meetings that have been called have been held on an infrequent basis, which has resulted in a lack of strategic, coordinated planning between the District and the campuses. Planning that has taken place between the campuses and the District has been done on a more informal basis. To a certain extent, this has been successful but is not sustainable.

District information technology is primarily tasked with maintaining the computer system (Datatel) that runs the student information system (SIS), as well as payroll, personnel, and purchasing systems. The current Datatel version is based on an older database platform. Future technologies (i.e.: web portals, single sign-on capabilities, customized application development, etc.) are severely limited by such an antiquated system. It is imperative that the District assess and implement a plan to move from the current version of Datatel to a more modern, SQL based version of the software. Until that happens, the District and campuses will be limited in implementing more progressive technology solutions. This will be a major issue for the TCC in the future.

Planning Agenda

The College will work with and support the District in updating the 2001 District Technology Plan into a fully integrated District wide technology model.

Evidence for Standard IIIC

- IIIC.1 Strategic Planning Council Documents
- IIIC.2 Technology Advisory Committee Meeting Agendas and Minutes
- IIIC.3 Program Review Committee Agendas and Minutes
- IIIC.4 Program Review Committee Archives
- IIIC.5 Technology Coordinating Committee Technology Plan
- IIIC.6 Fresno City College Campus Technology Plans
- IIIC.7 Technology Support Services Documents
- IIIC.8 Postage Expense Comparison from 2009 to 2010
- IIIC.9 [Measure E Web Site](#)
- IIIC.10 Fresno City College Decision Packages
- IIIC.11 Grant Budget Reports
- IIIC.12 Distance Education Committee Meeting Agendas and Minutes
- IIIC.13 Distance Education Committee Documents
- IIIC.14 Distance Education Committee 508 Compliance, Online Resources
- IIIC.15 [Orion Network Performance Monitor](#)
- IIIC.16 Title V Grant
- IIIC.17 Contract with Blackboard
- IIIC.18 Technology Advisory Committee Documents
- IIIC.19 Fresno City College Catalogs
- IIIC.20 Classified Professionals Technology Training
- IIIC.21 Faculty Technology Training
- IIIC.22 Program Review Committee Documents
- IIIC.23 BUS/TSS Lab Advisory Meeting Agendas and Minutes
- IIIC.24 Strategic Planning Council Meeting Agendas and Minutes
- IIIC.25 President's Advisory Council Meeting Agendas and Minutes
- IIIC.26 College Brain Trust Recommendations
- IIIC.27 Academic Senate's Instructional Technology Committee Meeting Agendas and Minutes
- IIIC.28 Online Teacher Training Program
- IIIC.29 LAN/WAN Configurations and Drawings
- IIIC.30 SCCC and FCC Websites/pages

STANDARD III D RESOURCES

Financial Resources

Standard IIID: Financial Resources

IIID *Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.*

Committee Members

Co-Chairs:

Shanna Ahrens, Classified Professional

Marianne Dunklin, Faculty

Michael Guerra, Administrator

Members:

Michael Bourbonnais, Classified Professional

Donna Chandler, Faculty

Rick Christl, Administrator

Nileen Clark, Classified Professional

Andy Crider, Administrator

Carlos Cuellar, Student

Ron Dustin, Faculty

Ed Eng, Administrator

Contributor:

Eric Fletcher, Faculty

IIID.1 *The institution relies upon its mission and goals as the foundation for financial planning.*

IIID.1a *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary

The College relies upon its mission and goals for financial planning. The College also strives to align with District goals established in the 2010-2011 District budget. As part of the program review and governance processes, the College allocates resources through an integrated planning process.

The College is allocated funds by the District. However, this allocation is not based on FTES. Additionally, a District wide formal allocation model does not currently exist; however, the District is in the process of developing one. The College practices effective oversight of finances as evidenced by evaluation of adopted budgets, audit summaries, and year-end reports.

One of the College's most significant responsibilities is the development and presentation of the annual budget. This document not only serves as a planning document for the following school year, reflecting goals and priorities, but also serves as a report to College constituents regarding utilization of public funds. Each year the College's Budget Advisory Committee is convened to review the prior year's budget, the current funding level, budget status, and the preliminary allocation to the College from the District (IIID.1-3: Final budgets from 2008–09, 2009–10, and 2010–11*). The committee is comprised of representatives from each constituent group: the Academic Senate, Classified Senate, CSEA, Associated Student Government, and senior administrative staff. Budget discussions assure that financial planning supports District goals and the College mission. The Fresno City College 2010–2012 Strategic Plan reflects and aligns with District goals (IIID.4: Strategic plan brochure).

* Second and subsequent references to evidence will only include the evidence number.

A budget approval process was implemented as part of the Fresno City College Strategic Planning Council (SPC). The budget process and Fresno City College Budget Procedures Handbook were approved by all constituent groups at Fresno City College in 2002 (IIID.5: Budget Process Handbook). The Budget Procedures Handbook has been updated to reflect the current SPC process. The Fresno City College Budget Advisory Committee had responsibility to update the handbook and move to SPC for approval. Through program review, recommendations are made to reduce, maintain, or increase spending on College programs. The program review action plans identify requests for additional staffing, equipment and facilities. Under the budget approval process, campus wide committees are able to make recommendations to the SPC for consideration of budget allocations.

The District adjusted to the state's major budget shortfalls. The District was funded with base apportionment, COLA, growth, and part-time faculty compensation, and various categorical funds. Board adopted budgets reveal the allocations to the individual campuses and sites. The adopted budgets are as follows:

Fund 11 - GENERAL FUND					
FCC					
Budget Year	Total District Budget	Salaries and Benefits	Operating Expenses	Total Budget	% of FCC to Total District
2010–2011	141,766,095	68,933,655	4,636,574	73,570,229	51.89%
2009–2010	138,679,468	67,653,260	4,755,820	72,409,080	52.21%
2008–2009	141,478,087	67,770,197	5,222,678	72,992,875	51.59%
2007–2008	137,004,181	65,485,737	5,232,919	70,718,656	51.62%
2006–2007	124,912,077	59,678,733	4,782,007	64,460,740	51.60%

Fund 12 - CATEGORICAL FUND					
FCC					
Budget Year	Total District Budget	Salaries and Benefits	Operating Expenses	Total Budget	% of FCC to Total District
2010–2011	25,161,173	10,515,068	4,157,572	14,672,640	58.31%
2009–2010	28,533,924	11,200,192	4,482,764	15,682,956	54.96%
2008–2009	27,165,192	11,462,991	4,788,900	16,251,891	59.83%
2007–2008	25,720,910	10,947,192	4,041,252	14,988,444	58.27%
2006–2007	21,989,199	9,861,223	5,080,570	14,941,793	67.95%

(Example of allocation of funds from 2006-07 through 2010-11)

Historically the College has been consistently funded between 51-52 percent. One of the main goals of the College was to fund the current permanent academic and classified employees. The District recognizes the efforts put forth by employee bargaining units during tough budgetary times. The contracts of 2002-2006, 2006-2009 and 2003-2004 reflect the good will and current agreements are being negotiated. (IIID.6-8: CSEA and AFT Contracts) In compliance with the education code, the District provides March 15 notices to certificated categorically funded positions. The District has made a repeated commitment to

fund full time positions and educational offerings. Some reduction in duty days has occurred in counseling and other categorical programs to adjust to workload reduction and reduced categorical funding.

In spite of the California budget crisis over the past few years, the District has not furloughed, laid-off, or terminated personnel contracts. Due to the impact of workload reduction (reduction in the number of FTES being funded by the state) on the general fund, the classified ranks have not expanded. An annual review of vacant funded positions is conducted by the President's

Advisory Council (PAC). This is ongoing to determine if a position will be filled once vacated or replaced with a different position recommended through program review or an action plan. The classified ranks have been reduced in order to maintain the required 50 percent commitment to instructional offerings. Since 2007-08 there are twenty-five unfilled classified positions comprised of sixteen and one half general fund and eight and one half categorically funded.

The College budgets have remained flat over the last few years with any COLA awarded going entirely to salary and with none to operational support. As such, the salary and benefits have increased and operational budgets have declined. New faculty positions are funded by the District; however, no funding is assigned to new classified positions unless it is warranted with the increase in assignable square footage and new building construction.

	Salary/Benefits	Operating Expenses	Total	Percentage to budget
2010-2011	\$68,993,655.0	\$4,636,574.0	\$73,630,229	93.70%
2009-2010	\$67,653,260.0	\$4,755,820.0	\$72,409,080	93.43%
2008-2009	\$67,770,197.0	\$5,222,678.0	\$72,992,875	92.84%
2007-2008	\$65,485,737.0	\$5,232,919.0	\$70,718,656	92.60%
2006-2007	\$59,678,733.0	\$4,782,007.0	\$64,460,740	92.58%

(General Fund Salary/Benefits percentage to total budget)

The College is experiencing a slight decline in operational funding as it relates to salary and benefits. This decline has caused a decrease in effectiveness due largely to workload reduction and high student enrollments. Enrollment targets are set to reduce the high percentage of FTES above the funding level from state apportionment.

Linking financial planning to programs and services and the achievement of institutional goals relative to the College mission statement is paramount. Strategic plan development, program review recommendations, and annual goals and objectives are all formulated to ensure student success. These components, combined with the District strategic plan, are integrated into College budget development.

Self Evaluation

The College meets this standard. The College is successful in maintaining fiscal stability and integrity. The College maintains a funding base, financial resources, and plans for financial development and integrated planning adequate to support its mission and educational programs, student learning programs and services, institutional effectiveness, and financial stability. The faculty and staff survey indicates opinions are below neutral in this area. This

would reflect the impact of the downward funding stream to education. The College, through its planning efforts with the SPC and advisory committees, assures integrated planning of resources through program review and action plans. The College practices effective oversight of finances evidenced by the evaluation of adopted budgets, audit summaries, and year-end reports. Additionally, quarterly meetings are held with all categorical programs to assure compliance with grant/contract agreements and compliance with audit standards.

According to the Fresno City College Accreditation Faculty and Staff Survey, the College mission and goals are the foundation for financial planning, and the distribution of resources supports programs and services. Classified professionals and faculty showed an increase in these areas from the 2004 survey (IIID.9: 2010 Fall Faculty Staff Survey Report).

Planning Agenda

The College will be actively involved in the development and implementation of a District Resource Allocation Model.

IIID.1b *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary

The College operates with an annual budget in excess of \$73 million. The budget is developed from input from the department and division levels up through the appropriate administrative levels. Vice presidents review their budgets and forward them to the Administrative Services Office for consolidation. The budgets are then reviewed by senior administrators. Initial funding requests are typically in excess of the campus allocation. The President's Advisory Council (PAC) and the Budget Advisory Committee reduce the initial funding requests to meet the College allocation. Budget recommendations are then presented to the constituent groups, and updates on spending, projects, and allocation are shared within the governance groups and College wide on opening day. The budget cycle has been consistent for years, in that increases in step, column, and possibly COLA (when funded) are reflected only in the salaries and benefits portion of the budget without operational increases. These increases are due mostly to contractual bargaining agreements. Increases in faculty positions result from growth funds and are distributed in the District allocation. Any increases to classified positions are not funded through the District allocation and adversely impact the operational budget (non-salary and benefit portion of the budget). Beginning in the 2009-10 fiscal year the District and College have been affected by reduced workload. Reduced funding translated to the District being funded 894.3 fewer FTES from the prior fiscal year or 3.39 percent in state apportionment. With over 94 percent of available resources allocated to salaries and benefits, little is left for discretionary budget development.

Prioritization of expenditures continues in the same manner with decision packages (Lottery) and general budget as they come forward from the District (IIID.10: Lottery prioritization example). The assessment of resource availability and expenditure requirements are exemplified in the Scheduled Maintenance Five-Year Plan and in the passage of

Measure E, a bond funded by General Obligation Bonds (GOB) (IIID.11: Five-year scheduled maintenance funding proposals and scheduled maintenance). Interest on the bonds ranges from 3.1 percent to 5.2 percent. In November 2002, Valley voters approved Measure E, which is a \$161 million bond measure to enable the State Center Community College District to refurbish aging facilities, build new facilities to accommodate enrollment growth, purchase equipment for new classrooms and laboratories, upgrade systems for technology and internet access, improve fire safety and access for people with disabilities, renovate the Old Administration Building (OAB), expand parking, and more. Of the \$161 million, \$131 million has been issued and is reflected in the financial statements as debt. Fresno City College's portion of Measure E is \$82.0 million of which \$60.5 million is currently committed. The Measure E Bond Oversight Committee reviews expenditures and reports to the SCCC Board of Trustees on an annual basis.

The College reserve for year ending 2009-10 increased largely because a mid-year reduction was anticipated. Over the course of the last two fiscal years each classified position was reviewed for need and personnel requisitions were held back until further review and the selected positions warranted filling. When possible provisional staff was hired, however, the total number of classified positions remaining unfilled from 2007-2008 to the present is twenty-five of which sixteen and one half are general fund and the remaining are categorical positions that would have absorbed into the general fund unless held vacant.

In May of 2010, a list of equipment needs was created from program review, unfunded lottery decision packages, and action plans that were vetted through the College Budget and Advisory Committee and affirmed by consensus in the Strategic Planning Council. The list consisted of roughly 1.2 million dollars designated from the College reserve funds.

The above fiscal oversight demonstrates that the College plans for expenses and utilizes program review and shared governance to guide integrated resource planning.

The State Center Community College District is required to be in compliance with the 50 percent Law. This is the total dollars spent in salaries and

benefits by instructors divided by the total District expenditures. The District is in compliance currently at 50.2 percent. However, the District does not generate FTES; therefore, all of the expenses are in the denominator. In order for the District to be at 50 percent compliance, Fresno City College must be at 59 percent cost of instruction to total expenses.

