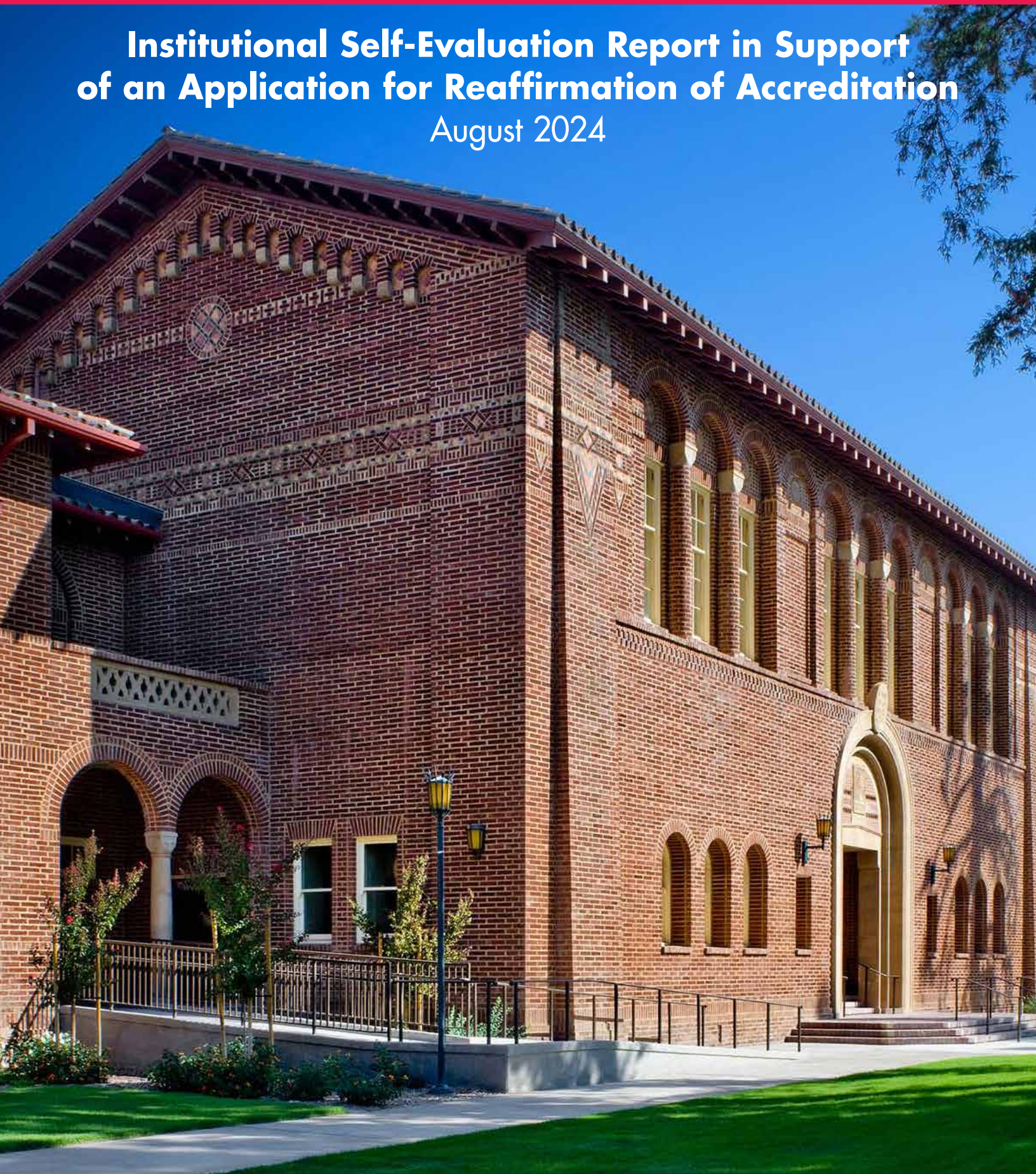
Fresno City College

Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

August 2024



Fresno City College

Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

Submitted by

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

to
Accrediting Commission for Community and Junior Colleges

August 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Robert Pimentel
Fresno City College
1101 East University Ave
Fresno, CA 93741

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Carole Goldsmith 06/12/2024

Dr. Carole Goldsmith, Chancellor, State Center Community College District — Date

Magdalena Gomez 06/12/2024

Magdalena Gomez, President, Board of Trustees — Date

5/9/2024

Dr. Robert Pimentel, President, Fresno City College — Date

5/16/2024

Dr. Ghada Al-Masri, Accreditation Liaison Office, Fresno City College — Date

5/9/24

Ms. Jacqueline Williams, President, Academic Senate, Fresno City College — Date

5/9/24

Ms. Monique Reyna, President, Classified Senate, Fresno City College — Date

5/7/24

Mr. Quentin Deforest, President, Associated Student Government, Fresno City College — Date

Table of Contents

Fresno City College

Forward to the Institutional Self-Evaluation Report 1

A. Introduction: Institutional Context 3

B. Institutional Self-Evaluation of Alignment with Accreditation Standards 9

Standard 1: Institutional Mission and Effectiveness 10

Standard 2: Student Success 20

Standard 3: Infrastructure and Resources 41

Standard 4: Governance and Decision-Making 58

C. Required Documentation 71

Standard 1: Mission and Institutional Effectiveness 72

Standard 2: Student Success 73

Standard 3: Infrastructure and Resources 76

Standard 4: Governance and Decision-Making 78

Other Federal Regulations and Related Commission Policies 78

D. Appendix 1: Verification of Catalog Requirements (ER 20) 80

E. Appendix 2: Organizational Structure 81

F. Appendix 3: Approved Locations 86

Forward to the Institutional Self-Evaluation Report

Forward to the Institutional Self-Evaluation Report

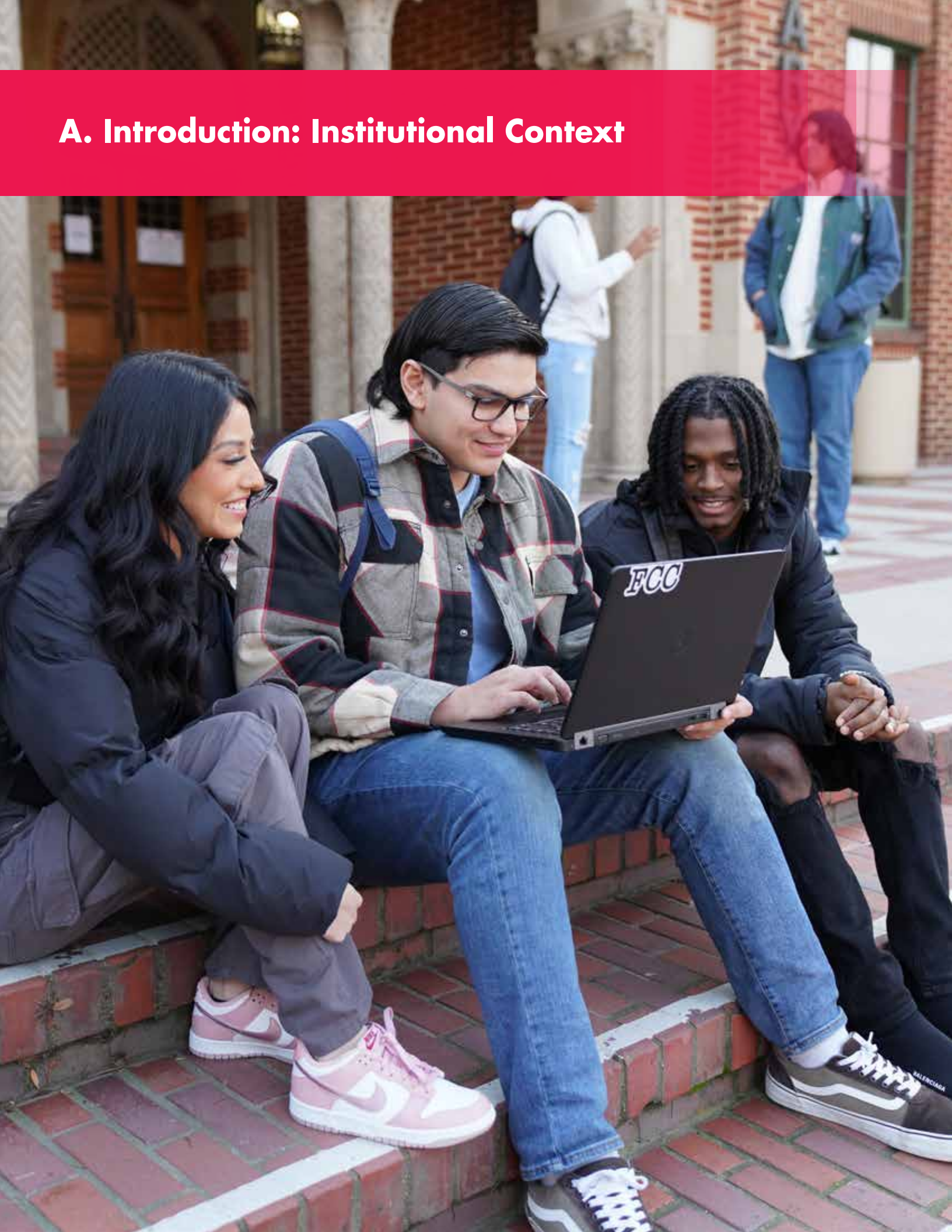
Fresno City College (FCC) faculty, students, classified professionals, and administrators are on a journey to ensure students feel welcomed and receive the support needed to achieve their educational goals. FCC is the largest college in the State Center Community College District (SCCCD), serving 23,166 students in fall 2022 with over 1,200 employees (331 full-time faculty, 559 part-time faculty, 304 classified professionals, and 33 administrators). Faculty work diligently to reflect on instructional practices and identify ways to revise curriculum, degree requirements, and policies in support of equitable outcomes for students (Standard 2.2, 2.5, 2.6). Administrative leadership engages in equity-centered practices that support efforts to close equity gaps and support student completion (Standard 4.3). Students are committed to achieving their educational goals and demonstrate this in their increasing number of earned degrees and certificates, graduation rates, and transfer to four-year institutions (Standard 1.3). Classified professionals tirelessly support the efforts of faculty and administrators, and many participate in equity training designed to ensure positive contacts with students (Standard 3.2).

The noteworthy commitment to equity, diversity, and inclusion is well-documented and demonstrates the College's efforts to close equity gaps (Standard 1.1, 1.2, 1.3, 3.1, 3.2). An important critical component is faculty, classified professionals, and administrators' commitment to equity-centered professional development. These efforts have contributed to the increase of student success rates across all the student groups identified in the student equity metrics. While efforts have resulted in decreased disproportionate impact for some student populations, racially minoritized and Lesbian, Gay, Bisexual, Transgender, Queer, + (LGBTQ+) students continue to experience gaps. As a result, the 2023-2025 Student Equity Plan provides direction for prioritizing activities that focus on racial equity and anti-racism.

Creating welcoming and safe facilities and spaces has been a significant accomplishment for FCC (Standard 2.1, 3.8). The College recently opened the West Fresno Center and First Responders Site. More than an educational hub, the West Fresno Center is the pride of our community, bringing higher education to West Fresno, a historically underserved community. Both newly opened campuses have been successful only through the effort of community advisories. This highlights the community involvement that FCC has engaged in according to our mission.

Restructuring participatory governance has been a long-term effort of the College (Standard 4.2). Ensuring constituency groups are actively involved in student-centered decision-making processes and providing clear communication for closing the loop on the outcome of decisions is not an easy task for a large college and is an area for improvement. The recently approved Participatory Governance and Integrated Planning Manual developed with the collective input of the Academic Senate, Associated Student Government, and Classified Senate will assist the College in addressing areas in need of improvement such as the resource allocation process (Standard 1.4, 4.3). An additional area in need of improvement is the process for constituency group participation in revising Board Policy and Administrative Regulations. There have been concerted efforts to improve the process, but further refinement is needed to create a manageable system that ensures a timely review of constituency input for revisions to occur in an efficient manner (Standard 4.4).

A. Introduction: Institutional Context



A. Introduction: Institutional Context

FCC is one of four colleges in the State Center Community College District. FCC strives to be a premier learning community with students, alumni, and staff who are among the best-prepared citizens to meet the challenges of an increasingly complex environment.

FCC is located in the center of Fresno, the fifth largest city in California, and in the heart of the San Joaquin Valley, which is one of the most racially and ethnically diverse regions in the state. The College service area faces challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographic and disparate characteristics underscore the importance of FCC as a viable pathway to a higher quality of life for those who attend and serve as the foundation of our mission.

