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.

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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 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 SCCCDFUSD 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 personal 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. (IIB17: 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

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

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.”


   • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution

   The inside cover of the catalog provides the institution’s official name, address, frequently 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 lifelong 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 disbursed throughout the catalog. The specific statements can be found by each of the institutional 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.


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. (II.B.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
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 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-
students 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 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.

**II.B.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
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 Committee. (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
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 Dao (IIB.87: Speakers Forum – John Bul Dao), Ruben Naverette, Jr. (IIB.88: Speakers Forum – Ruben Naverette, 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.

**II.B.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: SCCCD 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.

**II.B.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: SCCCD 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

**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.
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 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 SYMBA 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