Fresno City College has many partnerships supporting instruction and student services with ongoing renewal of grants and contracts. These contracts add to the quality of programs and services and provide student access to facilities and instructional equipment. The American Relief and Recovery Act (ARRA) provided additional opportunities for instructional programs directly related to creating jobs. The Police and Fire Academy's instructional agreements facilitate instruction and hands-on experiences. The allied health and registered nursing programs share instructors and facilities to provide students with applied experience. The Training Institute provides contract education and skills enhancement, offers opportunities to develop further partnerships with industry, and supports economic expansion of the region. These and other projects are linked to institutional planning efforts.

Self Evaluation

The College meets this standard. The College utilizes both District and College strategic plans to direct short and long term goals. The SPC was implemented in accordance with the recommendations of the 2005 accreditation and has been effective in assessing financial resources and expenditure requirements.

Planning Agenda

None.

IIID.1c *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations*

Descriptive Summary

The College addresses financial planning by identifying and planning for payment of liabilities and future obligations. The District plans for long term financial obligations; particularly items associated with post-retirement benefits in compliance with GASB 45 requirements. In addition the District covers all utilities and insurance expenses required by the College with the exception of student insurance. Police, grounds and maintenance costs are the responsibility of the District budget. The College is responsible for its funded allocation and monitors these resources through the budget and encumbrance processes.

The grant budget application process includes approval of matching funds and new classified bargaining unit positions. Several grants have been awarded to the institution, which include a commitment by the College to institutionalize the programs. When the College has institutionalized grants the College absorbs a percentage of the salary the first year, graduating to 100 percent by the end of the grant term. These grants are written for long-range program and service benefit.

The Fresno City College Instructional Equipment Library Materials and Lottery (IELM and LT0/5) funding is leveraged with the Technology and Telecommunications Infrastructure Program (TTIP) funding, when available, to address maintenance agreements, licensing, equipment, and support. Many technology issues require ongoing maintenance agreements to sustain services. Senate Bill 20 (Prop 20) requires 50 percent of any lottery proceeds increases from the 1997-98 base year to be spent on instructional materials. The illustrations which appear depict the lottery funding with the District and the amounts funded by the College with an increasing amount becoming operational in nature as the general fund is reduced and flattened.

2010 11 Lottery Allocation for Budget Purposes					
	2010-11		LTO	LT5	%
Funding Allocation	\$3,600,000		\$3,200,000	\$400,000	LT5
DO	\$1,084,615		\$1,084,615		
FCC	\$1,384,615		\$1,164,432	\$220,183	55%
RC	\$641,538		\$539,520	\$102,018	26%
NC	\$489,231		\$411,433	\$77,798	19%
Total	\$3,600,000		\$3,200,000	\$400,000	100%
LTO	\$3,200,000				
LT5	\$400,000				

(Distribution of District Lottery Funds)

The chart below demonstrates the increased reliance on lottery funding to augment College operational costs. In recent years, the College has become reliant on lottery funds to cover technology costs and rising maintenance agreements. The District had developed the lottery decision package process to allow for one time funding of projects. Due to reductions in the general fund allocation and increased salary costs, the College has become reliant on lottery funds for support services and instructional needs. It would be extremely difficult to move back to lottery funding for one time expenditures without impacting classified positions.

	2008 09		2009-10		2010-11	
	Actual	Total %	Unaudited Actual	Total %	Budget	Total %
Proposition 20	\$656,990	19.23%	\$517,943	18.05%	\$483,901	13.44%
Discretionary	\$2,055,432	60.16%	\$959,537	33.45%	\$1,685,462	46.82%
Operations	\$704,471	20.62%	\$1,391,302	48.50%	\$1,430,637	39.74%
Total	\$3,416,893	100.00%	\$2,868,782	100.00%	\$3,600,000	100.00%

(Note: Proposition 20 restricted a portion of Lottery proceeds to the purchase of instructional materials, supplies, books, library books, periodicals, and educational licenses.)

Lottery funding is distributed in the same format as decision packages. (IIID.12-14: Decision Packets and Decision Packet Booklets) These funds are allocated out of the prior year's proceeds for one-time, non-salary expenses in areas such as staff development, equipment, minor facility improvements, and scheduled maintenance-related projects. During the budget cuts of the prior year, this practice was deviated from to support maintenance, supplies and operational needs. In the current budget year, the board allowed operational use of lottery funds again and the use of \$1.5 million of the District reserves to make up for the budget deficit. By allocating resources one year after they are collected, the District is able to withstand the tremendous variances in lottery proceeds. This process has allowed the District to enhance programmatic offerings to meet the needs of students and has provided a funding source for minor facility improvements. Many of these funds are leveraged with the Scheduled Maintenance Five-Year Plan. Development of proposals for the College was approved by the various constituent groups.

Occasionally, it is necessary to fund an unforeseen expense or special project. The recommendation is brought forward to the Budget Advisory Committee to review and recommend to SPC. The SPC reviews the recommendation and through consensus approves the expenditure. Unforeseen expenditures are approved by the College president and funded through the institutional contingency fund. The contingency fund varies annually.

Self Evaluation

The College meets this standard. The annual and long-range plans continue to support educational objectives. This process will be enhanced as the College fully implements and perfects the strategic plan in concert with the 2012-2016 District strategic plan.

Planning Agenda

None.

IIID.1d *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.*

Descriptive Summary

The College continues to streamline financial reporting, training needs, and budget development criteria. The College adjusts budget strategies based on budget outcomes, audit findings, and recommendations. Program managers use the above information to make changes in policies and procedures to enhance the financial management system.

The College budget process is vetted and administered properly. Although a Fresno City College Budget Procedures Handbook has been developed, implemented, and updated there continues to be a lack of understanding of budget processes.

Also, a greater understanding of the management information system is necessary as staff retire and new staff is hired. The management information system assists administrators, faculty, and support staff by providing appropriate control mechanisms and access to dependable information to assist in making sound financial decisions. Various modifications and report generating through SQL processes have simplified retrieving information.

The strategic plan clearly articulates the College's goals and budget planning process to meet the College's mission. Within this plan, guidelines and processes for financial planning and budget develop-

ment are clearly defined and followed. All processes will be maintained and will continue to influence College budget processes as they relate to the District's master plan.

The budget calendar describes the timeline for budget development. The calendar is adopted by the Board of Trustees at its February meeting and sets the timeframes to submit budget information to the District Office. The budget calendar is provided to constituents at the Budget Advisory Committee, Strategic Planning Council and President's Advisory Committee. (IIID.30a: Committee minutes; IIID.30b: Budget development calendar). The tentative budget is adopted in June of each fiscal year by the board and refined until the final budget is adopted by the board in September. The adopted budget is then loaded into the management information system. Three months pass without the ability to review and run budget reports within the system with the exception of expense reports. To bridge this gap an Access database has been developed as well as SQL reporting. Additionally, the management information system budget unit is not a real time picture but trails actual transactions by five to ten workdays. The budget module is woefully inadequate and no longer functional due to the size of the accounting structure and multiple campus sites. Guidelines for categorical application and budget development were developed but not followed as it is too cumbersome. The process is a guide at best and does provide some structure; however, it often interferes with the College's ability to compete for grants and contracts in a timely fashion. A refined process was later developed by the District Office and implemented, but also not followed.

Self Evaluation

The College meets this standard. Constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. The Strategic Planning Council and its advisory committees are comprised of representative membership of all constituents groups; student, academic, classified, and administration as demonstrated by their operating agreements. Most committees operate by consensus rather than majority vote.

Planning Agenda

The College will work to strengthen communication of the budget process to increase the understanding of resource planning.

IIID.2 *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

IIID.2a *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Descriptive Summary

The District provides funding to the College annually as a base allocation. The base allocation is augmented with permanent allocation adjustments related to certificated, classified, confidential and management employee's step and column increases, new staffing, benefit increases and COLA (when funded). The District's primary funding is from state apportionment based on SB361. "The State Center Community College District has a long standing general fund

resource allocation model. The model is designed to provide funding to four allocation centers (District wide/District Office Operations, Fresno City College, Reedley College, and the North Centers) and endeavors to provide a base funding for each Center which will remain constant or increase (decrease) as the programs may change." as quoted from the General Fund Resource Model provided by the District (IIID.15: General Fund Resource Model)

This model provides funding for College and Centers dependent on FTES generated and funds FTES equally for all sites at \$4,564 for credit FTES. Historically, Fresno City College's allocation ranges from 51 to 52 percent of the District's apportionment. It is important to note only the Colleges and Centers generate FTES for funding. The District alleviates the sites from paying for Human Resources, payroll, accounts payable, insurance liabilities, and support for grounds, transportation motor pool, maintenance, information systems, financial reporting, power and utilities. In the financial analysis in section IIID.1a, it is demonstrated that the College does receive a consistent allocation. This allocation provides resources necessary to support learning programs and services. The chart below reflects funding of each service area to demonstrate funding adequately supports programs and services.

The chart below reflects that the funding levels of all service areas have been consistent with the allocation received from the District. Each service has now established a base operational funding amount to maintain services, contracts, supplies, and ancillary expenditures.

	2010-11	2009-10	2008 09	2007 08	2006 07
	Annual Budget	YTD Actual	YTD Actual	YTD Actual	YTD Actual
Institutional Services	6,855,876.00 9.40%	7,429,426.91 10.47%	7,150,352.83 9.93%	7,414,516.87 10.47%	7,411,831.22 11.23%
Instructional Services	53,226,039.00 72.98%	51,492,644.38 72.54%	51,657,066.93 71.74%	50,318,015.46 71.05%	46,281,281.62 70.15%
Student Services	7,344,295.00 10.07%	7,575,779.01 10.67%	8,453,127.95 11.74%	8,426,184.25 11.90%	7,924,685.78 12.01%
Administrative Services	5,502,398.00 7.54%	4,488,314.09 6.32%	4,741,922.50 6.59%	4,659,215.55 6.58%	4,354,772.83 6.60%
TOTAL	72,928,608.00 100.00%	70,986,164.39 100.00%	72,002,470.21 100.00%	70,817,932.13 100.00%	65,972,571.45 100.00%

The College has moved to integrate program review into resource planning and budgeting utilizing SPC advisory committees. These committees operate on consensus or majority approval. The allocation process for lottery funded decision packages and the general fund budget demonstrate that program review is utilized to fund identified requests. The College undergoes a yearly audit by an external independent audit firm. This is evidenced in the audit reports (IIID.16-18: Audit reports).

The College participates in the District audit and provides resources necessary to support contracted audit review and standards. Audits typically result in recommendations and findings to which the College responds. The District also responds to audit recommendations and findings. The findings and recommendations are responded to in a comprehensive and timely manner. Thus, the financial management, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Financial aid accounts have been established at the College for disbursing Direct Student Financial Aid, which consists primarily of PELL, Board of Governors Grant (BOGG), Supplemental Educational Opportunity Grant (SEOG), Cal Grant B, Cal Grant C, student loans, and Extended Opportunity Programs & Services awards. Funding is provided by the U.S. Department of Education and the state Educational Opportunity Program.

Self Evaluation

The College meets this standard. The College practices effective oversight of finances, which can be demonstrated through the evaluation of adopted budgets, audit summaries, quarterly and year-end reports. The College also demonstrates effective management of financial aid. The annual financial audit has historically audited the financial aid processes and procedures. No material weaknesses have been discovered and any recommendations are responded to in a timely fashion. Financial aid is reconciled on an annual basis. The State MIS reporting has become more congruent with general ledger information and demonstrated in DataMart comparisons on the chancellor's website and the institutional factbook.

Planning Agenda

None.

IIID.2b *Appropriate financial information is provided throughout the institution.*

Descriptive Summary

The College has a number of methods and forums through which information about budgets and fiscal conditions are disseminated to all levels of College personnel. The president regularly addresses President's Cabinet and the SPC on budget issues as well as the vice presidents in PAC, BAC and SPC meetings. In the most recent budget development for 2011-12 the College held a series of informational meetings after the February 1, 2011 Board of Trustees budget presentation (IIID.31: Board of Trustees Budget Presentation) to discuss the budget issues facing Fresno City College. These meetings were open to all faculty and staff. On February 2, 2011 the BAC agenda reflects the Board of Trustees presentation and the initial Financial Resources accreditation self study. On February 8, 2011 the vice presidents of administrative services and student services met with the Associated Student Government to discuss the budget scenarios and impact to program offering and services. On February 9, 2011 the president and vice president administrative services met with the Academic Senate to discuss the three scenarios in an open and transparent exchange. On February 17, 2011 the president and vice president met with the classified staff in a brown bag lunch meeting to discuss the budget reduction scenarios as presented in the Board of Trustees agenda (IIID.32 Constituent Budget Presentations). The purpose of the meetings was to inform the College community of the dire fiscal conditions and answer any questions concerning the direction of the College.

The chancellor regularly provides updates regarding budget issues and conditions to faculty and staff at the fall and spring opening day meetings. There are some budget updates and information given to the classified senators at the Classified Senate meetings. The vice president of instruction regularly meets with department chairs and deans to provide updates

on the status of the budget, budget planning and audit compliance issues.

A Fresno City College Budget Procedures Handbook has been developed and since updated to facilitate budget understanding. Appropriate financial information is provided throughout the College and is accessible to staff via the management information system (Datatel). Each budget unit has access to the system and is able to run reports. Prior to the budget being loaded, expenses can be reviewed. After the budget is loaded the budgeted amounts can also be reviewed. Annual budget recommendations are presented to the constituent groups, and updates on spending, projects, and allocation are shared with the College at large on the opening day of each academic year, SPC meetings, BAC meetings and interviews with the Rampage (Fresno City College's school newspaper).