Land Acknowledgement

In 2014, under the leadership of Dr. Bernard Navarro, Professor John Cho, Erik Escovido (a student at that time and now an instructor in the American Indian Studies Department), the late President Tony Cantú, and the Cultural/Women's Studies Department, the College unveiled a beautifully sculpted rock monument commemorating the area between the Language Arts and Theater Arts buildings as the Yokuts Plaza. The following inscription on the Yokuts Plaza monument is not only a reminder of the Native land the College was built on, but also affirms the importance of Native American history, culture, and knowledge in the San Joaquín Valley and FCC:

> *This area is dedicated to the Yokuts and Mono tribes and their ancestors. Since time immemorial these indigenous nations have occupied the San Joaquín Valley and Sierra Foothills developing distinctive cultures that have emphasized a love for the land and community. We are proud to say Fresno City College sits on native land. This monument is to acknowledge and appreciate their cultural and historical legacy.*

Fresno City College is Situated on the Ancestral Homelands of the Yokuts and Mono Nations

FCC stands on the ancestral homelands of the Yokuts and Mono Nations. A land acknowledgment is an act of recognizing the enduring relationship between Indigenous peoples and their traditional territories. Such acknowledgments remind us that our lives are deeply intertwined with the land and its original stewards.

While academia has adopted the practice of land acknowledgments, it is critical to approach these with genuine respect rather than as mere formalities. The ritualistic replication of these acknowledgments by universities and colleges can border on cultural appropriation. It's essential to understand that Indigenous peoples' struggle for human rights and self-determination cannot be addressed through token gestures.

FCC's acknowledgment extends past mere recognition of its location on land that was historically inhabited by local Indigenous communities. As an institution, we recognize the Yokuts and Mono nations as the land's moral and rightful guardians. We acknowledge the traumatic impact of settler colonialism—a historical and ongoing process that undermines Indigenous sovereignty. FCC's existence is a direct consequence of settler violence, illegal land acquisition, and the suppression of Indigenous rights.

Academia prides itself on the pursuit of truth. It is incumbent upon us to confront uncomfortable truths about our history and forge respectful relationships with local tribes based on mutual respect.

FCC's location on Native land compels us to reflect on the Yokuts and Mono peoples' rich cultural heritage and their resilient spirit in the face of settler colonialism. This structure of oppression has failed to erase Indigenous communities, who continue to assert their presence and rights.

Acknowledgment alone is insufficient. We must actively listen to Indigenous voices, respect their rights, and contribute to dismantling the colonial frameworks within our educational institutions. By doing so, we can move towards a future where all communities in the Valley can thrive with dignity and abundance.

College History

On September 12, 1910, Fresno City College opened as Fresno Junior College, becoming California's first community college and second in the nation. Fresno City College was established by Charles L. McLane, then-superintendent of Fresno Schools. It was McLane's vision to bring higher education to the Central Valley to ensure that Fresno students had access to a college education close to home, since the nearest universities were 200 miles away.

McLane utilized the 1907 Upward Extension Law that gave local high schools permission to provide the first two years of university instruction. The new junior college became an extension of Fresno High School, which at the time was located at Stanislaus and O Streets in downtown Fresno.

On May 8, 1910, the Board of Education authorized the opening of Fresno Junior College. In September of that year, the College opened with 20 students and three new faculty members. Five other faculty members from the high school brought the total number of instructors to eight. By the end of the third year, the enrollment at Fresno Junior College had doubled.

From 1921 to 1948, Fresno Junior College shared staff and facilities with the Fresno Normal School (later Fresno State College) on University Avenue. In 1948, Fresno Junior College returned to its original site at Stanislaus and O Street, which was now Fresno Technical High School. Fresno Technical High School closed in 1950 and Fresno Junior College remained at that location until earthquake damage forced the junior college to find a new home. Fresno Junior College purchased the University Avenue campus from Fresno State College in 1956 when it relocated to northeast Fresno.

The Board of Education approved the name change to Fresno City College on May 11, 1958.

FCC Community and Student Population

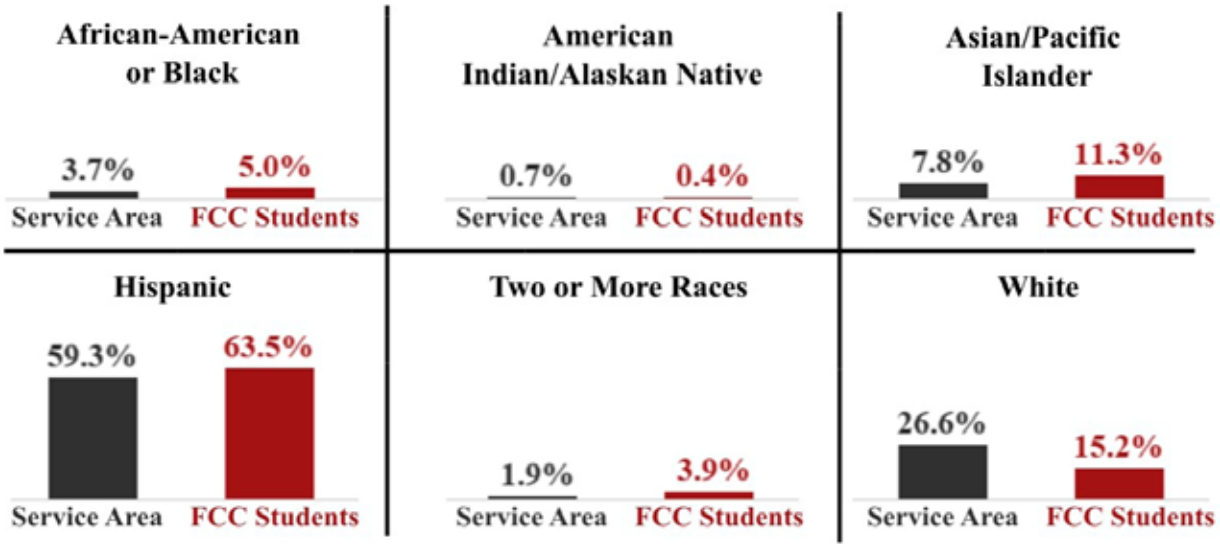
FCC is governed by a seven-member Board of Trustees (BOT or Board), whose membership is elected at large by county voters, providing leadership to the SCCCD which includes four colleges and four satellite campuses: Fresno City College, including Career and Technology Center, West Fresno Center, and First Responders Site; Reedley College; Clovis Community College; and Madera Community College with Oakhurst Center. According to the California Community Colleges Chancellor's Office (CCCCO) Data Mart, the District served nearly 57,000 students in 2022-2023, of which 36,964 were served at FCC. The many students and activities available on campus set it apart from other community colleges and provide for a viable and robust college campus.

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

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

The racial makeup of the county population in 2023 was 3.7% African-American, 0.7% American Indian and Alaska Native, 7.8% Asian and Pacific Islander, 59.3% Hispanic, 1.9% from two or more races, and 26.6% White (Figure 1). According to U.S. Census Bureau data (Lightcast Q4), comparative data indicates that the FCC student population is higher than the service area population for all groups except American Indian/Alaskan Native and White.

Figure 1: Service Area Population (2023) versus FCC Students (2023FA)



Source: Lightcast Q4 2023 demographic overview. FCC Institutional Research.

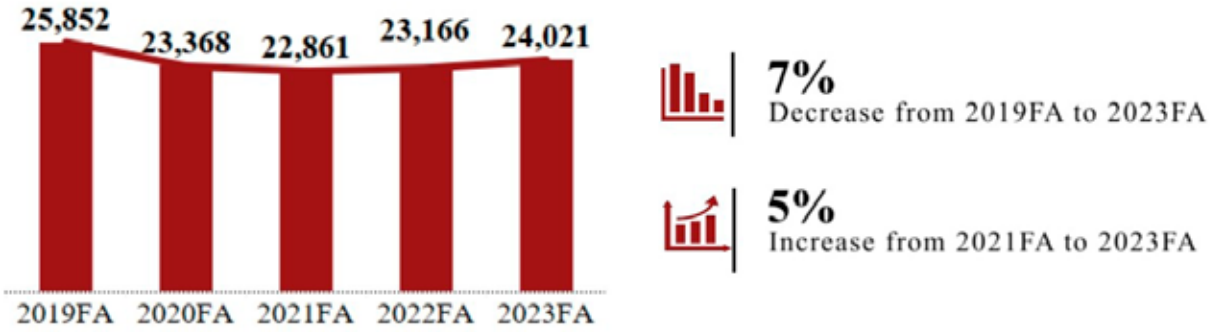
The educational attainment data indicates that the percentage of high school diplomas and associate degree or some college attainment is higher for the FCC service area than the state. The attainment of a bachelor's degree or higher is lower for the FCC service area than the state (Figure 2).

Figure 2: Educational Attainment in Service Area

Source: Lightcast Q4 2023 Educational Attainment Overview.

The five-year trend for FCC headcount indicates a 7% decrease since the fall of 2019. While the decrease is attributed to the COVID-19 pandemic, the College has seen an increase in the headcount for the fall 2022 and 2023 semesters (Figure 3). The College's 2024-2025 FTES enrollment targets have been set to return enrollment to pre-pandemic levels.

Figure 3: FCC Fall Term Headcount Trend



Source: FCC Institutional Research.

Major Events and Developments Since Previous Visit

The following sections demonstrate and highlight some of the major accomplishments and developments since the 2018 accreditation site visit.

Institutional Mission and Effectiveness

The College engaged in robust dialogue to ensure that the mission articulated a commitment to equity and anti-racism. Revising the institutional Mission, Vision, and Core Values reflects the College's character, values, organizational structure, and unique student population. The revision process occurred during the 2020-2021 academic year, which coincided with the COVID-19 pandemic. This national public health emergency impacted our economy and exposed and intensified longstanding inequities across California, including deep disparities by region, age, and race/ethnicity in employment, health care, and higher education. The College recognized the deep disparities and inequalities in regional attainment of higher education degrees and intentionally centered the Mission, Vision, and Core Values on equity and anti-racism.

The College president plays an important role in demonstrating a commitment to racial equity and led efforts to create the Men of Color Summit. This is an example of the College's commitment to serving men of color by developing activities that support the achievement of Strategic Goal 1.1 – Increase enrollment of marginalized groups by 5% annually with a particular focus on men of color. This annual event began in the spring of 2022 and invites all high school seniors in the SCCCD service area to participate in workshops that include navigating and succeeding in school, considering life options and choices, and understanding how a college education equates to earning more money. The event is open to all males, regardless of race/ethnicity; however, there is a strong focus on outreach/recruitment, and retention of men of color. The summit includes opportunities for Black, Latino(x), Asian, and LGBTQ+ males to engage in dialog around shared experiences.

Student Success

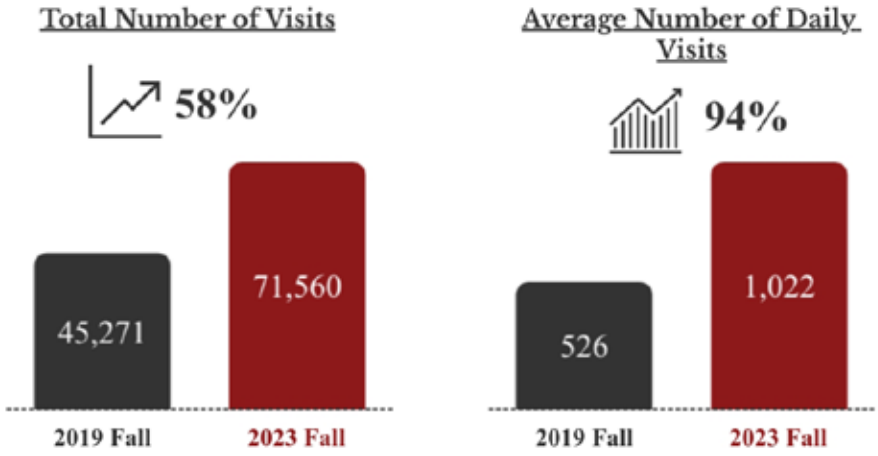
Guided Pathways

Fresno City College has committed to streamlining the information and structures that guide students through their educational path, embracing the Guided Pathways approach. The Guided Pathways journey at Fresno City College has been collaborative, including faculty, students, classified professionals, and administrators. The College created a Guided Pathways Coordinator position to coordinate the efforts to develop activities that would ensure an equity-centered approach to address the four pillars of Guided Pathways. The College established the Guided Pathways Workgroup which was led by the Guided Pathways Coordinator and the Student Equity Coordinator. The workgroup intentionally offered professional development, including opportunities such as the ASCCC webinar on Program Review, the Center for Urban Education webinar on Decentering Whiteness in Guided Pathways, and Career Ladders Project Redesigning with Careers in Mind. The 2022 Midterm Report identified the improvement plan's next steps for Guided Pathways. Several task forces were formed which led to completing program maps and course sequencing, piloting of a first-year experience program, and increasing classified professional voices in Guided Pathways.