Self Evaluation

The College meets this standard. There is an adequate management information system (Datatel) which provides timely, accurate and reliable fiscal information to appropriate staff for planning, decision making, and budgetary control when the adopted budget is loaded.

Information is shared with the executive leadership and in turn communicated to faculty and staff. Information is provided to constituent group representatives in the BAC and SPC to be communicated to each constituency. Unfortunately, the information does not make it to the end user in a timely fashion. Assessment indicates that the Fresno City College Budget Procedures Handbook was not being utilized due to lack of communication and accessibility. To correct these issues an electronic copy has been placed on the District intranet and mail-all notices convey information.

The staff survey indicated that administrators showed agreement regarding access to information about the budget process. While classified staff showed slight awareness of the budget process, faculty was neutral. Both classified and faculty disagreed about having input in the budget process, while administrators showed a decline in this area compared to the 2004 survey (IIID.9: 2010 Fall Faculty Staff Survey Report).

Planning Agenda

None.

IIID.2c *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary

By board action, the District may participate in Tax and Revenue Anticipation Notes (TRANS) to address the funding shortfall and to supplement cash flow. The state's payment schedule for July through January and February through June varies as a percentage of the total allocation and deferrals are, with increasing frequency, due to state cash flow issues. The deferral process allows the state to defer a portion of payments to the District until the following fiscal year (July). As such, it may be necessary to participate with the TRANS to assure adequate cash flow. The District maintains a reserve consistent with the California Community Colleges Chancellor's Office mandate of a minimum five percent, but SCCCDC may rise to over sixteen percent depending on fiscal constraints, negotiations, lottery and revenues. The current reserve is roughly 27.5 million or 16.42 percent with roughly 6.5 million designated and 21 million for exigent issues.

The District manages risk for property, liability, workers compensation, dental, vision, and health insurance by being members of two joint powers authorities (VIPJPA and FASBO). The Valley Insurance Program Joint Powers Authority (VIPJPA) is a self-insurance pool for property, liability, and worker's compensation insurance (IIID.19-21: Actuarial studies and audit reports). 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, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group. The District is

self-insured for 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 exposure. The VIPJPA is also a member of the Association of Community College Insurance Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA joined a larger risk pool to further protect the member districts from the volatility of premium increases in this period of decreased state funding and economic uncertainty.

The second JPA is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. FASBO is comprised of Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District. The group meets monthly on the third Tuesday of each month except for the month of December. FASBO is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum.

Through the VIPJPA, the College continues to adhere to SB198, Employee Right to Know and conducts safety training on many areas as they relate to employee injury prevention (IIID.22: Injury and Illness Prevention Program). The VIPJPA meets on a quarterly basis and continually updates the College on issues pertaining to loss prevention, safety, and current events that affect employment practices. The District and College have an Employee Injury and Illness Prevention Plan in accordance with SB198, and all new employees are required to view a video and perform online testing in the various modules concerning this compliance standard. The College also has a Health and Safety Committee which meets quarterly. The committee has representation from all constituents to address health and safety issues and necessary training to assure compliance is maintained.

Self Evaluation

The College meets this standard. The potential TRANS and general fund reserve are sufficient to offset any unforeseen adverse financial impact of

emergency expenditures. From time to time it may become necessary to fund a project, an unforeseen expense, or respond to an emergency. Emergency expenditures are approved by the College president and funded through the institutional contingency. The contingency varies from year to year depending on outcome expenditures from all areas of the College. The College will continue to promote employee safety programs through the ASCIP. Continued participation will assure access to the latest information as it relates to employee hiring practices, safety issues, and products or policies to preserve the College budget.

Planning Agenda

None.

IIID.2d *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.*

Descriptive Summary

The District receives financial assistance from federal, state and other agencies in the form of grants or contracts. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreement and are subject to audit by the granting agencies. The accounting staff in the Administrative Services Office reviews all budgets and reports. Once the budget or report has been reviewed and approved by College accounting staff it is then sent to the District Office for final review by the District accounting staff. Once the budget or report is approved by both the College and District accounting staff the program/grant director is then able to submit the budget or report to the funding agency.

The College has also implemented strategies to enhance financial oversight and communication between the Administrative Services Office and grant recipients at the College. There are quarterly meetings with the program/grant directors and their accounting staff. A checklist was developed for each of the

four quarters of a grant year as a guide for maintaining fiscal oversight. These checklists, along with required time allocation/certification sheets, are collected at each quarterly meeting. A summary of the meeting is then prepared by administrative services staff and distributed via e-mail to the people present at the meeting, the supervisor and vice president of the area. This process has improved communication and allows the College to be proactive in dealing with potential issues and/or concerns.

The College accountant auditor has done training on topics such as; time allocation/certification, travel and conference procedures, financial reporting, etc. Departments confer with college accounting staff for clarification on budget processes, compliance issues, audit compliance and timely report submission. The result of these processes and interactions is evident in audit reviews. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. It is management's opinion any such disallowed claims will not have a materially adverse effect on the overall financial position of the District or College at the fiscal year end. Through effective grant writing and application processes many externally funded programs have augmented the College budget.

The College maintains consistent support in categorically funded areas as can be demonstrated by adopted budgets. Fresno City College is routinely audited by the funding agencies to ensure compliance. Prior program audits have shown compliance with major funding and reporting requirements.

Federal and state financial aid programs are administered by the College. The College maintains strict compliance with all rules and regulations mandated under the programs. Payment and awarding functions are independent of each other, with financial aid controlling the awarding and the business office controlling the financial disbursement functions. Program reconciliations are performed on a periodic basis to resolve discrepancies between general ledger, student awards, and funding agency records. Full reconciliations are performed on an award-year basis by program type.

The District's bookstore operations are managed by the Fresno City College vice president of adminis-

trative services as a representative of the District. The bookstores' long term financial management is controlled by the District. The College has no direct financial control over the bookstore.

The District has financial oversight responsibility over all auxiliary enterprises, institutional investments and foundation. The State Center Community College Foundation is a recognized 501-(c)3.

The College adequately safeguards and manages assets to ensure ongoing effective operations. Administrative Services has a forecasting formula in place that uses current salary expenditures to project future expenses. Since 93 percent of the total College budget consists of salaries and benefits, a process has been refined over time to provide an accurate measurement. The methodology analyzes the monthly expenditures in relationship to the current allocation (IIID.33: Forecasting model). The allocation changes on a monthly basis depending on budget expense/transfers to the budget. The methodology has proven to be accurate within the major and minor object codes. This data is evaluated so that necessary and timely adjustments are made to stay within fiscal parameters. Administrative Services audits and reviews requisition for expenditure to assure compliance with generally accepted accounting practices. There is also a review to determine if the request is reasonable and allowable.

Purchasing policies have been developed by the District Office to address approval processes and accounts payable (IIID.34: Purchasing Handbook). This process assures ongoing fiscal stability of the College through the responsible stewardship of available resources.

Self Evaluation

The College meets this standard. The District and College have adopted policies to ensure that all auxiliary activities having a fiscal impact on the District comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements.

Planning Agenda

None.

IIID.2e *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

Descriptive Summary

The College supports activities and programs in addition to instructional programs. Co-curricular activities are funded through a combination of ticket sales, fundraising activities, College bookstore contributions, and general fund monies. Co-curricular activities are budgeted separately and use a three-year historical perspective of revenues and expenses to generate the annual budget (IIID.23: 2008-2011 Co-Curricular Budget). Revenue integrity is maintained through the use of revenue potential/fundraising deposit forms and general admission ticket sales/cash reconciliation forms. All expenditures flow through the campus purchasing process and are properly accounted for by purchase requisitions and payment requests.

The auxiliary enterprises and foundation are audited each year by an independent audit firm, Perry Smith and Moore Grider & Company. These audits do, in fact, demonstrate the integrity of financial management practices. Grants are monitored periodically with quarterly meetings with director/managers of the grant/contract and undergo fiscal audits by local, regional, or state agencies as well as the District's independent audit firm.

The Fresno City College Grant Funding Handbook has been updated (IIID.24: Grants and Contracts Procedures Manual). The District has implemented a process to inform all members of the District community of proposed grant applications with a Notice of Intent (NOI). The proposal for funding is posted on all individual emails and anyone wishing to respond to the grant request is encouraged to reply to the grants office or directly to the grant writer. The College president takes these individual comments under consideration when deciding whether to approve the grant as written.

Self Evaluation

The College meets this standard. The District and College effectively develop and communicate fiscal policies, objectives, procedures, and constraints to the governing board, faculty, staff, and students through opening day presentations, staff meetings, Blackboard postings, Academic and Classified Senate meetings, committee minutes, Board of Trustees meetings, quarterly financial statement reports, SPC, President's Cabinet, etc. The College adheres to appropriate fiscal policies and procedures and has adequate controls to ensure that established fiscal objectives are met. The College's organizational structure incorporates a clear delineation of fiscal responsibilities and established staff accountability.

Planning Agenda

None.

IIID.2f *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.*

Descriptive Summary

The College has many types of contractual agreements with external entities e.g. WIB, EDD, CVRC, DOL, the state chancellor's office etc., which enhance the College's ability to provide for the needs of the students.

The contract education area is constantly expanding its services and client pool based on current economic development trends and new and emerging technology which support the College's goals:

- Goal 1, Objective 1.3: The College will pursue additional external resources that support the college's mission, vision, and goals.
- Goal 3, Objective 3.2: The College will expand educational opportunities by targeting underserved and other potential college learners.

The College is the service provider for welfare reform mandated by the federal government to provide workforce development, training, and skills enhancement.

All contracts are approved by the State Center Community College District Board of Trustees. The Board of Trustees has designated the chancellor, vice chancellor of finance and administration, and associate vice chancellor of human resources as signatories authorized to enter into agreements. Board Policy 6330 and Board Policy 6340 speak directly to administrative regulations that were established for records management, including access by the public, and comply with the requirements of the California Public Records Act (IIID.25: Board Policies 6330 and 6340). The District requires all contracts for public works in the amount of \$15,000 and above be board approved. Additionally, items must be formally bid and approved by the Board of Trustees in the amount of \$78,900 and above. Several other contracts such as grants and contract partnerships are also board approved. Contracts are developed and executed within board policy guidelines.

Fresno City College has ancillary food service contracts in place with other providers e.g. Taher, Yoshino's Enterprises, Coca Cola, and Canteen (IIID.26-29: food service contracts). All providers contribute to student and College activities via the contract provisions. All ancillary contracts are consistent in scope to the College goal to provide students services i.e. Goal 2, *Objective 2.3: The College will improve the depth and breadth of programs and services to meet learner needs.* The contracts are developed by the District, with campus input, and controlled by the District Office. A District contract liaison, vice president of administrative services, Reedley College, addresses contract deviations and structure to assure the utmost service delivery to students, faculty, and staff. These contracts also must go through a formal bidding process.

Self Evaluation

The College meets this standard. The College undergoes an annual audit by an independent external audit firm. Audit findings and recommendations are addressed via the District from the College. The vice president of administrative services reviews all

financial transactions, assures compliance with District policies, and provides key fiscal information to the College leadership. Each budget manager of the institution is accountable for the financial transactions for their assigned area(s).

IIID.2g *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary

The College continues to streamline financial reporting, training needs, and budget development criteria. The College adjusts budget strategies based on the budget outcomes, audit findings, and recommendations. The financial management process is regularly evaluated by the vice presidents of each service area and the College president, and the results are used to improve the financial management system. The College reviews its fiscal standing in reports from the vice president of administrative services to the president, vice president of students, and vice president of instruction. All processes are reviewed annually in preparation of the annual budget development process.

Self Evaluation

The College meets this standard. With the increased capability of the management information system, the increased accountability in budget development, and increased oversight of budget scheduling, the College will continue to generate the strong financial budget information and status reports necessary to adhere to sound financial management practices. The College will continue to exercise management practices and controls that assure compliance with the conditions of externally-awarded programs.

Planning Agenda

None.

IIID.3 *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Program review is utilized to assess program effectiveness. Recommendations from the program review committee are forwarded as action plans to the SPC support team who then sends the action plans to the appropriate advisory committees of SPC. The advisory committees are comprised of representation from all constituent groups. The committees send their recommendations to SPC for final approval. The SPC recommendations are then sent to the College president. These recommendations include reduction of programs, continued maintenance of programs, increasing program needs and funding, staffing and facilities improvements, etc.

Self Evaluation

The College meets this standard. The Fresno City College Accreditation Faculty and Staff Survey indicated there is a connection between program review and future funds allocation. The reported mean score is 3.34 out of 5, and supports that the College is meeting this standard. By using the program review action planning process as the venue to ensure the effective use of financial resources, the College is making progress toward integrated planning and resource allocation.

Planning Agenda

None.

Evidence for Standard IIID

- IIID.1 2008-2009 Final Budget
- IIID.2 2009-2010 Final Budget
- IIID.3 2010-2011 Final Budget
- IIID.4 [2010-2012 FCC Strategic Plan](#)
- IIID.5 Budget Procedures Handbook
- IIID.6 CSEA Chapter No. 379 Agreement 06-09
- IIID.7 AFT Full-Time Contract 06-09
- IIID.8 AFT Part-Time Contract 06-09
- IIID.9 2010 Fall Faculty Staff Survey Report
- IIID.10 Lottery Prioritization
- IIID.11 Five Year Scheduled Maintenance Funding Proposals
- IIID.11a Five Year Scheduled Maintenance 07-08 through 11-12
- IIID.12 2008-2009 Decision Packet Booklet
- IIID.13 2009-2010 Decision Packages
- IIID.14 2010-2011 Decision Packet Booklet
- IIID.15 General Fund Resource Model
- IIID.16 2007-2008 Financial Audit Report
- IIID.17 2008-2009 Financial Audit Report
- IIID.18 2009-2010 Financial Audit Report
- IIID.19 2008 Prop Liability Actuarial Study
- IIID.19a 2008 WC Actuarial Study
- IIID.19b 2008-2009-30 VIP JPA Audit Report
- IIID.20 2009 Prop Liability Actuarial Study
- IIID.20a 2009 WC Actuarial Study
- IIID.20b 2009-09-30 VIP JPA Audit Report
- IIID.21 2009-2010 VIP PL Report 082910 Final
- IIID.21a 2009-2010 VIP WC Report 081210 Final
- IIID.21b 2009-2010VIP Financial Audit Report 9-30-10
- IIID.22 Injury and Illness Prevention Program
- IIID.23 2008-2011 Co-Curricular Budget
- IIID.24 Grants and Contracts Procedures Manual
- IIID.25 Board Policies 6330 and 6340
- IIID.26 Taher Food Service Contract
- IIID.27 Yoshino's Pacific Café Contract
- IIID.28 Coca Cola Contract
- IIID.29 Canteen Contract
- IIID.30a Committee minutes
- IIID.30b Budget development calendar
- IIID.31 Board of Trustees Budget Presentation
- IIID.32 Constituent Budget Presentations
- IIID.33 Forecasting Model
- IIID.34 Purchasing Handbook

STANDARD IVA-B LEADERSHIP AND GOVERNANCE

Decision-Making Roles and Processes

Board and Administrative Organization

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Committee Members

Co-Chairs:

Tony Cantú, Administrator (replaced Cynthia Azari spring 2011)

Michael Bourbonnais, Classified Professional

Bruce Hill, Faculty

Members:

Kathy Bonilla, Classified Professional

Brian Calhoun, Faculty

Ernie Garcia, Classified Professional

Claudia Habib, Faculty

Bridget Heyne, Faculty

Brian Rutishauser, Faculty

Ann Walzberg, Faculty

Standard IVA: Decision Making Roles and Processes

IVA *The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

IVA.1 *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.*

Descriptive Summary

Shared governance is defined in board policy and administrative regulations and implemented throughout the District (IVA.1: Board Policy 2510 and Administrative Regulation 2510 Participation in Local Decision-Making*).

At Fresno City College the main decision making group is the Strategic Planning Council (SPC) with representation from administration (four members), classified professionals (five members), faculty (seven members), and students (three members). The chair positions of the SPC rotate with administration and classified professionals selecting co-chairs during the fall semester and faculty and students selecting co-chairs during the spring semester. The duties and responsibilities of the broad constituent based SPC include establishing College goals and objectives, establishing priorities for planning and resources, and monitoring the progress towards the completion of College goals and objectives. The College president and senior vice-presidents all serve on the SPC

* Second and subsequent references to evidence will only include the evidence number.

and support the process that involves all constituent groups. SPC decisions are made through consensus (IVA.2: Strategic Planning Council Handbook).

Every spring the SPC communicates to the College the priority strategic goals for the next academic year. Members of the College community can submit ideas or plans for improvement through their programs, departments, divisions, or work areas. If additional resources are requested, these ideas are then submitted as action plans for consideration by the SPC. The SPC considers Program Review recommendations and other advisory committee recommendations when approving action plans. Annual reports on approved action plans are submitted to the SPC until the action plan is completed (IVA.2; IVA.3: Integrated Planning Handbook; IVA.8: Action Plan Handbook).

During the 2009-2010 academic year, the Strategic Planning Database went online. Units could enter priority unit strategies and activities implementing the Fresno City College Annual Priority Goals. The unit strategies do not require additional resources. Data has been entered in the database, but at this time there is no mechanism to evaluate the accuracy and effectiveness of the identified strategies. Each originator must provide a mid-year and year-end report, but to date the SPC has not used that information for improvement of the planning process. Currently, the database is just being used for reporting purposes (IVA.3; IVA.4: Strategic Planning Council Minutes).

Annual strategic planning and SPC evaluations are available on Blackboard and reported to constituent groups by SPC constituent representatives and included in e-mail updates. (IVA.5 Strategic Planning Council Minutes; IVA.13: Strategic Planning / SPC evaluations and surveys).

The College Governance Review Committee (formerly College Governance Council) is the committee that monitors shared/participatory governance processes and ensures that they are followed. This group developed the Fresno City College Governance Handbook. Perceived violations of the shared governance process are reviewed by this broad constituent committee and

a report is submitted to the SPC and the College president (IVA.6: College Governance Handbook).

Occupational education program advisory committees provide community input and recommendations. Presentations at the opening of school meeting, typically held the Thursday before the start of the semester, and public forums inform the College community and provide an opportunity for discussion and input (IVA.7: Opening Day Presentations, Public Forum Announcements).

Self Evaluation

The College meets the standard. College leaders have embraced a process that includes all constituent groups in developing, approving, and implementing ideas. All College wide processes are approved by the different constituent groups. Any unit or group of individuals can develop new processes through either unit strategies or action plans. There is broad constituent representation in the Strategic Planning Council which makes recommendations to the College president regarding strategic planning and the use of resources including the budget, human resources, facilities, and technology.

Planning Agenda

None.

IVA.2 *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.*

IVA.2a *Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Descriptive Summary

Institutional governance is highly-valued at Fresno City College and is at the core of the College's operations and processes. The College achieves institutional excellence and successful outcomes by working to ensure that all members of the campus community are encouraged to contribute and participate in its development (IVA.6).

In 2006–2008, in response to the Accrediting Commission for Community and Junior Colleges recommendations, Fresno City College's College Governance Review Committee (formerly College Governance Council) began the development of the Fresno City College Governance Handbook. This manual was developed after extensive dialogue among the Academic Senate, Classified Senate, Associated Student Government, President's Cabinet, and President's Advisory Council. The focal point of this effort was the development of written procedures for shared/participatory governance. The handbook was approved by constituent groups in spring 2010 and is available on the college's website and posted on Blackboard. The input of all constituency groups in the decision-making process makes it possible for all members of the Fresno City College community to work towards constantly evaluating and improving student learning and success (IVA.2; IVA.3).

The institutional governance structure at Fresno City College is comprised of College wide standing committees, Academic Senate standing committees, topical or functional committees—some of which are mandated by law or regulations, and task forces and ad-hoc workgroups whose work is limited in duration and focused on a particular task or issue which cease to exist upon accomplishment of their specific charge. The standing committees are permanent parts of the internal governance processes of the College (IVA.3; IVA.6).

The key partners in the institutional governance at Fresno City College are noted in Table IV.1.

Table IV.1 Key partners in the Governance of Fresno City College

Leadership Group	Constituency / Membership
Board of Trustees	Seven members plus two student trustees Chancellor
President's Advisory Council	President, VP Instruction, VP Admin Services, VP Student Services, VP Admission and Records, Director of Marketing, Director of Technology
Academic Senate	Faculty
State Center Federation of Teachers (SCFT)	Faculty union
California School Employees Association Chapter 379 (CSEA)	Classified union
Classified Senate	Classified Professionals
Associated Student Government	Student body
President's Cabinet	President, VPs, Deans, Directors, PIO, Senate Presidents (Academic, Classified, Student), CSEA Rep.

The role of classified professionals in the institutional governance process has been reviewed and expanded. Typically, the Classified Senate and Chapter 379 of the California School Employees Association (CSEA) each appoint representatives to shared governance committees as needed. The seats for classified professionals 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 (IVA.9: MOU between CSEA and Classified Senate).

The Strategic Planning Council functions as the main institutional governance committee on campus and as the main venue for arriving at recommendations for decisions that have a College wide impact, that are not under the special purview of the Academic Senate. The SPC has primary responsibility for the development, implementation, and assessment of the College Strategic Plan, linking program reviews to planning and budgeting, participating in budget development, and recommending allocation of resources and permanent personnel positions to the president (IVA.3).

Self Evaluation

The College meets this standard. The processes in place at Fresno City College facilitate the development of ideas, effective communication, and cross departmental cooperation among constituencies and have resulted in numerous significant outcomes. The

roles of all constituencies are defined through board policies. College leadership supports and maintains an environment that is characterized by flexibility, open-mindedness, and a commitment to teamwork and leadership.

Planning Agenda

None.

IVA.2b *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary

The Board of Trustees develops policies on academic and professional matters by either or both of the following methods:

- a. Relying primarily upon the advice and judgment of the Academic Senate, or
- b. 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 (IVA.1). The Academic Senate is the body that represents the faculty in collegial governance relating to academic and professional matters.

Explicitly, the board acknowledges the definition of academic and professional matters to mean:

- a. Curriculum, including the establishment of prerequisites and placing courses within disciplines
- b. Degree and certificate requirements
- c. Grading policies
- d. Educational program development
- e. Standards or policies regarding student's preparation and success
- f. District and College governance structures, as related to faculty roles
- g. Faculty hiring procedures
- h. Faculty roles and involvement in accreditation processes, including self-study and annual reports
- i. Policies for faculty professional development activities
- j. Processes for program review
- k. Processes for institutional planning and budget development
- l. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senate provides its recommendations to the president who in turn 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.

Fresno City College has been successful over the years in developing internal consensus through its institutional governance structures and providing recommendations to the board that have been accepted.

The Academic Senate and the State Center Federation of Teachers (SCFT) have a long history of affirmation of their shared goals of maintaining and improving the academic quality of Fresno City College, strengthening the role of collegial governance,

and of improving the academic, professional, and working conditions of the College. SCFT recognizes that the Academic Senate represents the faculty in collegial governance relating to academic and professional matters.

The Academic Senate recognizes that SCFT represents the faculty in all matters pertaining to compensation, benefits, and working conditions. Both parties agree to appoint an individual as a liaison who participates in all the meetings of the other organization and reports back to its counterpart. (IVA.10 Academic Senate minutes)

The Curriculum Committee is a subcommittee of the Academic Senate, and all curriculum proposals must be approved through the curriculum approval process. The curriculum submission and approval process is now through CurricUNET where all proposals and any associated comments are available to all. After final approval by the Curriculum Committee, curriculum proposals then move to the District wide Education Coordinating Planning Committee (ECPC) for review and approval before they are placed on an agenda for Board of Trustees' approval. The voting membership of the Curriculum Committee is represented by all academic divisions as well as representatives from Counseling, Disabled Students Programs and Services (DSPS) and Library and Student Learning Support Services. The vice president of instruction and the articulation officer are non-voting members of the committee. The chair is a faculty member, elected by the committee.

Student Learning Outcomes are now a part of the course outline of record. Degree/certificate learning outcomes are included in the catalog. For instructional areas, these are approved through the curriculum approval process. The Outcomes and Assessment Committee (OAC) provides oversight in all campus student learning outcomes assessment activities. The OAC recognizes that the primary responsibility for developing outcomes and analysis of the assessment data lies within the individual instructional and support groups of the college. Student support areas of the College work under the direction of the vice president of student services.

Self Evaluation

The College meets this standard. It has structures, practices, and activities in place that demonstrate that the College relies on the faculty, the Academic Senate, and academic administrators to manage the large number of instructional programs it offers.

Planning Agenda

None.

IVA.3 *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

Descriptive Summary

The role of the board, administrators, faculty, staff, and students in the decision-making process is clearly outlined in Board Policy 2510, Participation in Local Decision-making. Additionally, Administrative Regulation 3250, Institutional Planning, also state that there is to be broad based participation in the planning processes of the District and the college. After the 2005 Accreditation recommendations, the College revised its decision-making practices. Members of the different constituent groups met during two all-day sessions during March 2006. The outcomes of the meetings included the creation of the Strategic Planning Council (SPC) and a new strategic planning governance structure where all constituencies are involved in the decision making process (IVA.1; IVA.11: Board Policy 3250).

All constituent groups have representation on the SPC and the Strategic Planning Advisory Committees. All Strategic Planning Advisory Committees have operating agreements that describe the duties and responsibilities of the committees and members. Each of these committees submits a year-end report to the SPC. The SPC reviews these reports when planning for the next year (IVA.3; IVA.12: Advisory committee year-end reports).

Participatory governance at Fresno City College and the roles of all constituent groups are defined in the College Governance Handbook. The College Governance Review Committee (formerly the College Governance Council) monitors the participatory governance process at the College and considers any concerns regarding participatory governance.

“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.”

–FCC College Governance Handbook
(IVA.6)

When a constituent member serves on a committee, it is his/her responsibility to communicate the activities of the committee to the respective constituent group. The strategic planning survey shows improvement in communication but this is an area where the College needs to continue to improve (IVA.13).

Other methods of communicating with the College community include: Opening Day presentations, campus forums, posting on Blackboard, Strategic Planning Newsletter, strategic planning e-mail updates, weekly campus activities, updates to the Fresno City College website, and internal campus publications such as City-At-Large and City at a Glance. Important updates are printed and distributed to the campus community. (IVA.14: FCC 2008-2010 and 2010-2012 Strategic Plan Brochures; IVA.15: Educational Master Plan; IVA.16: Update on Strategic Planning Fall 2006 and Fall 2007; IVA.17: PAC Minutes in public folders).

College staff receives reports from their constituent representatives on the SPC and Strategic Planning Advisory Committees regarding implementation of the strategic plan and establishing priorities for planning and resources. Information is also posted on the Strategic Planning Council Blackboard site which is accessible by anyone. Results of Program Review are also available for review on Blackboard and communicated to the SPC. In the fall semester, the Office of Institutional Research presents the environmental scan to the SPC which includes changes in key performance indicators which measure improvement (IVA. 18 Fall 2010 Environmental Scan; IVA.19 SPC minutes; IVA.20: Program Review reports to SPC).