Basic Needs

Student's basic needs came to the forefront during the COVID-19 pandemic. The College has worked diligently to provide students with access to resources including food, housing, finances, technology, and wellness and mental health services. In the 2021-22 academic year, the College organized the Basic Needs and Mental Health Workgroup to collaborate on ways to streamline the process of getting basic needs to students. One outcome was the development of the FCC Basic Needs Resources web page that provides numerous links to resources available at FCC and in the community. At the time of the 2018 ISER, the FCC RAM Pantry was engaged in once-a-week food distribution. Faculty, student, and staff volunteers filled bags with food distributed at tables outside the student cafeteria. Based on data from the first year, the College quickly realized the need for a permanent location to house the food donations and increased the days for food distribution. The RAM Pantry is currently open four days a week, and plans are being developed to add RAM Pantry to the West Fresno Center. Increased visits to the Ram Pantry demonstrate the magnitude of food insecurity experienced by FCC students.

Figure 4: FCC Ram Pantry Visits 2019 Fall vs. 2023 Fall



Source: FCC Institutional Research.

Infrastructure and Resources

Professional Development

The College has demonstrated a deep commitment to developing and implementing professional development opportunities supporting the mission of anti-racism and creating "dynamic communities of respect and inquiry." The New Employee Equity Academy is designed to provide foundational information, resources, and tools to help new employees support equitable student outcomes while orienting them to FCC's commitment to nurturing a culture of equity-mindedness and anti-racism. The Ram Racial Equity Lab (Ram REL) began in the fall of 2019 (formerly called the Interdisciplinary Faculty Equity Lab). Ram REL is paid, voluntary professional development, for instructional and non-instructional part-time and full-time faculty, classified professionals, and management. Ram REL provides the opportunity to engage in equity-focused professional development throughout the semester with the same small group of colleagues. The cohort model allows for in-depth conversations about equity.

New Facilities

Bond dollars have been instrumental in building the new West Fresno Center, the First Responders Site, a Welcome Center, a multi-level parking structure, and a new Science building. In addition to those projects, the College received funding from the California Community Colleges Chancellor's Office (CCCCO) funding for a new Child Development Center. The College works to ensure that athletics facilities are maintained for competition and recently completed the construction of the Ram Softball Complex.

Governance and Decision-Making

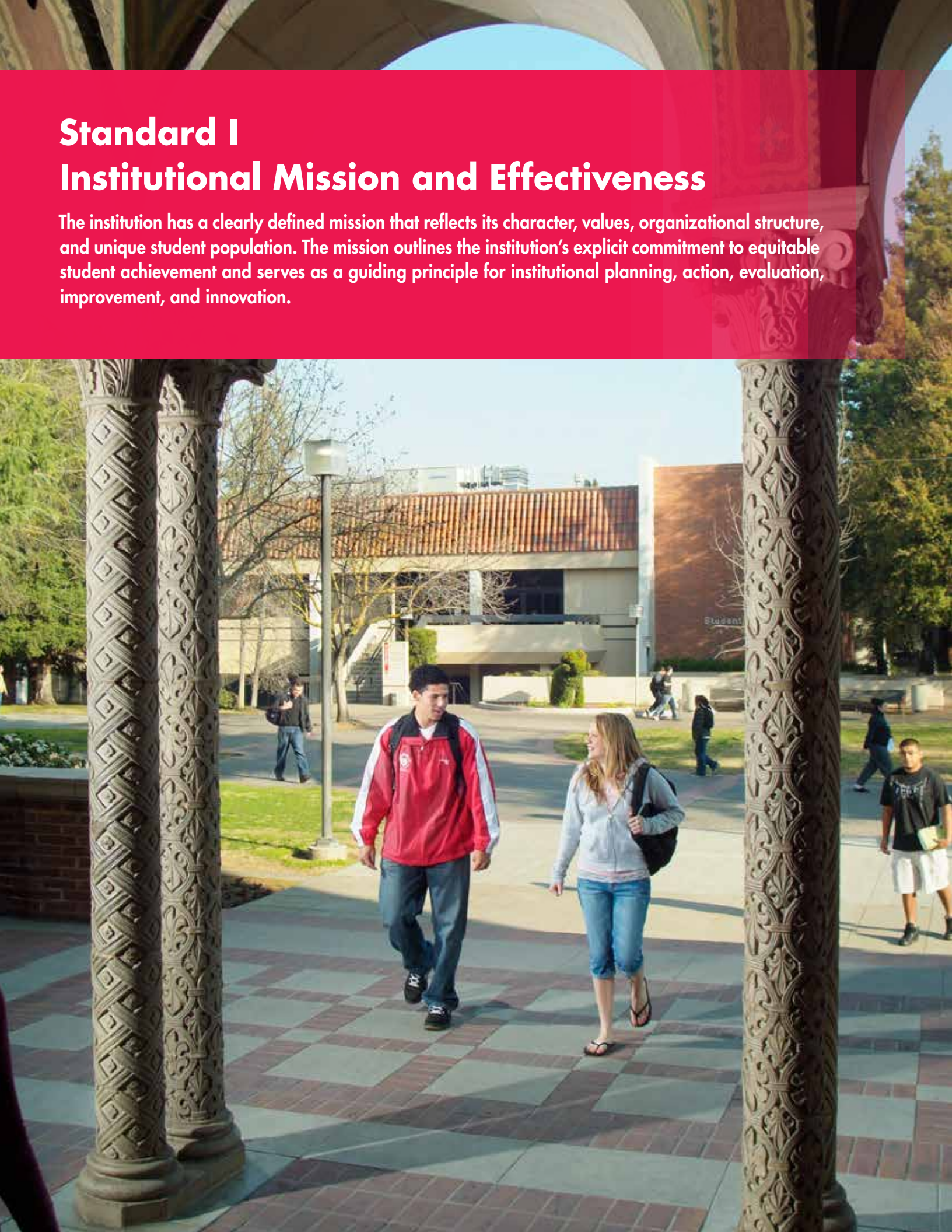
Governance restructure

The FCC governance structure went through a lengthy revision process, and in late fall 2020, the College piloted a streamlined structure. Career Ladders Project and RSS Consulting assisted the College in the development process, and the spring 2020 report noted, "…the college has considered the effectiveness of the governance structure in facilitating decision-making; engagement and inclusion of constituent voices; development and implementation of guided pathways; and integrating principles of equity and inclusion as a foundation supporting decision-making." Central to the structure is the ability to have transparent and ongoing communication loops that ensure multiple forms of communication (email, meeting agenda item, web page, convocation, etc.) by the College Council, committees, workgroups, constituent groups, and the president.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard I
Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.



1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

The FCC Mission is,

> *As California's first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs, and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region.*

The College Vision and Core Values build upon the Mission Statement. They are all in full alignment with the Accrediting Commission for Community and Junior Colleges (ACCJC) Policy on Social Justice, which states that they are intended to strengthen the College's "ongoing culture of continuous quality improvement to promote equity, diversity, and inclusion" in access, campus culture, and community improvement (Evidence: Mission Vision Core Values web page).

The community and students served by FCC are appropriately reflected in the Mission Statement, which was approved by the SCCCD Board of Trustees on January 11, 2022 (Evidence: BOT Minutes 01.11.22, BP/AR 3250). The College engaged in robust dialogue using environmental scan data, including disaggregated data, to inform the development of the Mission, Vision, Core Values, and Strategic Goals (Evidence: FCC Environmental Scan PPT, MVCV Task Force Update, College Council Meeting Minutes 04-21 through 08-21). The FCC student population closely mirrors the race/ethnic and socio-economic demographics of the community, with the median income significantly below national and state levels and bachelor's degree attainment just over 20% compared to state levels of over 32% (Evidence: FCC Environmental Scan PPT [slides 13, 56, 57, and 64-69]). The environmental scan also included data from the Urban Institute's Equity and Inclusion in Fresno, California report that demonstrated the severe impact of the COVID-19 pandemic on the economically disadvantaged and traditionally minoritized community and students (Evidence: FCC Environmental Scan PPT [slide 71]). The Mission Statement demonstrates the importance of recognizing these realities and committing to equitable resolutions by providing "access to equity-centered, quality, innovative educational programs and support services." The Mission also demonstrates an awareness of the importance of "fostering the sustainable economic, social, and cultural development of our students and region."

FCC is a Hispanic-serving institution (HSI) in a mixed urban/suburban area. The College is administratively governed by one president, four vice-presidents, and eleven deans (Evidence: FCC Organizational Chart). Participatory governance is supported by the Academic Senate, Classified Senate, and Associated Student Government (ASG), with democratically elected representation from all constituencies (Evidence: AS Bylaws, CS Bylaws, ASG Bylaws). The State Center Federation of Teachers (SCFT) and California School Employees Association (CSEA) and Peace Officers' Association provide bargaining unit representation for agreements with SCCCD (Evidence: SCFT Full-Time Agreement, SCFT Part-Time Agreement, CSEA Agreement).

As a public institution and the oldest community college in California, FCC is dedicated to serving the whole community by offering a wide variety of degrees and certificates that meet the needs of students and

employers (Evidence: Program Demand Gap Analysis Report). In addition, the College provides numerous educational student support services, such as Puente, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSP&S), and Veterans Resource Center. The College continues innovating and developing additional student support programs and services from an equity perspective. The College provides resources to meet the basic needs of students experiencing food and housing insecurity through the Ram Pantry and Housing Opportunities Promote Education (HOPE) (Evidence: Basic Needs Resources web page). The Rising Scholars program is designed to establish and support formerly incarcerated students (Evidence: Equity web page – Rising Scholars). The College has a growing dual enrollment program to serve the local community (Evidence: Dual Enrollment web page). In addition, the College maintains strong relationships with the Workforce Development Board, Reading and Beyond, Focus Forward, and the local chapter of the Fresno Economic Opportunities Commission (EOC) (Evidence: Workforce Development Board, Fresno EOC web page, Reading and Beyond Annual Report, Focus Forward web page).

When revising the Mission Statement, before 2022, the College began from the foundation to affirm the College's commitment to "a culture of anti-racism" in which "we create dynamic communities of respect and inquiry which encourage student success and lifelong learning," specifically during the COVID-19 pandemic. Both quantitative and qualitative data informed decisions to ensure a better understanding of how to equitably serve students and support their success as they transitioned to online learning (Evidence: The Impact of Shifting to Distance Education Questionnaire report, FCC CARES Proposal). The data also informed decisions regarding support services and the distribution of resources from HEERF-CARES funding designated for supporting students during the pandemic. In addition, the College was quick to address concerns of racism by creating task forces to collaboratively engage stakeholders in examining data used to inform decisions, mitigate concerns, and provide equitable outcomes for students in the Nursing and Police programs (Evidence: CC Meeting Minutes 11.05.20, RN Report, Police Academy Report, BOT Minutes 01.11.22 [Item 4.06 and 4.07]).

This commitment to "create dynamic communities of respect and inquiry which encourage student success and lifelong learning" extends much deeper than programs. An essential community of inquiry that demonstrates this commitment to equitable educational outcomes for students is the participation of faculty, classified professionals, and administrators in the Ram Racial Equity Lab (Evidence: Email-Ram REL Spring 2024, Ram REL PowerPoint). Participants engage in dialogue around several topics including equity vs. equality, deficit-mindedness vs. equity-mindedness, state of equity at FCC and surrounding area, microaggressions, stereotype threats, and facilitating equity discourse inside and outside the classroom, with the overarching goal to "create an equity-minded culture."

FCC has a substantial commitment to equity, diversity, and inclusion (Evidence: Compendium of Equity, Diversity, and Inclusion web page). This commitment is demonstrated in the updated Mission, Vision, and Core Values and fully aligns with the ACCJC Policy on Social Justice. Additionally, the College demonstrates alignment with the policy throughout the standard narratives (Evidence: ACCJC Policy on Social Justice Alignment).