The SPC reviews and approves the Annual Priority Goal report submitted to the Board of Trustees every March. This report is then communicated to the College community through constituent representatives (IVA.21 SPC minutes on Annual Priority Goals; IVA.22: Constituent group minutes on Annual Priority Goals).

Self Evaluation

The College meets the standard. Fresno City College has created an integrated planning process that includes all constituent groups at all levels. Annual strategic planning evaluations identify communication as an area where the College needs to improve. Currently the College is assessing how members of the College community like to receive and provide communication. Communication processes will be enhanced after the Strategic Planning Council and constituent groups discuss the results of the survey (IVA.13).

Planning Agenda

As noted in Standard IB.1, the College will develop and implement a comprehensive communication plan.

IVA.4 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

Descriptive Summary

Fresno City College demonstrates honesty and integrity in its relationships with external agencies. The College mission, vision, and core values were revised by the Strategic Planning Council, and after constituent consideration and recommendation, were approved by the constituent groups and by the Board of Trustees in January 2011. 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. The brochure also includes an ethics statement for College faculty, administrators, staff, and students that embraces the ideas of fairness, civility, integrity, and respect. (IVA.23: January 2011 Board of Trustee minutes; IVA.24: SPC minutes; IVA.25: Mission in FCC College Catalog; IVA.14).

Additionally, the Board of Trustees has adopted Board Policy 3150 and Administrative Regulation 3150, Code of Ethics for Administrators, to define ethical behavior and the expectations of administrators. The board also defines and provides examples of activities that are deemed incompatible with District policies and administrative regulations in Board Policy 3160, Definition of Incompatible activities (IVA.26: Board Policy / Administrative Regulation 3150 – Code of Ethics for Administrators).

Board Policy 3200, Accreditation, and Administrative Regulation 3200, Accreditation, provide assurance that it adheres 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. The College has a history of responding to Commission requirements for the self study, reports to the Commission, and approval of substantive changes (IVA.27: Board Policy / Administrative Regulation 3200 – Accreditation).

When developing the current accreditation report, the College distributed the drafts of the self study campus wide for comments and to the Strategic Planning Council for approval. Open forums were conducted on February 4, 2011 and May 13, 2011. The Accreditation Steering Committee is composed of representatives from the different constituent groups and the members are co-chairs for the different accreditation standards subcommittees. All standards subcommittees have representatives from the various College constituent groups. A presentation of the self study was given at the board's July 5, 2011 meeting. The Board of Trustees approved the self study at its August 2, 2011 meeting (IVA.28: Board of Trustee Meeting Agenda and Minutes).

Self Evaluation

The College meets the standard. 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 the reporting deadlines established by the Commission for submission of the College self study, progress reports, and yearly reports.

Planning Agenda

None.

IVA.5 *The role of leadership and the institution's governance and decision-making structures 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.*

All State Center Community College District Administrative Regulations were updated during fall 2008 and most of the board policies were updated between 2003 and 2008. These changes were discussed by College constituent groups and approved by the Board of Trustees (IVA.29 Minutes of Academic Senate and Board of Trustees).

The Strategic Planning Council (SPC) conducts an annual evaluation of the SPC and the strategic planning process as defined in the SPC Operating Agreement. Since the creation of the SPC the evaluations were completed spring 2007, 2008, 2009 (Strategic Planning Support Team only), 2010 and 2011. The evaluations are available for all members of the College community to review on Blackboard. Constituent members on the SPC then report the evaluation to their constituent groups (IVA.5; IVA.13; IVA.30: Minutes of constituent groups related to planning evaluation reports).

The evaluation process as stated in the SPC Handbook includes:

“An evaluation of the SPC and its processes will be conducted by the SPC and includes input from college constituent groups on an annual basis. The completed evaluation will be presented to the constituent groups.

The evaluation of the effectiveness of the SPC will include but not be limited to:

- Meeting attendance.
- Membership.
- Progress toward the accomplishment of stated goals and objectives.
- Member satisfaction.

The evaluation of the effectiveness of the

strategic planning processes will include but not be limited to:

- Progress toward the accomplishment of stated planning goals and objectives
- Progress toward meeting stated institution outcomes
- Campus and community satisfaction”

The College does have an effective evaluative process for the primary constituent governance group, the Strategic Planning Council. From 2008 to 2010, the survey results showed improvement of the campus perception of the SPC governance and strategic planning process. The survey results also showed a need to increase communication regarding strategic planning (IVA.13).

The College Governance Review Committee (formerly College Governance Council) is the committee that reviews concerns of College governance and reports those concerns to the College president and the SPC. As of this date, no concerns have been presented to the committee. The College Governance Review Committee completed the Fresno City College Governance Handbook which was reviewed and approved by all constituent groups (IVA.6; IVA.31 Constituent Group Minutes)

Self Evaluation

The College meets the standard. It regularly evaluates the strategic planning process. However, communication of the results in a manner that is readily available is an issue that the College is addressing.

Planning Agenda

As noted in Standard IB.1, the College will develop and implement a comprehensive communication plan.

Evidence for Standard IVA

- IVA.1 Board Policy / Administrative Regulation 2510 – Participation in Local Decision-Making
- IVA.2 Strategic Planning Council Handbook
- IVA.3 Integrated Planning Handbook
- IVA.4 Strategic Planning Council Minutes
- IVA.5 SPC minutes
- IVA.6 College Governance Handbook
- IVA.7 Opening Day Presentations, Public Forum Announcements
- IVA.8 Action Plan Handbook
- IVA.9 MOU between CSEA and Classified Senate
- IVA.10 Academic Senate minutes
- IVA.11 Board Policy 3250
- IVA.12 Advisory committee year-end reports
- IVA.13 Strategic Planning / SPC evaluations and surveys
- IVA.14 FCC 2008-2010 and 2010-2012 Strategic Plan Brochures
- IVA.15 Educational Master Plan
- IVA.16 Updates on Strategic Planning Fall 2006 and Fall 2007
- IVA.17 PAC Minutes in public folders
- IVA.18 Fall 2010 Environmental Scan Data
- IVA.19 SPC minutes
- IVA.20 Program Review reports to SPC
- IVA.21 SPC minutes on Annual Priority Goals
- IVA.22 Constituent group minutes on Annual Priority Goals
- IVA.23 January 2011 Board of Trustee minutes
- IVA.24 SPC minutes
- IVA.25 Mission in FCC College Catalog
- IVA.26 Board Policy / Administrative Regulation 3150 – Code of Ethics for Administrators
- IVA.27 Board Policy / Administrative Regulation 3200 – Accreditation
- IVA.28 Board of Trustee Meeting Agenda and Minutes
- IVA.29 Minutes of Academic Senate and Board of Trustees
- IVA.30 Constituent Group Minutes
- IVA.31 Constituent Group Minutes

Standard IVB: Board and Administrative Organization

IVB *In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

IVB.1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

IVB.1a *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

Descriptive Summary

The State Center Community College District Board of Trustees is a seven-member board elected to staggered four-year terms. Each board member represents a specific area in the District. Members are sensitive to the specific needs of their constituencies. The SCCCD board policy on ethics states that decisions “reflect [their] dedication to promote higher education along with opportunities for professional, vocational, and technical growth and enhancement.” In keeping with the ethics statement, the board pledges “to work with fellow members in a spirit of cooperation” and “to avoid any situation that constitutes a conflict of interest.” In complying with this ethics statement, the board votes as one unified body, and makes or approves policy in the best interest of the institution

(IVB.1 Board Policy 2010 Board Membership; IVB.2 Board Policy 2100 Board Elections; IVB.3 Board Policy 2715 Code of Ethics; IVB.4 Board Policy 2710 Conflict of Interest*).

Prior to the November 2, 2010 election, board members were elected in “from-trustee area” elections in which “each governing board member [is] elected by the registered voters of the entire school district... but reside[s] in the trustee area which he or she represents” (Ed. Code § 5030(c)). To comply with requirements of the Federal Voting Rights Act and the Federal and California Constitutions on January 12, 2010, the Board of Trustees approved new trustee area boundary plans consistent with the requirements of state and federal laws (IVB.28: Board of Trustees Meeting, January 12, 2010).

Furthermore, to comply with the Federal Voting Rights Act and the Federal and California Constitutions on January 12, 2010, members of the Board of Trustees adopted Resolution 2009-20 requesting that the Fresno County Committee on School District Organization change the manner of election of the District’s trustees to a “by-trustee area” electoral system; i.e., elections in which “one or more members residing in each trustee area [is] elected by the registered voters of that particular trustee area[.]” Cal. Elec. Code § 5030(b) (IVB.5: Board of Trustees Meeting December 8, 2009).

Vacancies on the board are filled either by an election, or by special appointment within 60 days of the vacancy (IVB.6: Board Policy / Administrative Regulation 2110 Vacancies on the Board).

There are two nonvoting student members of the board. These students must be in good standing in the District, enrolled in at least 5.0 units of coursework, and have a grade point average of 2.0. (IVB.7 Board Policy 2015 Student Members; IVB.7b Administrative Regulation 2105 Election of Student Members).

* Second and subsequent references to evidence will only include the evidence number.

The board meets monthly. The schedule of meetings, the agenda, and minutes are posted on the SCCCD website. At the beginning of each meeting, there is an open period for delegations, petitions, and communications for any individual to address the board. Each board agenda allows for staff reports and special presentations. Confidential personnel issues, and the discussion of other sensitive issues set forth with specificity, are conducted during the closed session of the meeting with the board returning to open session afterwards. Board decisions are by majority vote unless otherwise provided. (IVB.8: Board Policy 2310 Regular Meetings of the Board; IVB.9: Board Policy 2340 Agendas; IVB.10: Board Policy 2345 Public Participation at Board Meetings; IVB.11: Board Policy 2315 Closed Sessions; IVB.12: Board Policy 2330 Quorum and Votes; IVB.13: Administrative Regulation 2340 Agendas).

In addition to the powers and duties prescribed by law, the Board of Trustees requests and considers reports from the chancellor regarding the educational programs, financial position, and other matters pertaining to the welfare of the District. At each board meeting, for example, educational programs and processes are reviewed and often showcased. Examples are updates on Health Science Programs, Student Learning Outcomes, Accreditation, and Financial Aid. The Board of Trustees considers and acts on the curricular offerings of the colleges as recommended by the Educational Coordinating and Planning Committee (ECPC) on the recommendation of the chancellor. The ECPC reviews all curriculum approved by the college's curriculum committees (IVB.14: Board Policy 2012 Role of the Board – Powers, Purposes, Duties).

The evaluation of and criteria for the evaluation of the chancellor are prescribed in Board Policy 2435 Evaluation of the Chancellor. The chancellor's evaluation is conducted annually using a process mutually agreed to by the board and the chancellor (IVB.15: Board Policy 2435 Evaluation of the Chancellor).

Self Evaluation

The College meets the standard. The Board of Trustees is effective in representing a vast array of public

interests that make up the District. Members are active in their local communities and advocate for the colleges and centers in the District as well as statewide. They attend campus events. Individual members can be reached by phone, email, written correspondence, and various District publications. Five board members each have over twenty years of service to the District. Furthermore, the Board of Trustees supports the development and evaluation of educational programs. It relies on the recommendations of the chancellor, who relies on the information from the College president, faculty and staff constituencies regarding student learning programs and services. The board also adheres to a policy on the evaluation of the chancellor.

Planning Agenda

None.

IVB.1b *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary

The governing board has established policies consistent with its mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them:

SCCCD Mission Statement: State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality educational programs and services that enable productive citizenship in a diverse, global society.

SCCCD Vision Statement: State Center Community College District will be recognized as the regional leader in educational programs and services in response to an ever-changing world.

Board Policy 4020 Program, Curriculum, and Course Development 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” (IVB.16: Board Policy 4020).

The 5000 series of board policies address the quality, integrity and improvement of student services functions including admissions, enrollment, student records, matriculation, counseling, transfer center, financial aid, DSPS, EOPS, student health services, student standards of conduct, associated student organizations, and student athletics. (IVB.17: Board Policies 5000 series).

Self Evaluation

The College meets the standard. The board has established policies that ensure the quality, integrity, and improvement of student learning and student services programs. Moreover, the college’s student learning and student support services are consistent with the District’s mission.

Planning Agenda

None.

IVB.1c *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Descriptive Summary

The role of the Board of Trustees is defined in Board Policy 2012. The bylaws of the governing board list specific duties and responsibilities, which include acting on the curricular offerings of the College and establishing necessary procedures for the proper accounting of District and College funds. In addition, Board Policies 6200, 6250, and 6300 define the board’s legal obligation in complying with the Education Code of the State of California (IVB.14; IVB.18: Board Policy 6200 Budget Preparation; IVB.19: Board Policy 6250 Budget Management; IVB.20: Board Policy 6300 Fiscal Management).

Educational quality

Administrative Regulation 4020 states: “Faculty, staff, students, and administration may suggest changes to programs and curricula. Suggestions regarding changes to curriculum will be referred to the Curriculum Committee for the respective colleges. The Curriculum Committee will forward all proposed curriculum changes to the vice chancellor-workforce development and educational services, for consideration by the Educational Coordinating and Planning Committee (ECPC). Before the ECPC meeting, the vice chancellor may meet with the chairs of the Curriculum Committees, the presidents of the Academic Senates, vice presidents of students and instruction, and interested faculty. The ECPC, consisting of the presidents, vice chancellor-North Centers, vice presidents of instruction and students, Academic Senate presidents, the Curriculum Committee chairs, and the curriculum analysts will either recommend approval or disapproval of proposed curriculum changes. The ECPC generally meets during the first week of November and May of each year. The board will normally consider curriculum changes at its December and June regular meetings” (IVB.21: Administrative Regulation 4020 Program, Curriculum, and Course Development).

Legal matters

Legal matters are handled by a full-time District general counsel who is present to provide the board advice when appropriate during board meetings. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings, with the actions taken in closed session reported out in open session.

Fiscal integrity

Board Policy 2012 states that the Board of Trustees shall be responsible for fixing and approving the annual budget, and, through the adoption of the budget, for approving expenditures of funds. 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 board study. The board is responsible for budget management and establishment of a reserve for contingencies. SCCCD's unrestricted general reserves for economic uncertainty shall be no less than 6 percent of the District's annual budget exclusive of funds designated by the board for special activities (IVB.14; IVB.18; IVB.19).

The board is responsible for fiscal management including adequate internal controls, assuring that

fiscal objectives, procedures, and constraints are communicated, approving adjustments to the budget in a timely manner. An annual audit is conducted of SCCCD's fiscal records by a certified public accountancy firm approved by the board. The board has delegated to the chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until they are ratified by the board. (IVB.20; IVB.22: Board Policy 6340 Bids and Contracts; IVB.23: Board Policy 6400 Audits)

Table 1: Oversight of Budget Development Process (Major Board Input and Oversight Milestones)

Month	Meeting type	Oversight Activity
February	Regular Board Meeting	Budget Development Calendar reviewed Budget Development Criteria reviewed
March	Regular Board Meeting Board Retreat	<ol style="list-style-type: none"> 1. Preliminary budget development information reviewed including <ul style="list-style-type: none"> • Revenue projections based upon anticipated State funded full-time equivalent students (FTES) • Allocation of resources • New staffing considerations 2. Budget considerations for cost increases related to step/column (i.e. medical/retirement, worker's compensation/unemployment benefits, utilities, and property/liability insurance) 3. Long range revenue and expenditure projections. 4. Short and long range facility planning
June	Regular Board Meeting	Tentative Budget presented for review and adoption

The Budget Transfer and Adjustment Report provides the board an opportunity to review changes in revenues and expenditures during the year (IVB.24: Budget Transfer and Adjustment Report examples).

The board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. (IVB.17 Examples on the Intranet site) Updates are also provided as conditions develop and/or change at the State level that may fiscally impact District operations. An annual audit is conducted by an experienced certified public accounting firm selected by the Board of Trustees (IVB.25: Annual audit).

In compliance with BP 6200, the District maintains a reserve of at least 6%. For the past two years, the District reserve has been 13 percent when adjusted for special activities of the board. An example of special activity is to reserve lottery revenue in the year received for expenditures in the following fiscal year. Lottery funds are expended on items that enhance programmatic offerings, minor facility improve-

ments, and equipment purchases to meet the growing need for technology upgrades (IVB.18).

The board receives updates/trainings on fiscal matters at its annual retreat in March. For example, presentations on GASB-43/45 (Other Post-Employment Benefits) are provided to the board by the vice chancellor, finance and administration. Budget updates are also provided (IVB.26: Reports to Board of Trustees).

During the current fiscal downturn, the vice chancellor of fiscal and administrative services conducted numerous special sessions to update the Board of Trustees on the financial status of the District. (IVB.27: Budget Workshop meeting minutes, August 26, 2010 and February 22, 2011).

The board is responsible for fiscal management including adequate internal controls, assuring that fiscal objectives, procedures, and constraints are communicated, approving adjustments to the budget in a timely manner. An annual audit is conducted of

SCCCD's fiscal recordkeeping, including funds, books, and accounts by a certified public accountancy firm approved by the board. The board has delegated to the chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until they are ratified by the board (IVB.20; IVB.22; IVB.23).

Self Evaluation

The College meets the standard. Towards the goal of exercising its responsibility for the educational quality, legal matters, and financial integrity, 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.

Planning Agenda

None.

IVB.1d *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Descriptive Summary

The board's size, duties, responsibilities, structure, and operating procedures are defined by board policies in Chapter 2 adopted by the board as authorized by law. Board policies and administrative regulations are available to the public on the District's web site. The board took action to change its manner of election from "at large" elections to "by trustee area" elections (IVB.5). The board also took action to adjust trustee area boundaries, consistent with the requirement of the law to periodically adjust trustee area boundaries to account for population growth (IVB.28). Revisions to Board Policy 2010, Board Membership, and Board Policy 2100, Board Elections, to reflect this change were approved by the

Board of Trustees at its August 2, 2011 meeting (IVB.29: Board of Trustees Meeting August 2, 2011).

The District subscribes to the Community College League of California's Board Policy and Administrative Procedure Service, a service provided by the League in conjunction with the law firm of Liebert Cassidy Whitmore. The service provides templates for policies and procedures that may be legally required or recommended and regular updates to keep policies current with the requirements of state and federal law. Board policy and administrative regulation revisions as recommended by the League and otherwise advised through consultation with the Chancellor's Cabinet and representatives of the classified senates, academic senates, and exclusive representatives of the faculty and classified employees, is an ongoing process.

A major revision of SCCC Board Policies and Administrative Regulations was conducted in 2008 for the purpose of bringing all District policies and regulations into conformity with the draft policies and procedures recommended by the Community College League of California. No further major revisions are expected prior to the submission of the self study, except as detailed below.

Prior to three years ago, board policies and administrative regulations were maintained as hard copies in red binders available in District offices, college libraries, and in the College President's Office. Currently these documents are available electronically on the District's webpage.

Self Evaluation

The College meets the standard. Board policies and administrative regulations are published and readily available via the District website. They clearly set forth *inter alia* the board's size, duties, responsibilities structure, and operating procedures. Copies of all policies and administrative regulations are available to District employees through the Chancellor's Office (IVB.30: Board Policy / Administrative Regulation 2410 Policy and Administrative Regulations).

Planning Agenda

None.

IVB.1e *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

The board may adopt such policies that are authorized by law or determined by the board to be necessary for the efficient operation of the District (IVB.14; IVB.30a). The policies have been written to be consistent with the provisions of law, but do not encompass all laws relating to District activities.

Board policies may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Proposed changes or additions are introduced no less than one regular meeting prior to the meeting at which action is recommended (IVB.30b; IVB.12).

Administrative regulations are issued by the chancellor as statements of method to be used in implementing board policy. Such administrative regulations are consistent with the intent of board policy. The process for proposing, reviewing, and revising administrative regulations is delineated in Administrative Regulation 2410 Policy and Administration Regulations (IVB.30b).

The chancellor, biennially, provides each member of the board with copies of administrative regulations or any revisions since the last time they were provided (IVB.30).

Although board policies and administrative regulations are reviewed and revised as a result of changes in Title 5 and other statutory regulations, there is no established calendar to review them.

SCCCD's general counsel is undergoing a review of board policies and administrative regulations to ensure that they are current and comply with statutory regulations.

Self Evaluation

The College meets this standard. Board policies and administrative regulations have been rewritten since the most recent self study in 2005. New poli-

cies have been approved by the board as they have been developed. The board policies and administrative regulations are reviewed through the District and College's governance structures. There has been substantial input into the rewriting of the current board policies (IVB.31: Board Policy 2510 Participation in Local Decision-Making).

Planning Agenda

None.

IVB.1f *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

Board Policy 2740 confirms the board's commitment to education and a new trustee orientation. As a member of the Community College League of California, the SCCC Board of Trustees has access to the board development programming offered by that organization (IVB.32: Board Policy 2740 Board Education).

Continuity of board membership and staggered terms of office are assured through BP 2100 (IVB.2), which states that elections shall occur on even numbered years and that, to the degree possible, one half of the trustees are elected each trustee election.

The board has a comprehensive program of trustee orientation and board development. There were several board development activities in 2010 as well as in previous years. For example, in September 2010, an orientation to the District was held for the two candidates for trustee of Area IV. The orientation included presentations by the college presidents and the vice chancellor for the North Centers, and District Administration (IVB.33: Candidate Orientation Agenda).

The board president attended a CCLC workshop for trustee chairs with the chancellor and the executive secretary, who assists the chancellor and the board (IVB.34: CCLC Effective Trusteeship Workshop Program).

Three trustees attended the CCLC Legislative summit in January 2011 in Sacramento (IVB.35: CCLC Legislative Conference Program).

In addition to other members of the College leadership, four trustees attended the CCLC conference in November 2010 (IVB.36 CCLC Conference Attendee Roster).

The newly elected trustee attended the CCLC new trustee orientation. Copies of the CCLC Trustee Handbook are provided to all board members. All trustees are also provided the CCLC's *Fiscal Responsibilities: A Resource for Governing Boards* for review and discussion (IVB.37: Board of Trustees Handbook).

The board has also established a retreat held each year at which time specific issues and projects are discussed (e.g., annual goals, planning, budget, facilities, diversity, Accountability Report for Community Colleges (ARCC), Disaster Preparation Training) (IVB.38: Board of Trustees Retreat Agenda).

Self Evaluation

The Board of Trustees meets this standard. The Board of Trustees has been consistent both in the rules regarding terms of office and in its processes for providing continuity and training to new board members.

Planning Agenda

None.

IVB.1g *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

Board Policy 2745 addresses board self-evaluation and states that the board is committed to assessing its own performance in order to identify its strengths and areas in which it may improve its functioning. In addition, the discussion of board roles and responsibilities assists board members to build communication and understanding among the members; leads to a stronger, more cohesive working group; assists board

members to identify areas for improvement as well as goals, and criteria for future evaluations; encourages understanding of what they expect from themselves and each other in order to be an effective board; and allows the opportunity to summarize accomplishments and positive characteristics.

To conduct its self-evaluation, all board members complete an evaluation instrument. A summary of evaluations is discussed at a board meeting scheduled for that purpose to identify accomplishments and set goals for the coming year (IVB.39: Board Policy 2745 Board Self Evaluation).

On July 22, 2010, the board held a special board session facilitated by a consultant from ACCT to review self-evaluation worksheets and to set goals with the chancellor for the coming year (IVB.40: Board of Trustees Agenda July 22, 2010).

Self Evaluation

The College meets the standard. The SCCC Board of Trustees has an ongoing commitment to accountability and assessment. The process for the board's self-evaluation is carried out according to the process defined and published in Board Policy 2745 (IVB.39).

Planning Agenda

None.

IVB.1h *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

The SCCC code of ethics is articulated in Board Policy 2715 Code of Ethics—Standards of Conduct. As stipulated in this policy, the members of the State Center Community College District Board of Trustees "...recognize that as elected public servants our actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions we make 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, we must be a positive reflection of those for whom we speak.” In addition to the standards of conduct included in the policy, it also includes a censure policy to which a board member may be subject for violating the code of ethics and standards of conduct policy (IVB.38 Board Policy 2715 Code of Ethics – Standards of Conduct).

Self Evaluation

The College meets the standard. BP 2715 clearly defines the code of ethics and provides for censure of board members that violate it (IVB.3).

Planning Agenda

None.

IVB.1i *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

Regular reports are presented to the Board of Trustees regarding the status of the accreditation process. The October 5, 2010 meeting of the Board of Trustees included a presentation on the status of the self-study. The Board of Trustees received a draft copy of the self study for review at its July 5, 2011 meeting before approving the self study at its August 2011 meeting (IVB.41: Board of Trustees Meeting October 5, 2010; IVB.42: July 5, 2011; IVB.29).

Self Evaluation

The College meets the standard.

Planning Agenda

None.

IVB.1j *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system for the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.*

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy 2430 Delegation of Authority to Chancellor clearly specifies that the board delegates to the chancellor the responsibility for administering board policies and executing board decisions that require administrative action. This policy also makes clear that carrying out these responsibilities form part of annual goal-setting and evaluation thus holding the chancellor accountable for carrying out the authority delegated to her (IVB.43: Board Policy 2430 Delegation of Authority to Chancellor; IVB.72: Chancellor’s 2010-2011 Goals).

Board Policy 2431 Chancellor Selection specifies that the Board of Trustees establish the process to be used to select the chancellor. The process is to be “fair and open and complies with relevant regulations.” In searches for a chancellor the Board of Trustees has utilized the services of an outside consultant—most recently the Association of Community Colleges Trustees (ACCT). ACCT’s role is to ensure the District’s commitment to conducting an open and equitable search process that conforms to the District’s policies and regulations as well as the legal requirements of the state (IVB.44: Board Policy 2431 Chancellor Selection).

With help from the ACCT consultant, SCCCD's Board of Trustees set up a search process that began with District wide open forums to gather input on the desirable qualifications for the new chancellor. A position announcement was developed incorporating the profile criteria from the Board of Trustees and the public forums. The position announcement was placed on the District website and nationwide advertisement took place via multiple websites, industry publications, and national newspapers.

The Search Advisory Committee, consisting of 23 representatives from all campuses, including classified and certificated staff and members of the community at large, was approved at the board November meeting. Updates regarding the recruitment process were posted on the District website in order to keep all constituents informed of the search process.

Search Advisory Committee members were oriented by the ACCT consultant on Equal Employment Opportunity guidelines, confidentiality, and evaluating candidates' application materials. All Search Advisory Committee members paper-screened and independently rated all of the applicants for the position of chancellor.

The Search Advisory Committee then met to evaluate and discuss applications and select the semi-finalists to be invited for interviews. Following the selection process, the Search Advisory Committee selected interview questions. The candidates were interviewed by the committee and three finalists were selected. Those three finalists took part in public forums held at Fresno City College and Reedley College as well as Chancellor Cabinet interviews and Board of Trustees interviews. Following a site visit the Board of Trustees selected a new chancellor.

The chancellor is evaluated annually by the board using an evaluation process developed and jointly agreed to by the board and the chancellor and includes performance goals and objectives for the year. The most recent evaluation of chancellor was conducted in May 2011 (IVB.15; IVB.45: Board of Trustees Agenda May 31, 2011)

The process for selecting college presidents is governed in part by Board Policy 3420 Equal Employment

Opportunity, Board Policy 7100 Commitment to Diversity, and Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures.