One example of alignment with the ACCJC Policy on Social Justice is the spring 2024 opening of the Social Justice Center (Evidence: Social Justice Center Mission Vision, Social Justice Center Opening, Rampage – Social Justice Center Opens). The Social Justice Center, even before the opening, sponsored several speakers and events, with the most recent being events commemorating the 1973 Farm Workers Strike (partnering with the Chicano Youth Center); a lecture on the history of the KKK in Fresno in the 1920s; and, in partnership with the Central Valley Human Rights Coalition, a celebration of the 75th

Anniversary of the UN Declaration of Human Rights (Evidence: Social Justice Center Events).

FCC has done exemplary work and focused relentlessly, even through the COVID-19 pandemic, to ensure commitment to equitable student success. The College Mission, Vision, and Core Values reflect the long-standing commitment to equity, diversity, inclusion, and anti-racism. The Vision statement encourages the College to "build upon our equity-centered mission and further our commitment to normalize a culture of racial equity and anti-racism." This commitment includes using "our individual and collective positions of influence, power, and privilege to foster a community of belonging, affirmation, and validation." The goal is to "courageously join as faculty, staff, and students in upholding our core values to transform lives in the Central Valley and beyond."

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The FCC's Mission, Vision, and Core Values set the foundation for developing strategic goals using environmental scan data and following an established approval process (Evidence: FCC 2022-2026 Strategic Plan, College Wide Approval Process). The College Council (CC) leads the process for setting goals for institutional improvement by facilitating communication between constituents and the president under the participatory governance structure. This ensures that College wide matters with respect to resource allocation, student equity and success, health and safety, and program review, in alignment with the strategic plan and accreditation standards, are equitably serving the students in our region.

The College Council began the process for the most recent Strategic Plan by identifying a timeline, reflecting on the previous strategic goals, examining data and College plans, reviewing feedback from open forums, and creating task forces to develop draft goals (Evidence: CC PowerPoint 05.06.21). The CC gathered input from committees, workgroups, constituent groups, and the community to inform the development of the strategic goals (Evidence: College Council Meeting Minutes_04-21 through 08-21, CC Operating Agreement).

The College Council used the equity-centered framework developed by the FCC Guided Pathways Workgroup (GPWG) of Start Strong, Stay Strong, Finish Strong as the foundation for the draft the strategic goals (Evidence: GPWG Pathway to Completion). Centered on addressing equity gaps, the task force reviewed data and created drafts sent to constituent groups for feedback (Evidence: CC Meeting Minutes 08.19.21, CC Goals Feedback Response). The final document was reviewed and approved by the SCCCD Board of Trustees, following Board Policy (BP) and Administrative Regulation (AR) 3250 (Evidence: BOT Minutes 01.11.22, BP/AR 3250).

An example of an assessment of progress towards our goals is the FCC Student Equity and Success Committee's (SESC) intentional alignment of the 2023-2025 Student Equity Plan with the FCC 2022-26 Strategic Plan. The SESC prioritized racial equity and anti-racism through an inquiry and reflection process facilitated through the 2022-25 Student Equity Planning Institute (SEPI) coordinated by the Community College Higher Ed Access Leadership Equity Scholarship (CCHALES) Research Collective at San Diego State University (Evidence: 2023-2025 Student Equity Plan Executive Summary [pg. 4]). The SEPI provided the tools, resources, and collective space to integrate the call for racial justice, Guided Pathways (GP) efforts, and Student Equity and Achievement (SEA) Program activities within the context of developing the equity plan. This process resulted in a plan that acknowledges not only the inequities that the COVID-19 pandemic surfaced, but also the inequities of systemic racism. The activities include three-year target outcomes and action steps. The plan considers processes, policies, and practices that may impede or facilitate equitable outcomes.

Program Review and Annual Unit Plans are another way that FCC works toward and assess progress toward strategic goals. Through Program Review, units discuss how the program supports achieving the strategic goals and develop program goals. An example of program innovation in alignment with strategic goals is seen in the Dental Hygiene Instructional Program Review. The program discusses how they contribute in innovative ways to the achievement of Strategic Goal 1 and Strategic Goal 2 (Evidence: Dental Hygiene IPR).

The Men of Color Summit is an example that supports the achievement of Strategic Goal 1.1 – Increase enrollment of marginalized groups by five percent annually with a special focus on men of color. In July 2021, the senior director of institutional research planning and effectiveness, presented enrollment trend data to the President's Cabinet (Evidence: Enrollment Trends Presentation). The data indicated a significant decrease in male enrollment. In addition, the data indicated lower enrollment for students 19 years or younger. Dr. Robert Pimentel, vice-president of educational services and institutional effectiveness, presented a report from the Education Advisory Board (EAB) for Improving Male Engagement and Retention (Evidence: EAB Report). The discussion resulted in then-President Dr. Carole Goldsmith developing plans to ensure a focused effort to improve enrollment for men of color (Evidence: Presidents Cabinet Meeting Minutes 07.27.21). Subsequently, with Dr. Goldsmith becoming the chancellor of State Center Community College District, the efforts continued with creating the Chancellor's Commission on the Engagement of Young Men (CEYM) (Evidence: CEYM Kick Off Meeting_02.23.22). Dr. Robert Pimentel, now FCC president, and Dr. Angel Reyna, Madera College president, played lead roles in the development of the CEYM Charge Statement and the annual Men of Color Summit (Evidence: CEYM Meeting Notes, CEYM Charge Statement, Men of Color Summit Meeting Summary). The summit includes opportunities for Black, Latino(x), Asian, and LGBTQ+ males to engage in dialog around shared experiences (Evidence: Men of Color Summit Announcement, Inaugural Men of Color Summit Agenda, 2nd Annual Men of Color Summit).

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

To achieve the College mission and goals, FCC utilizes a participatory governance structure to engage constituents in regularly reviewing relevant and meaningfully disaggregated data to evaluate progress and inform plans for continued improvement and innovation. The College has established and published standards for student achievement in accordance with Commission policy. College wide engagement with disaggregated data and dialogue occurs at several levels, including committees, task forces or workgroups, and instructional program and service unit comprehensive review.

Since the last ISER, FCC has reflected on the Institutional Set Standards (ISS), approved revisions, ensured alignment with CCCCO Vision for Success, and identified relevant ISS measurements to consider for program viability (Evidence: FCC Midterm Report). The College Data Dashboard web page includes an annually updated ISS dashboard demonstrating progress towards the ISS (Evidence: ISS Dashboard).

The College Council is responsible for providing direction to accomplish College goals and ISS (Evidence: CC Operating Agreement, CC Meeting Minutes 03.16.23, ISS PowerPoint). During the 2023 College Council summer retreat, participants discussed the necessity of assessing potential revisions to ensure alignment with the objectives of the 2022-2026 Strategic Plan. They created a task force to consider using the Start Strong, Stay Strong, Finish Strong as a framework for determining if ISS revisions are needed

(Evidence: CC Retreat PowerPoint 06.29.23 [page 36-42]). The regular review of ISS includes qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experiences, informing short- and long-term planning, and implementing improvements as needed. Committees under the College Council regularly utilize data in decision-making and forward recommendations to the College Council. The committees provide College Council with year-end reports that demonstrate alignment with strategic goals (Evidence: CC Year End Report Examples).

The SESC also plays a vital role in facilitating the review of disaggregated data. Members of the SESC engaged in an extensive review of disaggregated data used to inform the development of activities and action steps for the 2023-2025 Student Equity Plan (Evidence: SESC Meeting Minutes Spring 2022). The SESC formed workgroups to monitor and provide input on the development, implementation, and assessment/evaluation of action steps and efforts associated with the plan goals (Evidence: SESC Minutes 03.16.2023).

The Program Review Committee plays an important role in facilitating the review of qualitative and quantitative data by providing the opportunity to reflect on student equity and efforts or strategies implemented to redress the recognized institutional outcome disparities (Evidence: IPR Template FA22-SP23, SUR Template FA22-SP23). The Instructional Program Review (IPR) template includes a prompt asking faculty to "compare your program's course success data to the current ISS target, providing context and comparative data as necessary." The Program Review and Student Services dashboards include eight-year trends that facilitate reflection and dialogue regarding equity gaps and efforts to redress disparities (Evidence: GPA, Retention, and Success web page, Performance Comparison web page). Annual Unit Plans provide the opportunity to monitor progress towards improvement and innovation goals identified during the comprehensive review process (Evidence: Math IPR, CalWORKs Unit Plans). Programs can identify a need for personnel and other types of resources within their Program Review reports and Annual Unit Plans.

An example of the reflection on data to inform plans for continued improvement is the 2021 Chemistry IPR (Evidence: Chemistry Instructional Program Review). The program describes how faculty engaged in discussions on pedagogy; the investigation of Open Education Resources (OER); faculty participation in equity professional development; and the introduction of innovative changes such as the introduction in CHEM 20, Practical Quantitative Analysis, of testing for vaping liquids and hemp oil for vitamin E acetate and heavy metals. The program included the goal of having all faculty complete the Center for Organizational Leadership (CORA) equity training and the annual unit planning process for tracking progress (Evidence: CHEM Annual Unit Plans). The program has an innovative Chemistry Internship Program that allows students the opportunity to engage in supervised experience or employment in an approved chemical laboratory (Evidence: Chemistry Internship Video).

The Resources Committee annually reviews data to inform the human resource prioritization list. A task force reviews the annual personnel requests and develops a prioritized list of faculty, classified professional, and management positions (Evidence: HR Prioritization List Fall 2023). The process for prioritizing faculty requests uses metrics that include student success and program efficiency data, usually from Program Review and Annual Unit Plans. A rubric is used to ensure alignment with the mission and strategic goals (Evidence: Resource Request Rubric, HR Prioritization Rubric).

The College has historically utilized surveys such as Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) to inform integrated planning and examine achievement of the Institutional Student Learning Outcomes (ISLOs). This has been an important measurement of student experience on campus. Although the COVID-19 pandemic disrupted the College's

ability to conduct these surveys, in spring of 2023, the College reestablished the regularity of conducting these surveys. To gather additional student feedback, in spring 2022, the Office of Institutional Research, Planning, and Effectiveness (IRPE) developed and conducted a graduate questionnaire that included an item for student feedback on the achievement of ISLOs. College Council reviewed the results and recommendations for improvement (Evidence: ISLO Report FA22, CC Meeting Minutes 12.08.22).

At the District level, the Board of Trustees regularly reviews key performance indicators (KPIs) to inform decision making. The SCCCD KPIs are Enrollment/First Time Student Enrollment, Course Retention/Course Success, Retention from Fall to Spring and Fall to Fall, Completion of Degrees/Certificates and Transfers, and Employed in Related Field/Living Wage. These KPIs are a first for SCCCD and are part of a structured method to annually and regularly review leading indicators aligned with CCCCO's Vision for Success Goals that the colleges and District are implementing to advance student success (Evidence: BOT Meeting Minutes 4.05.22, KPI Enrollment Board Presentation 2022). The regular review empowers the Board to support College initiatives and advocate for College needs.

The College utilizes the participatory governance structure to facilitate accountability for achieving its mission and goals. FCC regularly reviews relevant, meaningfully disaggregated data to evaluate progress and inform plans for continued improvement and innovation. The publicly available data dashboards provide easy access to disaggregate data used to inform institutional planning. Self-reflection occurs through the program and service unit review process which includes the Annual Unit Plan for tracking the progress of improvement and innovation goals.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The FCC Mission to provide "access to equity-centered, quality, innovative educational programs and support services" directs the College to ensure a clear process for resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. The participatory governance structure is designed to facilitate broad constituency-based participation in the decision-making processes that support the mission. The Participatory Governance Handbook states, "the campus community seeks to provide transparent communication at all levels to ensure that all constituent groups and administrators can readily understand how to participate in governance and integrated planning processes. Central to integrated planning is the use of data to inform decision making. The mission, vision, and core values are the basis for all planning and resource allocation processes at the College" (Evidence: Participatory Governance and Integrated Planning Manual).

The COVID-19 pandemic created the need to focus attention on the allocation of Federal and State financial resources, including the HEERF-CARES, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), Federal Covid Block Grant, and California State Covid Block Grant. FCC established a Resources Team task force to facilitate the quick and equitable distribution of funds to provide essential support for students' needs (Evidence: FCC Resource Task Force Agendas 2020, CARES and COVID Block Grant Update 2021). This work was vital for the distribution of direct aid to students and for providing resources such as increased Wi-Fi capacity for the College parking lot areas and purchase of laptops and MiFi for student use. The prioritization of urgent fiduciary needs stemming from COVID-19 temporarily delayed the reevaluation of the governance restructure for resource allocation.

Beginning spring 2021, the College Council recognized the need to focus on updating the unit plan and resource allocation process. In fall 2021, a task force began revising the process and drafting rubrics, forms, and an operating agreement for the Resource Committee. In late fall 2022, the College Council finalized the process to create the Resource Committee (Evidence: CC Meeting Minutes 12.08.22; Effectiveness Questionnaire Summary SP22).

The program and service unit review cycle, in which College units engage in a self-reflective process that includes review and analysis of disaggregated student outcomes data, plays an important role in decision-making for resource allocation. Service units, in Service Unit Review (SUR); instructional programs, in IPR; and administrative units self-assess through their respective Program Review (PR) self-study reports, which are then presented to the Program Review Committee (PRC) on a rotating cycle every four years. Occupational Program Review (OPR) rotates on a two-year cycle (Evidence: SUR Template FA22-SP23, OPR Template SP22-FA22, IPR Template FA 22-SP23). The PR writing prompts require programs to outline their contributions to FCC's overall mission and strategic goals, create three to five goals, and identify resources that may be needed to accomplish goals within the next four years (Evidence: CurriQunet IRP Example-Art).

During the PR process, instructional programs, student services programs, and administrative units identify needs for human resources and physical resources. The Resources Committee serves as the conduit for resource needs arising from program and service unit review reports. Resource allocations are justified by (1) programmatic needs and (2) long-term goals. Yearly, instructional departments and student services update progress made towards those goals through Annual Unit Planning and submit resource requests as needed to support the achievement of programmatic goals. The Annual Unit Plan form involves identifying essential resources for goal attainment (Evidence: Annual Unit Plan Template). The American Sign Language Program provides an excellent example of how the participatory governance structure provides the opportunity for constituent groups to raise concerns that impact students. The Program Review committee brought concerns to the College Council regarding the lack of dedicated sign language interpreters for deaf and hard of hearing students and faculty. The Academic Senate president requested the College Council take action and write a memo of concern to the College president (Evidence: IPR Example-ASL FA2021, CC Meeting Minutes - ASL 02.17.2022, Memo to President ASL Interpreters, President's Response Memo ASL). Subsequently an additional ASL Interpreter position was approved and the pay range for ASL Interpreters was increased by the BOT (Evidence: New Position Request Approval, BOT Agenda 11.20.23 [Item 3.01]).

The College Council has recognized the need to develop training for the resource request process through Annual Unit Planning and ensure it is a yearly occurrence provided to faculty, classified professionals, and administrators (Evidence: CC Meeting Minutes 01.18.2024). The College Council created a Unit Plan Resource Request Task Force charged with finalizing the training to be implemented in fall 2024 (Evidence: Unit Plan-Resource Training Task Force Agenda). In part, the delay in implementing the resource request process is due to the cumbersome use of Word documents and hard copies. In 2021, the College began using CurriQunet META as a cloud-based solution. It started the slow implementation process for developing modules in the following order: curriculum, program review, student learning outcomes assessment, annual unit planning, and resource requests.

There are times when resource allocation occurs outside of PR when based upon a clear justification. An example is the Associated Student Government's advocacy for meeting the basic needs of students. ASG, using a complaint box method to inform continuous improvement decision making, recognized that students are often on campus for extended periods, and complaints indicated that they did not have access

to a microwave to heat their meals. Taking into consideration the importance of having the microwave in a supervised area to ensure health and safety concerns, the ASG worked with FCC's administration team to acquire microwaves that are in the ASG office (Evidence: ASG Microwave Senate Bill, ASG Meeting Minutes 10.24.23). The office is upstairs, above the Ram Pantry and provides a safe and convenient location for students to heat their meals.

The FCC mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. The process includes a regular cycle of self-reflective evaluation. Evidence-based decisions lead to short and long-term goals, which are updated through the annual unit plan. Despite commendable efforts during COVID-19 to efficiently distribute new funding resources for addressing students' immediate needs, the College must now enact the revisions of the annual unit plan and resource request procedure. Additionally, it is crucial to effectively communicate the outcomes of the prioritization processes for the yearly submission of requests and evaluate the effectiveness of the process.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

The College uses a variety of methods to regularly communicate progress toward achieving its mission and goals with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. Communication is intentionally conducted through participatory governance structures, emails, open forums, meetings, websites, fall and spring convocation presentations, and annual community reports. The FCC president's annual "State of the College" address is a large-scale communication on the overall health of the College and the FCC community (Evidence: State of the College FA22, State of the College FA23).

The participatory governance structure serves as a means of regular communication with internal stakeholders, including students, faculty, classified professionals, and administrators. The College Council operating agreement states it is responsible for facilitating "transparent and effective communication about participatory governance matters throughout the campus and the community." The College Council utilizes not only email, but also Microsoft Sway for communicating information and decisions. This communication provides summaries of agenda items and progress made toward the achievement of mission and goals, links to governance committees, previous monthly communication, and contact information (Evidence: Sway Example FA22).

As discussed in Standard 1.3, through the participatory governance structure, Program Review writers examine disaggregate data for disproportionately impacted (DI) groups and use the information to support informed programmatic changes aligned with FCC's Mission, Vision, Core Values, and Strategic Goals. Access to the data dashboards and the ability to request additional data provides the opportunity to communicate strengths, priorities, and areas for continued improvement. Through College Council reporting procedures, PRC activity is regularly reported to constituency groups (Academic Senate, Classified Senate, and ASG). PRC provides year-end reports to CC identifying activities addressing FCC's Strategic Goals (Evidence: PRC Year End Report 21-22 to College Council). All committees reporting to the College Council must submit year-end reports (Evidence: College Council Year End Report Form).

To keep the College informed, regular email communications are sent from the FCC president and

administrators (Evidence: Emails from FCC President, Deans Email Communication Examples). Convocation is an essential means of communication at the beginning of fall and spring term. Equity centered presentations inform internal stakeholders of institutional strengths, priorities, and areas for continued improvement. Leadership continued this practice during COVID-19 using Zoom. Division meetings held after Convocation provide the opportunity to update stakeholders regarding equity centered professional development opportunities that support the progress of the mission (Evidence: BUS Opening Day PPT [slides 11-14], FPCA Opening Day PPT [slides 19-24]). In fall 2022, the College president established a Classified Professional Hour to facilitate communication with classified professionals who couldn't attend the regular convocation due to job duties (Evidence: Classified Hour Announcement FA22, Classified Hour Announcement FA23). The president also hosts Pizza with the President for students. This is an opportunity for students to share a meal, ask questions, and engage in dialogue with the president (Evidence: 2022-10 College Report, 2023-10 College Report).

Information is readily available to internal and external stakeholders through the FCC website. External stakeholders and community members at large can view student achievement data available in different views covering a variety of data points: Institution Set Standards; Success, Retention, and GPA; New Student Course Success; Student Engagement, etc. The Campus Communication web page provides a variety of information and links to ensure ongoing communication of institutional strengths, priorities, and areas for continued improvement (Evidence: Campus Communication web page).

The FCC homepage also includes easy access for internal and external stakeholders (Evidence: FCC Data Dashboards, FCC Reports and Survey Results web page, FCC Accreditation Web Page, FCC Institutional Planning Web Page). Data dashboards, reports, and institutional plans are two "clicks" away from FCC's homepage for easy navigation (Evidence: Institutional Research and Effectiveness Web Page, FCC Info Book Dashboard, FCC Institutional Set Standards, FCC Stay Strong Screen Shot). Ram REL and Instructional Program Review participants, including faculty, staff, and administrators, are provided training on how to access institutional data (Evidence: Ram REL Internal Dashboard, IPR Training PPT FA2022).

As discussed in Standard 1.1, the College examined environmental scan data used to inform the development of the Mission, Vision, and Core Values. Through open forums via Zoom, FCC communicated student achievement results and received feedback from internal and external stakeholders. Data and evidence demonstrated institutional strengths and areas for development that informed dialog during open forum breakout sessions. The dialogue was captured using online tools and informed the development of strategic goals (Evidence: College and Community Open Forum Feedback).

The College regularly communicates progress toward achieving its mission and goals with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. Using several methods, the College ensures that communication occurs. The College has a robust, publicly available Data Dashboard webpage that offers ample information used to inform institutional planning and priorities.

Standard 2
Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected outcomes. (ER 3, ER 9, ER 12)

Instructional programs at FCC, regardless of location and modality, are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in the achievement of identified student learning outcomes, degrees, certificates, employment, and/or transfer. FCC offers 75 associate degrees, 35 associate degrees for transfer (ADT), and 200 certificates. The College Catalog describes academic programs, including the expected student learning outcomes (Evidence: FCC Catalog 23-24). District policies and administrative regulations, following Title 5 section 53200-53206, indicate that administration must rely primarily on the Academic Senate in matters of curriculum (Evidence: BP/AR 2510). Faculty provide leadership in College processes for curriculum design and development (Evidence: BP/AR 4020, AR 4022, BP/AR 4025, Curriculum Committee Bylaws).

All programs, regardless of their location and delivery methods, go through a self-reflective program review process over a four-year cycle. Each instructional program conducts a full Instructional Program Review, in which faculty analyze their programs and courses by completing the Instructional Program Review Template (Evidence: IPR Template FA22- SP23). The first section of the template includes reflective questions about how the program aligns with FCC's mission and contributes to the strategic goals. The second section provides the opportunity for programs to reflect on curriculum, instruction, and assessment. This section was designed to assist faculty in preparation for the curriculum review process which programs begin following the submission of their IPR (Evidence: Curriculum Review Calendar 23-24).

The curriculum developed by faculty goes through a comprehensive process, including review by department faculty, department chairs, division deans, the vice president of instruction, articulation officer, and curriculum analyst. The Curriculum Committee is the last step in the process and ensures the curriculum reflects appropriate rigor, breadth, depth, and expected learning outcomes for the content level. The Curriculum Committee members are annually trained in compliance with CCCCO and Title 5 expectations (Evidence: Curriculum Training PPT-FA23). All parts of Course Outlines of Record (COR), degrees, and certificates are reviewed, including Course Student Learning Outcomes (CSLOs), Program Student Learning Outcomes (PSLOs), and Distance Education (DE) addenda (Evidence: Curriculum Review Agenda-example 03.06.23, DE Addenda FA2020).

In March 2023, Fresno City College Dental Hygiene Program submitted a substantive change effective August 2024 for a Baccalaureate Degree in Dental Hygiene (Evidence: Dental Hygiene Substantive Change Application, Dental Hygiene Substantive Change Approval). The program will offer 120 units, including 60 units of upper-division coursework with at least 9-units of upper-division general education coursework. The baccalaureate degree program will be granted to students who complete the lower-division general education breadth for transfer courses, prerequisite courses, Dental Hygiene upper-division courses, and upper-division general education courses. The program will continue to comply with ACCJC and the Commission on Dental Accreditation (CODA) Standards. The upper-division Dental Hygiene courses were created to reflect the content, rigor, and synthesis of learning inherent in a four-year degree. To meet the

needs of students, faculty have developed tools to offer coursework in multiple modalities. The program sequence identifies courses offered face-to-face, 100% online, or in hybrid formats. As skill attainment is critical in the dental hygiene profession, many clinical classes are only available in person/on campus.

Fresno City College expanded its locations and offerings in the fall of 2023 with the opening of the First Responders Site (FRS) and the West Fresno Center (WFC). The West Fresno Center is "a multi-phase project build, with Phase 1 to include just over 100,000 square feet of educational facilities comprised of two buildings: (1) Academic Building, and (2) Advanced Transportation Center (ATC)" (Evidence: WFC Substantive Change Application). The WFC contributes to the mission and vision of FCC with the intention to, "increase…the degree, certificate, and transfer opportunities for racially minoritized and historically marginalized students" (Evidence: WFC Substantive Change Application [p 9]). Community input was at the forefront of the design of the West Fresno Center. The College developed the West Fresno Center - Community Advisory Group (WFC-CAG) to provide a platform for the West Fresno Community to be proactively engaged with the West Fresno Center. Their charge is to inform and assist the WFC administration in identifying the community's unmet educational needs and promoting the programming and services offered at the West Fresno Center to the community.