The most recent search for the president of Fresno City College occurred in fall 2010, and the District utilized the services of Association of Community College Trustees (ACCT) to ensure the District's commitment to conducting an open and equitable search process that conforms to the District's policies and regulations as well as the legal requirements of the state (IVB.46: Board Policy 3420 Equal Employment Opportunity; IVB.47: Board Policy 7100 Commitment to Diversity; IVB.48: Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures).

After approval of its contract, the search consultant (ACCT) met with the District human resources staff to discuss the recruitment process and to present a draft timeline. Input from campus-wide constituent groups was sought regarding characteristics of the new president. A position announcement was developed that incorporated the profile criteria from the constituents. The announcement also included the direction provided by the chancellor and Board of Trustees in terms of qualifications, opportunities and challenges, duties and responsibilities, and preferred personal and professional characteristics the board would be looking for in a new College president. The position announcement was advertised locally and nationally.

A broad-based Search Advisory Committee was comprised of academic and classified senate representatives, a student representative, academic and classified bargaining unit representatives, management representatives, community members, a K-12 representative, and a board member. The search consultant conducted an orientation for all committee members relative to the EEO guidelines, confidentiality, and evaluation of candidates' application materials. All Search Advisory Committee members paper-screened and independently rated all of the applicants.

Search Advisory Committee then reviewed applications and selected semi-finalists for interviews. After the interviews, finalists were selected. The finalists took part in public forums, and were also interviewed

by the Chancellor's Cabinet and the chancellor. The Board of Trustees also interviewed all finalists. After conducting site visits and the withdrawal of one of the finalists, the chancellor recommended to the board that the search be reopened. The search for president of Fresno City College will begin in fall 2011.

The evaluation process for college presidents and similar level administrators is specified in Board Policy 7125 Employee Evaluations and Administrative Regulation 7125 Evaluation. The College president is a member of the Chancellor's Cabinet; therefore, the chancellor evaluates the College president annually based on an agreed upon process which includes the attainment of the annual goals that were developed by the president with input from the chancellor and the completion of an evaluation form (IVB.49: Board Policy / Administrative Regulation 7125 Evaluations; IVB.50: Evaluation Form).

Following the completion of each annual job performance evaluation, and based thereon, the chancellor recommends to the Board of Trustees whether to extend the term of the agreement for an additional one (1) year period or to decline to extend the term one (1) year.

Self Evaluation

The College meets the standard. The board delegates the responsibility to implement board policies and holds the chancellor accountable by means of defined evaluation process for the chancellor. The board also has in place board policies and administrative regulations which specify the process for the selection of the College president. Additionally, there are process in place for the evaluation of the chancellor and the College president.

Planning Agenda

None.

IVB.2 *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

IVB.2a *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Descriptive Summary

The president works with College administrators to ensure that the College is managed efficiently and effectively. The president delegates authority and responsibility as appropriate through the President's Advisory Council, Budget Advisory Committee, and President's Cabinet. The President's Advisory Council meets every week and membership includes the College president, vice president of instruction, vice president of student services, vice president of administrative services, director of technology, and director of marketing and communications. The Budget Advisory Committee meets at least every two weeks 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, AFT, and CSEA. President's Cabinet is composed of the president, the vice presidents, deans, directors, the president of the Academic Senate, the president of the Classified Senate, the president of the Associated Student Government, a CSEA representative, and the director of athletics. Representatives of different areas of the College are expected to disseminate information discussed during President's Cabinet to their respective areas.

Every year the Strategic Planning Council (SPC) along with the president determines the annual priority College goals from the strategic plan. Responsibility for ensuring that goals are met is often delegated to specific administrators who have expertise in given areas (IVB.51: Annual Priority Goals; IVB.52: SPC minutes – Annual Priority Goals).

One of the goals of the Educational Master Plan is to complete an evaluation of the organizational structure of the College (IVB.53: FCC Educational Master Plan).

Self Evaluation

The College meets the standard. There is a hierarchy in the College where the president delegates to senior level management, who in turn delegate to middle level management with the expectation that all constituent groups are involved in the decision making process (IVB.54 Integrated Planning Handbook).

Planning Agenda

None.

IVB.2b *The president guides institutional improvement of the teaching and learning environment by the following:*

- *Establishing a collegial process that sets values, goals, and priorities;*
- *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts.*

Descriptive Summary

The SPC has established a review process every other year to set priority goals and draw up a calendar for meeting them. Any changes go to all constituent

groups for review (IVB.54). Every two years, the SPC reviews the college's vision, mission, and core values statements for possible revisions. If any revisions occur, they are submitted to the constituent groups and Board of Trustees for approval (IVB.55: SPC minutes – Mission, Vision, Core Values).

Every fall semester, the Institutional Research Coordinator presents an environmental scan on external and internal conditions to the SPC. The scan results are used to revise the strategic plan and determine planning priorities for the next year. The environmental scans are posted on Blackboard and on the college's Institutional Research website (IVB.56: Fall 2010 Environmental Scan).

FCC Strategic Planning Advisory Committees provide recommendations for resource allocation to the SPC. Budget, human resources, facilities, and technology recommendations come from the appropriate advisory committees. A few examples can be given from the SPC's 2009-10 Program Review Year-End Report:

- Technology for smart classrooms was identified as an instructional need by several departments such as engineering and fine arts through their program reviews. As a result, the Technology Advisory Committee submitted an action plan to develop smart classrooms throughout the campus. The SPC approved the action plan on April 12, 2007. As of October 1, 2010, 75 smart classrooms have been installed on campus, bringing the total to 99 out of 158 rooms (IVB.57: Smart Classroom Action Plan Final Report).
- Through an action plan with a program review recommendation, Dental Hygiene received \$460,000 in spring 2011 to replace patient chairs with new chairs with computers. This equipment will enable the department to fulfill course SLOs such as the ones detailed for DH 3A. One SLO is to "Record medical and dental histories", which the computers will help fulfill. Another is to "Demonstrate correct fundamental skills for the use of scaling instruments, polishing procedures and fluoride applications" to prepare students for the performance test- the chairs will help fulfill this SLO (IVB.58: Dental Hygiene Clinic Renovation Action Plan End-of-Year Report).

- Geology requested \$1,000 in an Action Plan for Augmentation of Earth Science and Natural Science lab materials to help with student success (IVB.59: Geology Action Plan Final Report)

The SPC and its processes are evaluated every spring and the results are posted on Blackboard. All constituency groups were surveyed for input on potential changes to the strategic planning processes. In 2010, 57 percent of the respondents from all constituency groups indicated that they were satisfied with the work of the SPC; this was equal to the percentage who expressed satisfaction in spring 2008. However, there was a significant decrease in the number of respondents who answered, “don’t know.” This could indicate an improvement in communication between the SPC and College community. This would fulfill one of the three recommendations given in the spring 2008 report.

The survey instrument was revised spring 2011 and submitted to the entire College community (rather than constituency representatives) for feedback. The new survey asks questions about how individuals would like to receive and distribute strategic planning information. An overwhelming majority of respondents identified e-mail as their preferred information source (87%), followed by “my department or division” (56%). Due to the change in survey sampling, improvements in perceptions about planning communications will be evaluated during spring 2012 (IVB.60: Strategic Planning Council Evaluations).

Survey respondents gave the Strategic Planning Support Team (SPST) high ratings ranging from 51 percent to 91 percent. The SPST also completes self-evaluations every spring, which are posted to Blackboard. The 2010 SPST self-evaluation includes a positive assessment of the sharing of co-chair responsibilities by the four constituent groups as a change that “improved communication and sped-up strategic planning decision making” (IVB.61: Spring 2010 SPST Evaluation).

The Program Review Committee and its processes were evaluated in spring 2010 by the faculty and staff who participated in program review. The results have been posted to Blackboard. A majority of respondents gave the process a favorable review. Only 15 percent of respondents disagreed or strongly disagreed that the

process had been helpful to their departments. This was down from a similar figure of 16.7 percent for the same survey administered in spring 2009. Although this is a minor change, it still represents progress for the Program Review Committee and its processes (IVB.62: Spring 2010 Program Review Evaluation Survey Results).

Self Evaluation

The College meets the standard. As a member of SPC, the president guides the process for institutional improvement; survey results for the SPC, the SPST, and the Program Review Committee indicate ongoing improvement.

Planning Agenda

None.

IVB.2c *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

Descriptive Summary

The president adheres to all laws, regulations, and board policies. The president regularly attends the meeting of the Board of Trustees, Chancellor’s Cabinet, Communications Council, and other management meetings. The president demonstrates knowledge of regulations and mandates. The president communicates to the College the importance of following the College mission including: participating in the review and update of the College mission with the Strategic Planning Council every other year; encouraging the President’s Cabinet to continually review the mission statement and assess how the College areas are fulfilling the mission; and reviewing the College mission statement with faculty, staff, and administrators at opening day meetings. The president works with the Strategic Planning Council to ensure that College documents align with the District mission, vision, and strategic plan (IVB.55; IVB.63 President’s Cabinet Minutes; IVB.74: Communication Council Minutes).

Self Evaluation

The College meets this standard. The president is actively involved at the District and College to insure that all practices are consistent.

Planning Agenda

None.

IV.B2d *The president effectively controls budget and expenditures.*

Descriptive Summary

The president meets frequently with the vice president of administrative services and all other senior management to review the budget weekly meetings with the President's Advisory Council, bi-weekly meetings with the SPC and President's Cabinet, and regular meetings with the Budget Advisory Committee. These groups make budget recommendations to the president who in-turn makes final budget decisions. Under the leadership of a new chancellor, the District is developing a budget allocation model and the president is involved in that process (IVB.64: President's Cabinet Minutes; IVB.65: Budget Advisory Committee minutes).

The College routinely conducts audits for compliance with state and federal laws and regulations. Grants are audited for compliance and the results show very few audit exceptions. Through an approved action plan, an accounting technician was hired in spring 2009 to monitor grants (IVB.66: Action Plan).

Self Evaluation

The College meets this standard. All final budget decisions are made by the president and the budget is balanced every year.

Planning Agenda

None.

IVB.2e *The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The president has an established presence in the community and makes a concerted effort to communicate effectively with diverse audiences. The president is an active member of a number of community organizations including Rotary, the High Speed Rail Authority, and the Central Valley Higher Education Consortium. He also represents the College at community meetings and events that directly and indirectly involve the college. Through his involvement, he continues to develop positive relationships and important partnerships with agencies and industry.

Self Evaluation

The College meets this standard.

Planning Agenda

None.

IVB.3 *In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.*

IVB.3a *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*

Descriptive Summary

The Board of Trustee has established policies and administrative regulations that clearly specify its expectations in regards to educational excellence and integrity. The functional map prepared for this self study clearly delineates the operational responsibilities of the District and the college. There are responsibili-

ties for which the District has primary responsibility and those for which the College assumes responsibility. There are, however, operational responsibilities that are shared.

In spite of this delineation, there are instances where the operational responsibility is not consistent or changes without timely communication. For example, a decision was made to no longer support Blackberry to access email from off campus. This was not communicated until after it was suggested by the College. However, in many cases these inconsistencies are addressed when they become known.

Self Evaluation

The College meets the standard.

Planning Agenda

None.

IVB.3b *The district/system provides effective services that support the colleges in their missions and functions.*

Descriptive Summary

Although the District provides services that support the college's mission and functions, they are not as efficient as they could be. For example, the District has not taken advantage of the technology available to streamline processes and make them more effective and efficient. For example, the District has not adopted electronic forms and process for requisitions, maintenance requests, and forms commonly used in human resources. Instead, a simple change of address requires a hardcopy with at least four different signatures before it can take effect.

Self Evaluation

The College meets the standard; however, the District needs to develop a plan to use technology to make processes that support the College more effective and efficient.

Planning Agenda

None.

IVB.3c *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

Descriptive Summary

How the District allocates resources to the College is not transparent in that a District Resource Allocation Model is in the initial stages of being developed and implemented. The District provides Fresno City College with many administrative and delivery services, recognizing economies of scale. However, over 90% of Fresno City College's budget is dedicated to salaries and benefits, which has made it increasingly difficult to provide the necessary support services to students.

Fresno City College is fulfilling its mission. It is, however, unclear as to whether Fresno City College receives an allocation proportionate to the amount of FTES generated. There appears to be no change from the last accreditation study when the Accreditation Faculty and Staff Survey indicated that Fresno City College administrators, faculty, and staff did not believe that the District provides fair distribution of resources.

The chancellor is aware of the perception that resources may not be allocated appropriately to the various campuses. In response to the need to identify and implement a Resource Allocation Model, she has established a Resource Allocation Task Force. This Taskforce is group of representatives from constituency groups from the District, Colleges, and centers who are tasked with the development of a resource allocation model for the district. The Taskforce met before the end of the spring semester and will continue to meet every other Friday through the academic year. Its task is to provide a framework for the development and implementation of a Resource Allocation Model (IVB.67: Resource Allocation Taskforce Minutes; IVB.68: Resource Allocation Taskforce Membership).

Self Evaluation

In order for the College to meet the standard, the District will need to develop and implement a District Resource Allocation Model that is transparent and data driven.

Planning Agenda

As noted in IIID.1a , the College will be actively involved in the development and implementation of a District Resource Allocation Model.

IVB.3d *The district/system effectively controls its expenditures.*

Descriptive Summary

The board receives regular financial reports from the vice chancellor of finance and administration. Board retreats are regularly held to discuss the budget and other District policy issues. The independent auditors' report is presented on a regular basis at the board of trustees meetings.

Although the budget difficulties at the state level have had a serious impact on the District's finances, the District's finances are in good shape, as indicated by the auditor's report. There have been no furloughs or layoffs of full-time or non-grant funded staff.

While in good financial shape, the District now has to use reserves. In 2009-1010 Fresno City College used \$1.8 million in unspent money to balance the budget. Fresno City College will be using \$1.5 million in reserves for 2010 – 2011.

The District and Fresno City College completed the last fiscal year with a positive ending balance.

Self Evaluation

The College meets the standard. The District's and Fresno City College's most recent annual independent audit report and audited financial statements indicate effective control of expenditures (IVB.25).

Planning Agenda

None.

VB.3e *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*

Descriptive Summary

The organizational chart of the District delineates authority from the chancellor to the Fresno City College president to administer the college. As the chief executive officer of the college, the president has the delegated authority to administer all aspects of the College without interference from but with full accountability to the chancellor.

Self Evaluation

The College meets the standard. The chancellor delegates the responsibility and authority to president to carry out District policies and administrative regulations in administering Fresno City College without interference. Through regular meetings and an annual evaluation, the president is held accountable for Fresno City College fulfilling its mission and functions.

Planning Agenda

None.

IVB.3f *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

Descriptive Summary

Information about College issues and events is conveyed to Board members by the District in a variety of ways. Reports are presented by the College president at each of the regularly scheduled Board

meetings. These reports include upcoming events and accomplishments by faculty, staff, and students. The chancellor also sends out a weekly update every Friday by email to each Board member to provide any new information on events or issues. The District also communicates with the Board as needed when urgent issues regarding the College are being addressed by the news media.

The District uses various methods to communicate with the College community. Up until recently, a monthly electronic newsletter had been emailed following each regularly scheduled Board meeting. One has not been published since the retirement of the previous chancellor. The newsletter included messages by the Board president and the chancellor and any other issues of importance. The District also makes Board meeting agendas and minutes readily available online. The chancellor is also planning to schedule “town meetings” each semester on the campus to give the College community a chance to dialog with her on any issues of concern.

Self Evaluation

The College meets the standard.

Planning Agenda

None.

IVB.3g *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

The State Center Community College District developed a new functional map to describe the role delineation between the District Office and campuses. This document was developed with input from the accreditation liaison officers at each campus and

reviewed at each campus for input and comments. The discussions about the functional map included both how the District currently delineates roles as well as recommendations for changes in role definition to improve effectiveness. After the first draft of the functional map was completed, it was presented to a broader group of stakeholders from across the District for further review and revision. Finally, the functional map was reviewed by the Chancellor’s Cabinet, recommendations were made, and the functional map was adopted.

The functional map will continue to be utilized as a tool to evaluate the role delineation between the District and the colleges and centers. Roles and functions will be evaluated through the strategic planning process and the shared governance committee, Communications Council. Proposed changes to specific roles will be vetted through campus and district-wide shared governance groups and will be implemented as appropriate.

In November 2010, SCCCD contracted with the College Brain Trust (CBT), a consulting group specializing in strategic and educational planning for community colleges statewide, to evaluate district/system role delineation and decision-making structures and processes. The CBT conducted an in-depth evaluation of the services and structures in place at the District Office to assist the colleges and centers in meeting their educational goals. After an extensive survey of faculty, staff, and students, and interviews with key institutional leaders, the CBT made recommendations to the chancellor and board on ways to improve District Office functions. All of these recommendations are under consideration and some have been implemented as feasible (IVB.69: College Brain Trust Report).

The District Office is also preparing for its first administrative program review. Each unit in the District Office will be evaluated through a program review process to define effective operations and recommend improvements (IVB.70: Presentation on District Office Administrative Services Unit Review; IVB.71: District Office Administrative Services Unit Review Calendar).

SCCCD is working to improve district-wide shared

governance processes as the result of a recommendation that emerged from the 2011 strategic planning process update. The Communications Council has formed a subcommittee that consists of faculty, classified staff, and administrative staff, to research District shared governance models and make a recommendation to the Council as a whole (IVB.73: Communications Council Agenda May 31, 2011). As evidence of improvement that resulted from evaluation of process and procedure, the District is revising Administrative Regulation 2410, which addresses approval of administrative regulations through the shared governance council.

Self Evaluation

The College meets the standard.

Planning Agenda

None.

Evidence for Standard IVB

- IVB.1 Board Policy 2010 Board Membership
- IVB.2 Board Policy 2100 Board Elections
- IVB.3 Board Policy 2715 Code of Ethics
- IVB.4 Board Policy 2710 Conflict of Interest
- IVB.5 Board of Trustees Meeting December 8, 2009
- IVB.6a Board Policy 2110 Vacancies on the Board
- IVB.6b Administrative Regulation 2110 Vacancies on the Board
- IVB.7a Board Policy 2015 Student Members
- IVB.7b Administrative Regulation 2105 Election of Student Members
- IVB.8 Board Policy 2310 Regular Meetings of the Board
- IVB.9 Board Policy 2340 Agendas
- IVB.10 Board Policy 2345 Public Participation at Board Meetings
- IVB.11 Board Policy 2315 Closed Sessions
- IVB.12 Board Policy 2330 Quorum and Votes
- IVB.13 Administrative Regulation 2340 Agendas
- IVB.14 Board Policy 2012 Role of the Board – Powers, Purposes, Duties
- IVB.15 Board Policy 2435 Evaluation of the Chancellor
- IVB.16 Board Policy 4020 Program, Curriculum, and Course Development
- IVB.17 Board Policy 5000 series
- IVB.18 Board Policy 6200 Budget Preparation
- IVB.19 Board Policy 6250 Budget Management
- IVB.20 Board Policy 6300 Fiscal Management
- IVB.21 Administrative Regulation 4020
- IVB.22 Board Policy 6340 Bids and Contracts
- IVB.23 Board Policy 6400 Audits
- IVB.24 Budget Transfer and Adjustment Report examples
- IVB.25 Annual audit
- IVB.26 Reports to Board of Trustees
- IVB.27 Budget Workshop meeting minutes, August 26, 2010 and February 22, 2011
- IVB.28 Board of Trustees Meeting January 12, 2010
- IVB.29 Board of Trustees Meeting August 2, 2011
- IVB.30a Board Policy 2410
- IVB.30b Administrative Regulation 2410
- IVB.31 Board Policy 2510 Participation in Local Decision-Making
- IVB.32 Board Policy 2740 Board Education
- IVB.33 Candidate Orientation Agenda
- IVB.34 CCLC Effective Trusteeship Workshop Program
- IVB.35 CCLC Legislative Conference Program
- IVB.36 CCLC Conference Attendee Roster
- IVB.37 Board of Trustees Handbook
- IVB.38 Board of Trustees Retreat Agenda
- IVB.39 Board Policy 2745 Board Self Evaluation
- IVB.40 Board of Trustees Agenda July 22, 2010
- IVB.41 Board of Trustees Meeting October 5, 2010
- IVB.42 Board of Trustees Meeting July 5, 2011
- IVB.43 Board Policy 2430 Delegation of Authority to Chancellor
- IVB.44 Board Policy 2431 Chancellor Selection

- IVB.45 Board of Trustees Agenda May 31, 2011
- IVB.46 Board Policy 3420 Equal Employment Opportunity
- IVB.47 Board Policy 7100 Commitment to Diversity
- IVB.48 Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures
- IVB.49 Board Policy / Administrative Regulation 7125 Evaluations
- IVB.50 Evaluation Form
- IVB.51 Annual Priority Goals
- IVB.52 SPC minutes – Annual Priority Goals
- IVB.53 FCC Educational Master Plan
- IVB.54 Integrated Planning Handbook
- IVB.55 SPC minutes – Mission, Vision, Core Values
- IVB.56 Fall 2010 Environmental Scan
- IVB.57 Smart Classroom Action Plan Final Report
- IVB.58 Dental Hygiene Clinic Renovation Action Plan End-of-Year Report
- IVB.59 Geology Action Plan Final Report
- IVB.60 Strategic Planning Council Evaluations
- IVB.61 Spring 2010 SPST Evaluation
- IVB.62 Spring 2010 Program Review Evaluation Survey Results
- IVB.63 President’s Cabinet minutes - Mission
- IVB.64 Budget Discussion – President’s Cabinet Minutes
- IVB.65 Budget Advisory Committee Minutes
- IVB.66 Action Plan – Accounting Technician
- IVB.67 Resource Allocation Taskforce Agenda and Minutes
- IVB.68 Memo from chancellor on the Resource Allocation Taskforce Charge
- IVB.69 College Brain Trust Report
- IVB.70 Presentation on District Office Administrative Services Unit Review
- IVB.71 District Office Administrative Services Unit Review Calendar
- IVB.72 Chancellor’s 2010-2011 Goals
- IVB.73 Communications Council Agenda May 31, 2011
- IVB.74 Communications Council Minutes

PLANNING SUMMARY

Planning Summary

As evidenced by the self study, it is clear that the College will have distinct areas of focus. The College has made great strides in respect to planning and communication since the 2005 self study. Institutional planning is an inclusive process that has been fully developed and implemented by the College community; all constituent groups have participated in and support these efforts. Significant improvements have been made in communication, and it is embedded in many institutional processes. However, the College still needs to grow in respect to these areas.

Strategic planning has been integrated into the College, but must be fully connected to allocation of resources. Many of the planning agendas throughout the self study indicate that planning efforts are not fully coordinated with each other, making it difficult to connect planning to resources. The College will work to unify planning efforts and “close the loop” in this area.

Turnover in the District management position that is responsible for coordinating planning efforts has resulted in a disconnect between campus and District planning. The District is completely committed to addressing this issue and it will be a key planning agenda for the campuses and District. Additionally, with the tremendous change and growth in the District, the development of a resource allocation model is a top priority.

The College must also work to improve communication. Upon reflection, all areas of the College work diligently to communicate their efforts and outcomes to the campus community. Nearly every committee, program, and unit has a website and/or printed publications. However, there is a lack of centralized management of these communication efforts, leaving them hidden, difficult to navigate, and inconsistent. The result is that individuals often feel uninformed of important College happenings. The College realizes the importance of this issue, and through the development and implementation of a communication plan, will work to coordinate communication efforts.

These planning agenda are going to be at the forefront of planning efforts beginning in fall 2011. The College will update its strategic plan and the District will develop a 2012 strategic plan guided by this self-reflective process.

PLANNING AGENDAS

Planning Agendas

Standard IB Institutional Effectiveness

- The College will develop and implement a comprehensive communication plan. (Standards IB.5, IIA.1.f, IIA.3, IIA.6, IIA.6.c, IIA.7.c, IIB.2.a, IIB.2.b, IIB.2.c, IIB.2.d, IIIA.1.a, IIIC.1, IIID.2, IIID.2.a, IIID.2.b, IVA.2, IVA.3, IVB.1.d, IVB.1.i, IVB.2.e, IVB.2.a, IVB.3.f, IVB.3.g)
- The College strategic plan will more closely align with the District strategic plan. (Standard IB.3, IB.4, IB.6, IVB.3.a)

Standard IIA Educational Programs

- The College will develop an easily accessible student learning outcomes website to track assessment results. (Standards IB.5, IIA.1.a, IIA.1.c, IIA.2.a, IIA.2.b, IIIC.1.a, IIIC.1.d)
- The College will conduct an annual assessment of progress toward program goals as part of program review. (Standards IB.1, IB.2, IB.3, IB.7, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e)
- The College will develop an assessment timeline that includes all course and program learning outcomes by fall 2012. (Standards IB.3, IB.6, IIA.2.a, IIA.2.b, IIA.2.e)

Standard IIC Library and Learning Support Services

- The College will include the need for additional space requirements for the library and student support services in the College Facilities Master Plan. (Standards IB.4, IB.6, IIC.2, IIIB.2.a, IIIB.2.b)
- The College will address the security issues of the library building, equipment, and materials. (Standards IIC.1.d, IIIB.1.a, IIIB.1.b)

Standard IIIA Human Resources

- The Campuswide Professional Development Coordinating Committee will review its current Operating Agreement and develop, promote, and increase the depth and breadth of staff development activities for Fresno City College staff through a comprehensive staff development plan. (Standards IB.4, IB.6, IIIA.5.a, IIIA.5.b)

- Through the Human Resources Committee, Fresno City College will investigate, evaluate and determine the process(es) for human resource reallocation for certificated, classified, and administrative positions. (Standards IB.4, IB.6, IIIA.6)

Standard IIIB Physical Resources

- The College will complete and implement the College Facilities Master Plan and ensure that it is updated as appropriate. (Standards IB.4, IB.6, IIIB.2.a, IIIB.2.b)
- The College will develop an equipment replacement plan. (Standards IB.4, IB.6, IIIB.2.a, IIIB.2.b)

Standard IIIC Technology Resources

- The Technology Advisory Committee and Technology Support Services will evaluate the wireless network system and make recommendations for upgrades/replacement in the next College technology plan. (Standards IB.4, IB.6, IIA.2, IIIC.2)
- The College will provide online technology training for all staff, faculty, and administrators that can be accessed on or off campus. (Standards IIA.1.c, IIIC.1.c)
- The College will include a recommendation for technology infrastructure replacement as part of the next technology plan (Standards IB.4, IB.6, IIIC.1.c, IIIC.2)
- The College will work with and support the District in updating the 2001 District Technology Plan into a fully integrated District wide technology model. (Standards IB.4, IB.6, IIIC.2, IVB.3.c)

Standard IIID Financial Resources

- The College will be actively involved in the development and implementation of a District Resource Allocation Model. (Standards IB.4, IB.6, IIID.1.a, IIID.1.b, IIID.1.c, IIID.1.d, IVB.3.c, IVB.3.d)
- The College will work to strengthen communication of the budget process to increase the understanding of resource planning. (Standards IB.5, IIID.2, IIID.2.a, IIID.2.b)



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