The First Responders Site Substantive Change Application narrative, approved by the Commission, considers alignment with the College mission and states,

> *The construction of the FRS is consistent and in full alignment with FCC's mission "to provide access to equity-centered, quality, innovative educational programs, and support services" through establishing and making available a state-of-the-art facility near the community. The investment of resources to build infrastructure and innovative educational programs will foster "the sustainable economic, social, and cultural development of our students and the region" in Southeast Fresno (Evidence: FRS Substantive Change Application).*

Furthermore, programmatic offerings at the new location demonstrate a commitment to anti-racism. In June 2020, FCC created a Police Academy Taskforce to review learning domains that covered community relations and race matters. The task force recommended that the Police Academy include three learning domains: (1) Learning Domain 3: Principled Policing in the Community, (2) Learning Domain 20: Use of Force, and (3) Learning Domain 42: Cultural Diversity/ Discrimination. As a result, the Police Academy made minor additions to the curriculum, such as adding the Adverse Childhood Experiences (ACE) quiz for the cadets and incorporating the Vritra 300 simulator into the program to ensure cadets had additional resources for de-escalation training opportunities (Evidence: Police Academy Task Force Report-2020).

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

To support equitable attainment of learning outcomes and achievement of educational goals, the program review and curriculum processes assist faculty in designing and delivering academic programs that reflect the variety of disciplines and industry standards in our diverse community. The processes and methods involve faculty and stakeholders to inform curriculum design and delivery.

FCC's curriculum design and development process, as part of the Program Review and Curriculum Review cycles, requires discussions and analysis of student equity and maximization of equitable student outcomes. As discussed in Standard 2.1, FCC's Program Review process requires that faculty analyze programs over a four-year cycle. Sections of the template include analysis of CSLO assessments, student success outcomes, and disaggregated student equity data. Occupational programs include input from industry stakeholders through regularly held advisory meetings to ensure currency and relevance of learning outcomes (Evidence: OPR Examples Combined). The reflection on outcomes and student achievement data assists faculty in identifying gaps and leads to the development of curriculum revisions and goals for annual unit planning (Evidence: IPR Template FA 22-SP23, SUR Template FA22-SP23, Program Review Minutes- 9.26.23, Curriculum Committee Meeting Minutes 9.25.23, AR 4021, BP/AR 4025).

Curriculum Review follows two semesters after a program completes its Program Review. The Curriculum Committee supports discussion and analysis of student equity and maximation of equitable student outcomes by reviewing specifics of the course outline of record (COR). The Committee requests that all student-facing course and program descriptions are written in complete sentences with student-centered language and contain sufficient information about the course or program to help guide students in their academic choices. The COR allows for Zero Textbook Cost (ZTC), OER, or low-cost textbooks to be identified, which is an innovative practice that supports equitable attainment of learning outcomes. Utilizing HEERF funding, faculty (full-time and part-time) are eligible to participate in the OER Award Program, designed to support faculty in making changes to reduce student costs for instructional materials (Evidence: FCC OER Award Program Update, OER Info, FCC Course Section List – ZTC, AS Minutes 11.29.23, OER Web Page). Students can even filter to search for ZTC classes in the registration process (Evidence: Search for Classes Portal). The Curriculum Committee examines requisites and units of courses and programs to identify unnecessary or unintentional barriers to students as part of an overall Guided Pathways approach to streamlining curriculum and pathways (Evidence: ENGL 1A COR, ENGL 1A Syllabus, ENGL 48A COR, ENGL 48A Syllabus).

Course Student Learning Outcomes are defined in the COR for every course at FCC. The CSLOs are written by discipline faculty and approved by the Curriculum Committee (Evidence: Curriculum Cycle Map, Curriculum Committee Meeting Minutes- Examples Combined). PSLOs are written by discipline faculty and approved by the Curriculum Committee for each degree and certificate. CSLOs in each program are mapped to the appropriate PSLO, and the PSLOs are mapped to the appropriate ISLOs. The Course Outline of Record and all programs, with their associated learning outcomes, are housed in CurriQunet, and are publicly accessible (Evidence: CurriQunet Public Web Page).

FCC's Catalog provides public access to the learning outcomes for all programs (Evidence: FCC Catalog 23-24 [page 187]). Students are also provided with a syllabus in every course. Syllabi contain the CSLOs for the course. FCC, in fall 2019, began voluntary implementation of Simple Syllabus, a program that directly imports course information, including the CSLOs, into the syllabus. Simple Syllabus was used in over 60% of individual courses offered at FCC in fall 2023, adding consistency and accuracy to syllabi school-wide (Evidence: Simple Syllabus Usage 2020 - 2024).

FCC coordinates a College wide Career Technical Education (CTE) advisory night annually in the spring, bringing industry partners; FCC faculty, counselors, and administrators; current students and parents; dual enrollment instructors; and K-12 educational partners together to discuss industry trends, program development opportunities, and curriculum adjustments. In addition, advisory members review course

content as well as confer on certificate and degree options for programs. There are approximately 250 participants in the CTE advisory night supporting up to 25 CTE programs.

Like many of the Allied Health Programs, the Respiratory Care Practitioner (RCP) Program relies on industry advisories for curriculum guidance based on relevant industry standards. Instructors meet students at hospitals, clinics, and other patient care facilities during the students' clinical day. Instructors also meet with the industry site leadership teams at least once a month while visiting students. The conversations help establish agenda items for advisory meetings that occur at least annually. At the March 2023 RCP Advisory Committee Meeting, curriculum was discussed in detail, suggestions were made, and CORs were updated in Fall 2023 (Evidence: RCP Advisory Meeting Minutes 2023, RCP Advisory Committee PPT 03.30.23, RCARE 15 COR).

The Fire Technology Program collaborates extensively with industry partners and recently worked with the City of Fresno Fire Department (FFD) to develop a memorandum of understanding (MOU) for the First Responders Site. In November of 2022, Chief Donis, Chief of the FFD, gave direction to connect with the Director of the Fire Academy to explore the option of partnering with SCCCD, specifically the Fire Technology program at the new First Responders Site, to replace their aging training facilities. Collaborative planning started within a few weeks between the City of Fresno, FFD, SCCCD, and FCC to design their training center at the FRS(Evidence: Project Design Team Agenda). The City of Fresno and SCCCD are also working on a draft Joint Powers Authority (JPA) and MOU, like other combined sites in the state, with SCCCD as the owner of the land, and the City-built fire station and training facility on the property consisting of shared outdoor facilities and classroom usage.

A strong example of instructional collaboration with industry partners to create and evaluate programs is in the Automotive Technology department. They partner with General Motors, Stellantis (Chrysler, Dodge, Jeep, RAM), Ford, Subaru, Toyota, Honda, Volvo, Mack, Peterbilt, Kenworth, Freightliner, Cummins, CNH Industrial (Case New Holland), and Thermo King. The Automotive Technology: General Motors ASEP Associate in Science Degree program is an example of one of those partnerships. As described in the program notes:

> *The General Motors Automotive Service Educational Program (GM ASEP) is a two-year associate degree program. GM ASEP incorporates the most advanced automotive technical training with a strong academic foundation in math, English, electronics, analytical and technical skills. The student earns a solid education combined with invaluable work experience for hand-on learning.*

Additionally, the "National Automotive Technicians Education Foundation (NATEF) and General Motors Corporation certify this curriculum." (Evidence: Automotive IPR-FA23).

Intentional course and program design and review processes and streamlined access and delivery of learning outcomes for both faculty and students have allowed FCC to address issues of equity and equitable learning outcomes for students. By making these processes regular and reflective, FCC has been able to analyze courses and programs with specific attention to upholding the mission of the College.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Fresno City College's general education (GE) philosophy is provided in the College Catalog:

> *General Education coursework is intended to complement a concentrated study in a single discipline or 'major.' It should provide a broad base of educational experience about aspects of the world which a major area of study may not include. The student who completes the general education requirements at Fresno City College will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning. (Evidence: FCC Catalog 23-24 [pg. 46])*

In addition, BP 4025 describes the District's philosophy and criteria for GE, while AR 4025 states, general education should lead to better self-understanding, including,

- General Education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General Education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. (Evidence: BP/AR 4025)

General education categories are explained in the College Catalog with language taken directly from Title 5. For Fresno City College's local degree GE requirements, the Curriculum Committee has developed General Education Student Learning Outcomes (GE-SLOs) which also align with Title 5. Determination for including a course in the GE pattern includes a review by the Curriculum Committee of the course objectives and CSLOs for alignment with the GE-SLOs (Evidence: FCC Catalog 23-24 [pg. 46-47]). The Fresno City College GE pattern includes the required areas of Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Lifetime Wellness, Government and American Institutions, and Communication. Title 5 has recently been updated to include Ethnic Studies, and Fresno City College's GE pattern will be similarly updated in 2024.

Appropriate GE patterns are provided for students, whether they intend to transfer or not. The FCC, California State University General Education (CSU-GE), and Intersegmental General Education Transfer Curriculum (IGETC) patterns are listed separately in the College Catalog (Evidence: FCC Catalog 23-24 [pg. 60-62 and 66-70]). The College Catalog states for CSU-GE:

> *The CSU General Education-Breadth program allows California community college transfer students to fulfill lower-division GE requirements for any CSU campus prior to transfer. This curriculum provides an alternative to IGETC requirements and to the campus specific university GE Breadth requirements. It is important to note that CSU GE-Breadth certification is not an admission requirement, nor does completion guarantee admission to the campus or program of choice.*

The Catalog states, "Completion of all IGETC requirements will permit a student to transfer to a campus in either the California State University or University of California system without having to complete additional lower division general education courses after transfer..." IGETC sections are also developed in line with the GE Guiding Notes for General Education Course Reviewers.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

FCC strives for student-centered communication. Information on programs, services, and resources is regularly reviewed for accuracy and effectiveness with special attention to how these services support the mission and foster student success. FCC annually reviews and updates the College Catalog for accuracy prior to publication (Evidence: Emails for Reviewing Catalog Narrative 23-24). This cycle is followed for reviewing and publishing the class schedule for spring, summer, and fall semesters.

The College website is reviewed and updated regularly with 187 personnel trained to perform updates. The FCC Web Content Engineer facilitates training and manages the Cascade content management system (Evidence: Cascade CMS Web Page). Cascade includes an option for users to set a review date on each page and a dashboard for each user that can be set to show the number of owned pages. To provide ongoing support, communicate updates, and facilitate conversations for personnel who have received training, the College utilizes Microsoft Teams (Evidence: Teams FCC Website Training).

All students in all courses are provided with a course syllabus that contains CSLOs (Evidence: Sample Syllabi- SPAN1). Since fall 2021, over 55% of courses at FCC have used Simple Syllabus. This tool automatically populates fields in the syllabus with the most current CSLOs and course descriptions, among other fields (Evidence: Simple Syllabi Example-FA23 ACCTG-19). This tool is integrated into Canvas for every course (Evidence: Simple Syllabus Example Screenshot). The FCC Academic Senate and FCC Administration have also created a Syllabus Checklist for faculty to use when creating their syllabi (Evidence: Syllabus Checklist SP22). All CSLOs are included in the COR for every course in the publicly available CurriQunet, which is kept up to date by the Office of Instruction, so faculty not using Simple Syllabus have access to the most up to date information (Evidence: CurriQunet public web page). Program SLOs are published in the Catalog (Evidence: FCC Catalog 23-24 [pgs. 138-339]).

FCC 's mechanisms for ensuring effective communication with students include the FCC website banner, Canvas notifications, emails, text messages, and most importantly, class announcements. The FCC website banner regularly rotates to display the timeliest information to students. Everyone must see this homepage before they log in to the FCC Portal to access student email and Canvas. Canvas notifications are also regularly updated to notify students of important information. Students see these notifications in their Canvas Dashboard right after they log in (Evidence: Canvas Notifications Example). FCC also sends weekly emails listing all activities and resources on campus for the week (Evidence: FCC News Email Sample 11.2023). This email includes student sports, music and drama productions, and community partnerships happening on and around campus. Another weekly email identifies all food services on campus for the week (Evidence: Food Services Email). FCC also uses text messaging to identify safety concerns and other issues requiring timely notice (Evidence: 1st2Know emergency testing system report 12.4.2023).

FCC makes a new student guide accessible to all applicants (Evidence: New Student Guide 2023). While a limited quantity is printed, but there is also a QR code for the digital flip book and an accessible PDF is available for download. At the end of a new student's first counseling appointment, they are sent a survey on the process of onboarding, which guides planning and training for counseling faculty and staff (Evidence: Ram Satisfaction Survey).

One of the most reliable methods of communication for programs, services, and resources is in the classroom. Classroom visits from Psychological Services, Health Services, Librarians, Counselors, and Pathway

Counselors serve as valuable opportunities to directly connect with students (Evidence: Psychological Services PPT, Library Instruction Request, Transfer Center Communication). Faculty also often communicate information about programs and services at FCC in the classroom. To connect students to programs, services, and resources, some faculty also take students on campus tours. This often occurs at the beginning of the semester and sometimes includes photo hunts or task completion in race format (Evidence: Juego de Pistas_ Game of Clues).

Another method of communication is through the Student Activities office. The Student Lounge within the Student Activities office houses informational kiosks and bulletin boards with flyers, pamphlets, and packets related to campus clubs and organizations, employment opportunities, housing resources, health services, educational resources, and events taking place on campus (Evidence: Samples of Information). The Student Activities department employs roughly 30 student employees and 5 full-time staff members who are trained in providing information and answering questions for students who visit the Student Lounge (Evidence: Student Activities Handbook). Student Activities employees also participate in events such as Welcome Week (see 2.8), Extreme Registration (see 2.8), Ram Ready (see 2.7), and Ram Slam (see 2.8) to provide support and information to students regarding programs, services, and resources available to students.

FCC strives to consistently communicate with students and employees using their preferred names and pronouns as a way of welcoming and honoring intersectional identities. For example, the SCCCD Guided Pathways Workgroup identified the need to ensure the integration of technology to support the use of students' preferred names and pronouns (Evidence: Student Chosen Name and Pronoun PowerPoint). Changes included the development of a front-end form and back-end process for students to request an update to their preferred or chosen names and pronouns (Evidence: Preferred Name and Pronouns Processes). The integration allows the information to be updated in Self-Service, FCC's enterprise resource planning tool for integrating processes like enrollment, grades, and finances, and Canvas. The FCC Admissions and Records web page now includes information for students on updating their preferred names (Evidence: Name Changes or Corrections Web Page). In Spring 2023 the BOT approved AR 7102 – Employee Affirmed Name. This administrative regulation demonstrates the District's commitment to create "an inclusive and respectful environment [in the] workplace that encourages self-expression for all employees, including our transgender and nonbinary employees" (Evidence: AR 7102).

FCC collects data through Qualtrics questionnaires after events and programs such as registration and orientation. These questionnaires provide valuable feedback from students which helps continuously improve communication strategies and ease and availability of services. Furthermore, the data collected also measures how effectively the programming, services, and resources help meet the needs of students. Actively seeking and utilizing student feedback allows for continuous improvement regarding effective communication with students.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

FCC has made great progress in scheduling courses to ensure degree and certificate programs can be completed in the expected period by intentionally and thoughtfully approaching Guided Pathways in a campus wide and district wide multi-year process.

In fall 2016, the Academic Senate engaged in a book reading of Redesigning America's Community College to start the initial Guided Pathways conversation (Evidence: Academic Senate Meeting Minutes 08.24.2016). In fall 2017, the College began formalizing the FCC Guided Pathways efforts by establishing a workgroup (Evidence: GP Workgroup Meeting Minutes 11.21.2017). After receiving state funding, the College created the faculty Guided Pathway Coordinator position to lead College wide implementation efforts (Evidence: Faculty Guided Pathway Coordinator Job Description). District wide collaboration began in spring 2018 by participating in the Institute on Scaling Guided Pathways District-Wide (Evidence: State Center California Guided Pathways District Institute, SCCCD Guided Pathways Action Plan). FCC annually develops Guided Pathway plans which were submitted to the CCCCO (Evidence: GP Initial Project 2018-19, GP Plan 2018-19, GP Plan 2019-20, GP Plan 2020-21, GP Plan 2021-22).

FCC has made much progress with Guided Pathways in the past few years to map academic programs to increase overall completion rates and decrease time to completion. Under the leadership of the Guided Pathways Workgroup, discipline and counseling faculty partnered to design Program Maps that guide students to complete degrees in two years and certificates in designated time frames (Evidence: Program Map-Nursing Example, Program Map-Philosophy Example). The College utilizes CurriQunet, a cloud-based platform, where discipline faculty enter CORs and program information. CurriQunet data is used to populate Program Maps which are grouped by pathways and made accessible to students through the Ram Pathway website, complete with downloadable content (Evidence: FCC Ram Pathways Web Page).

Division deans, collaborating with department chairs, schedule courses according to the Program Maps, with courses rotating based on those maps. In preparation for building schedules, the deans collaborate with faculty to ensure the courses are scheduled in a manner that supports students in completing degree and certificate programs promptly. Although a Dean's handbook is still in the draft process, the manual states, "You will work with your department chairs to develop a schedule of classes that meets students' needs and reaches institutional FTES (full-time equivalent students) targets" (Evidence: Draft Deans Handbook [pg. 20]). Currently, historical enrollment data, including number of course sections, enrollment, capacity, fill rates, full-time equivalent students (FTES), and wait lists are analyzed for schedule development each semester. Deans use the enrollment data analysis to identify high and low demand classes. The Office of Institutional Research, Planning, and Effectiveness provides tools for the Office of Instruction and instructional deans to review course section data on a weekly basis to make necessary schedule adjustments until the census date (Evidence: Internal Dashboard for Deans). In addition to the traditional 18-week schedule, the deans develop 12-week, 9-week, and 6-week schedules to ensure students have multiple opportunities to enroll throughout the semester. There are also programs that are designed on a 9-week schedule as described in 2.6. This allows students who may have extenuating circumstances and need to drop out of an 18-week course the opportunity to reenroll and complete their program in a timely manner.

Administrators are currently working with Ad Astra to pilot the Smart Academic Planning and Scheduling Solutions program to more effectively schedule courses to meet student needs for graduation, transfer, and hiring (Evidence: Deans Meeting Minutes Examples). The deans' work in data-driven scheduling was recognized in the FCC Student Equity Plan and action steps were developed to engage in deeper analysis of course-taking patterns for racially minoritized and marginalized students (Evidence: 2023-2025 Student Equity Plan Executive Summary [page 13-14]). This effort is intended to assist the College in efforts to support equitable outcomes for student persistence from the first term to second term. The analysis will focus on the course-taking patterns of Black or African American, Hispanic or Latina/o/x/e, and LGBQT+ students.

Reduction of unit accumulation is an important component for students to successfully complete in a timely manner. The Vison for Success goals include the requirement to reduce the average number of units accumulated by California Community College students. FCC has made progress on this goal, reducing the average from 94 units in 2017-18 to 85 units in 2021-22. For general education, AB 705/1705 prompted the reduction and elimination of many non-transferable math and English courses, decreasing the time to completion for transfer-level math and English general education courses (Evidence: English and Math Sequences 2019 and 2024).

At large, FCC schedules courses to allow student completion of degrees in a timely manner, meeting the Standard. As a result of continual improvement, the College is looking to formalize an analysis processes related to the times and days that classes are offered to schedule courses most effectively.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

FCC uses a variety of delivery modes that promote equitable student learning. In the fall of 2023, 54% of courses were held in traditional face-to-face modalities, 34% were fully online, and 12% were hybrid. The College's standard semester is 18 weeks in length, but there are many 9-week courses designed to meet student needs, especially in Allied Health and CTE areas. There are also 4, 6, 8, or 10-week courses in summer, and other short-term courses in the fall and spring semesters. The proportions of face-to-face, online, and hybrid courses has changed rapidly since fall 2019. In the spring of 2020, all classes that could transitioned online due to COVID restrictions. Fall 2020 saw 80% of classes offered online. Gradually, online, hybrid, face-to-face offerings have changed since then, but the proportion of online and hybrid offerings continue to be greater than pre-COVID.

All faculty teaching online or hybrid courses are required to complete online instructor training. This course introduces faculty to Canvas and instructional design for online courses, focusing on teaching methodologies specific to the online learning environment (Evidence: DE Certification Training). Central to this training is regular and substantive interaction to comply with the Department of Education and ACCJC's Policy on Distance Education (Evidence: Academic Senate RSI Policy 11.13.2023). Review of courses for regular and substantive interaction is done through the faculty evaluation process (Evidence: SCFT Full-Time Agreement). FCC's Academic Senate, in coordination with administration and the union, created the DE Review criteria to guide faculty and their evaluations (Evidence: DE Peer Evaluation Form).

When courses, new or revised, are submitted for curriculum review to the Curriculum Committee, the entire COR is reviewed, including Distance Education addenda. The template for DE addenda requires that faculty analyze how the learning outcomes can be met in an online modality and define how faculty have regular and substantive interaction (Evidence: DE Addenda FA2020). When classes were moved to 100% online modality in the spring of 2020, emergency DE addenda were put through the Curriculum Committee to ensure that there was review of the delivery mode and record of that review (Evidence: Curriculum Committee Meeting Minutes 01.27.2020, Curriculum Committee Minutes 04.13.2020).

In the Program Review process prior to Curriculum Review, programs have the opportunity to disaggregate data comparing DE and face-to-face courses (Evidence: PR Example- Theater Arts 21SP). The IPR Template does not require programs to compare student achievement data between modalities, but the data dashboard includes a drop down option, so faculty can disaggregate by modality (Evidence: PR Data Dashboard).

In addition, the help text in the template uses "F2F vs. online" as an example to help guide programs in their responses. Faculty are also given the opportunity to discuss efforts or strategies implemented to redress the recognized institutional outcome disparities. The Child Development faculty discussed the Ram REL professional development that introduced pedagogical strategies and how it has helped faculty "design courses to embed a more student-focused and more equitable teaching approach" (Evidence: CD IPR).

When curriculum changes, like those required in AB705/1705, have required reframing historical structure and practices, instructional faculty have been intentional about adapting their methodologies to meet student needs. Both math and English had to reframe approaches to transfer-level courses, adding support in the form of co-requisite courses and academic support services for students who would have previously been labeled "not college-ready." Faculty teaching co-requisite courses must complete 20 hours of training on andragogy prior to their first semester, and another 20 hours in their first semester teaching a co-requisite course (Evidence: Coreq Cert PD Spring 2023). In addition, Peer Assisted Study Session (PASS) tutors are assigned to every co-requisite course for English. PASS tutors attend class and hold out of class hours. The instructor training and the PASS tutor program aim to increase access to and success in transfer-level courses, especially for students who have historically been excluded from these courses (Evidence: PASS web page).

The College regularly reviews and adapts to students' changing needs by adopting methodologies and delivery modes with intentional curriculum development and practices designed to improve equitable access and success.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

The College mission guides the design and delivery of services and programs that equitably support students at FCC to address their academic and non-academic needs and maximize their potential for success. Board policies and administrative regulations provide direction and support to promote consistency of services in the multi-college district (Evidence: BP/AR 4040, BP/AR 4050, BP/AR 5110, BP/AR 5120, BP/AR 5130, BP/AR 5140, BP/AR 5150, BP/AR 5200). Through the Service Unit Review process, FCC systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement. The SUR requires that faculty, classified professionals, and management complete regular review of their program or service unit (Evidence: SUR Template FA22-SP23). This review includes questions specific to how their area supports the mission and how the analysis of disaggregated data is used to evaluate the effectiveness of the support services. Results from this review are then used for planning and the improvement of services (Example: Transfer Center SUR, CalWORKS SUR). In a Service Unit Review, programs provide an update on all goals created in the previous SUR and ultimately wrap-up the report by identifying new goals aligned with their Service Unit Outcomes (SUOs). Progress made towards those new goals is assessed yearly through Annual Unit Plans (AUP).

FCC's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent. As discussed in Standard 2.4, the Catalog is a main source of communication and publication has a strict editorial review process to ensure clear and consistent information. The College ensures students are aware of the resources and services available to them through orientations, emails, web pages, and Canvas (Evidence: College Relations – Help for New Students YouTube, Canvas Student Resources Virtual Hub, FCC Interactive Campus Map, Invite to apply for 2023-2024 FAFSA, Canvas Student Success Orientation). Annually, a new student resource guide is created by the Outreach department to familiarize students with the services provided (Evidence: 2024 New Student Guide).

Student Services

FCC designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, student health services, and mental health services in a variety of modalities (face-to-face, hybrid, and online). Important locations where students can receive counseling and advice are the Transfer Center, the Veterans Resource Center, Disabled Students Programs and Services, California Work Opportunity and Responsibility to Kids (CalWORKs), the Financial Aid office, the Career Center, the Dream Center, Student Health Services, and Psychological Services (Evidence: Student Services web page). Each service area has in-person, hybrid, and online services to meet the needs of students. Service areas host events throughout the semester to support varied student needs.

FCC faculty, classified professionals, and administrators are committed to providing services that support equitable student success. Student Services created and received recognition for the innovative Student Success Teams (SST). The teams are grounded in a Guided Pathways framework and are composed of a student services administrator, instructional dean, department chairs, academic counselors, and financial aid support specialists. The long-term goal of the SST is to create a holistic approach for student success. Institutional responsibility for the holistic approach includes cross-functional communication between instructional services and student services and the regular review of data to inform decision making (Evidence: CCLC Presentation). The College continues to identify opportunities for continuous improvement and at the February 2024 College Council meeting, at the request of the College president, a task force was formed to identify potential models for Guided Pathway restructuring (Evidence: CC Meeting Minutes 02.15.24).

Students are assigned to an SST, based on their major, that provides wrap around services throughout their academic journey (Evidence: Starfish Success Network). An important tool utilized by the SST to ensure support is provided to students throughout their academic journey is the Pathways dashboard. The dashboard assists the SST with identifying students who may need assistance in creating a comprehensive educational plan, completing math and/or English, and persisting to the next term (Evidence: Pathways Dashboard). The dashboard provides the ability to utilize an equity-centered approach to intentionally support historically minoritized students by creating contact lists that prioritize students who may have multiple needs (Evidence: Priority Group List).

The College Council seeks to support communication of how Student Services programs utilize an equity-centered approach to ensure equitable and effective services (Evidence: CC Meeting Minutes 03.16.23). An excellent example of how classified professionals support equity efforts is in the CalWORKs program. The CalWORKs Senior Program Specialist presented information demonstrating the impact of COVID-19 on parenting students. The CalWORKs program highly values equity, which led to, in 2021, establishing a departmental equity committee. The CalWORKs Equity Statement states the desire to "accommodate

differences in the lives of our students, their education experiences and goals through equitable policies, procedures and practices" (Evidence: CalWORKS Program Presentation).

Disabled Student Programs and Services is a service that creates an accessible, inclusive campus environment using holistic, comprehensive, and strategic services to empower students with disabilities and provide them access to pursue their academic, personal, and vocational goals (Evidence: DSPS web page). Students needing assistance with intake appointments, major accommodation changes, or student education plans (SEP) can schedule an appointment with their assigned DSP&S counselor. Students can also get assistance from counselors without an appointment utilizing the Counselor of the Day option. This option is available for students for quick questions, verification letters, and basic counseling questions. Students with verified permanent or temporary mobility disabilities that make walking long distances across campus difficult may also take advantage of the Tram Services for students (Evidence: Tram Services web page).

Health Services provides support for students by hosting events such as the annual RAM Health Fair, Flu Vaccination Clinics, Sexually Transmitted Infection Testing Clinics (Evidence: Health Services Center web page). These are the types of nursing services provided: emergency first aid & triage; illness evaluation and referral; tuberculosis skin tests and risk assessments; immunizations; hearing and vision screenings; nursing assessment and counseling for illness, and injuries; communicable disease control; crisis intervention; health promotion; free over-the-counter and personal care items; etc.

FCC Psychological Services office is part of the larger SCCCD Psychological Services which organizes monthly themed outreach events (Evidence: Psychological Services Office web page). These are announced on social media, and have included a suicide awareness walks, mindfulness activities, and sexual assault awareness gatherings. They host regular talking circles and group therapy where students can find a safe space to gather to find community (Evidence: SCCCD Psych Services Instagram web page). Students may seek Psychological Services for various reasons which include but are not limited to adjustment to college, anxiety and depression, relationship and family issues, personal growth and exploration, grief and loss, stress and anger management, and questions regarding sexual orientation.

Counseling

The FCC Counseling Department designs and delivers student centered intake, onboarding, and ongoing counseling services to maximize preparation, success, and retention. Counseling services are made available to all students to guide them in achieving their educational goals, whether it is life-long learning, career development, and/or completion of a certificate, degree, or transfer program (Evidence: Counseling Services web page). Services include onboarding and enrollment services, individual appointments, Questions & Answers (Q&A), walk-in counseling, Live Help Chat, Pathway Counseling, Counseling-On-The-Green, Academic and Progress Probation support, Early Alert support, specialty counseling support, and instruction through counseling courses. To accommodate all students, counseling support is offered in person, through zoom, and by phone.

Onboarding

Through a partnership with local feeder high schools, FCC offers Registration-To-Go (RTG), a program designed to support incoming high school seniors as they transition to college (Evidence: Reg to Go). The Outreach team visits high schools throughout the year to provide application workshops, orientation, academic counseling, and class registration support to all graduating seniors. Additionally, the financial aid office provides workshops to parents and students, ensuring they have access to the financial resources needed to pursue their academic goals.

Ram Ready is a welcome event the week prior to the start of fall and spring terms. Ram Ready is a thorough onboarding event available in-person, online, or hybrid. The event hosts a kick-off and welcome session. The presentation provides an overview of services, success tips, and important information regarding Title IX processes (Evidence: Ram Ready PPT FA 2023). Students are directed to Ram Pathway sessions where they meet counselors, instructors, and support services teams. During a campus tour, students are introduced to the various student service departments as well as a resource fair that provides information on special programs that assist students throughout their academic journey (Evidence: Ram Ready web page). Data from the Ram Ready event is analyzed for completion, retention, and success, so the program constantly adapts to student needs and feedback (Evidence: Ram Ready Data Dashboard).

FCC recognizes that the transition from high school to college can be highly challenging for students, especially those who are first-generation, low-income, and/or racially minoritized. The College launched a pilot First Year Experience (FYE) program in fall 2022. The initial pilot included five cohorts of students aligned according to their chosen Ram Pathway. The students are in cohort learning communities for transfer-level math and English during their first two semesters. The College also constructed an FYE Center for students to access specialty wrap-around services such as academic counseling, social support, special engagement activities, workshops, and general assistance with campus questions and challenges. Students also receive a "loaner" laptop complete with all software necessary to access, participate, and succeed in online, hybrid, and face-to-face courses. The FYE program also includes college visitations, embedded tutoring, priority counseling, and early registration (Evidence: First Year Experience web page, FYE Flyer, FYE Instagram Screenshot).

Current and Returning Students

Counseling provides ongoing support for current and returning students. Starfish is an important tool that was implemented in 2019 to assist in identifying students' academic, non-academic, personal wellness, and basic needs. The cloud-based platform includes Early Alert, Degree Planner, Connect, and predictive analytics modules. Starfish Early Alert supports instructional faculty as they assist students in achieving their academic goals (Evidence: Early Alert web page). Faculty receive a survey in which they can identify students needing additional support, whether this is for learning support, basic needs, or general counseling (Evidence: Starfish Guide). Faculty can also give students "kudos" for work that is well done. Faculty can flag students in Starfish to refer them to services like technology, tutoring, and basic needs or counseling at any point in the semester. Students then receive an email with information on services, or they are directly contacted by a counselor, depending on the type of flag raised.

Counseling has several specialty groups that are designed to help students succeed (Evidence: Specialty Counseling web page). One example of an equity and anti-racist centered specialty program that seeks to address the PK-12 teacher shortage is Enseñamos en el Valle Central (We Teach the Central Valley). This is a federally funded cooperative partnership with California State University, Fresno to prepare bilingual and Latinx teachers to serve students in bilingual classrooms across the Central San Joaquin Valley (Evidence: CSU Fresno Enseñamos en el Valle Central web page). This program supports the College mission and anti-racist efforts by "growing anti-racist educators and education advocates who commit to the journey of embodying and enacting anti-racist and anti-oppressive epistemologies and striving for liberation and freedom in their work with youth and communities."

FCC provides clear information and support for students regarding transfer and career opportunities (Evidence: Transfer Day Flyer). The Transfer Center web page provides information to assist students with the transfer process (Evidence: Transfer Center web page). Information includes application guides and transfer information for many types of universities, including CSUs, UCs, Historically Black Colleges and Universities, and private universities. They also hold regular Transfer Application Workshops during the application periods.

The FCC Career and Employment Center provides students with information regarding services and events (Evidence: Career and Employment Services web page). The College uses Jobspeaker, which allows employers to post employment opportunities. Events such as job fairs and career expos are held regularly in person and virtually, which provides students with the opportunity to engage in career exploration, job readiness, and internships. FCC hosts a variety of online engagement opportunities for students who cannot attend in-person activities. Events such as the Friday Facebook/YouTube communication livestreams, career fairs, career exploration workshops, Jobspeaker workshops, and resume writing workshops are provided to aid students in finding employment, improving resumes, and building connections (Evidence: Job Fair-FA22, Extreme Registration: Virtual -In Person Flyer).

Library & Learning Support

FCC designs and delivers effective learning support resources in library collections, library instruction, learning labs, and tutoring services in various modalities (face-to-face, hybrid, and online) (Evidence: Library Services by Modality 1.21-5.23). To meet academic needs, the Library and Learning Support Services Division, in accordance with District policies and regulations, provides mission-focused services that support learning and achievement to all FCC students (Evidence: BP/AR 5300). The Library presents a series of annual programs including a poetry open mic and essay scholarship opportunity (Evidence: Poetry Open Mic Flyer, Library Writing Scholarship). In 2020-2021, the Library was awarded a Big Read grant by the National Endowment for the Arts to engage the campus and larger community in a series of programs surrounding Joy Harjo's An American Sunrise (Evidence: Big Read Grant Award).

The Library provides student-centered support for information literacy and lifelong learning by anticipating and responding to the campus community's need for information and building a culture of inquiry with student equity as the foundation. In addition to providing checkout access to books, the Library also provides assistance for students that may have technology needs (Evidence: Technology Available at the Library). The Library solicits feedback from campus constituencies through the annual Library Student Survey, Library Instruction Survey, Research Assistance Program (RAP), suggestion box, and database review form (Evidence: Library Satisfaction Survey 2021, Library Instruction Survey 2022). In addition, in 2017, FCC also created the Collection Development Policy (Evidence: Collection Development Policy). Based on the information gathered and according to the policies, the Library continually updates its library/information literacy instruction. This instruction is provided both in-person and online and includes the reference desk, chat reference, RAP, course-integrated instruction sessions [Bibliographic Instruction (BI)], video tutorials, and research guides (LibGuides) (Evidence: Library Off-Campus Research web page, Faculty Research Guide). In addition, the Library has created Canvas Modules for library and information literacy instruction that any FCC instructor can upload to their own courses, and the Library has its own YouTube channel with video resources for students and the public (Evidence: Library Canvas Modules, Library YouTube Channel).

Tutoring

FCC Tutorial Services contributes to the mission by providing free and equitable access to programs that support student success and lifelong learning, which include well-trained and certified tutors, laptops, required software programs, internet access, and books (Evidence: Tutorial Center web page). This service unit provides embedded group tutoring, drop-in tutoring, and computer lab assistance in face-to-face and online modalities. Tutorial service coordinators also work with instructors to identify and recruit embedded tutors. An embedded tutor is partnered with one instructor, attends classes, and conducts weekly study sessions specifically for students in that particular class.

Collaboration with instructors is critical for classes where drop-in tutoring is available (Evidence: FCC Tutorial Services web page). A requirement for employment as a tutor is to receive two faculty recommendation forms (Evidence: Tutor Application). This requirement builds connections between tutors and instructors, supports instructors in identifying students to refer to the tutorial services, and builds students' confidence in gathering recommendations for future employment.

Tutorial Services are divided into five distinct programs:

1. The Drop-in Tutoring Center provides drop-in tutoring services across the disciplines (not including those covered by the English and Math Support Centers).
2. The English Support Center [Peer Assisted Study Session (PASS)] provides drop-in and embedded tutoring services for students taking EMLS, English, linguistics, and literature courses.
3. The Math Support Center provides drop-in and embedded tutoring services for students taking math, computer science, engineering, and physics courses.
4. Extending the Class (ETC) provides embedded tutoring services across the disciplines (not including those covered by the English and Math Support Centers).
5. The Writing and Reading Center provides writing and reading support to students across the disciplines excluding English courses.

FCC's tutorial services tracks data on student use of tutorial services and compares that with course success and grades (Evidence: SUR - FCC Tutorial Services).

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Creating a sense of belonging and community for FCC students is an important part of FCC's vision.

Each semester, the College hosts an array of events that welcome students (Evidence: Welcome Back Events). These events are strategically planned with booths placed in high traffic areas where students can be directed to resources and escorted to their classes. Additionally a variety of opportunities that promote a sense of community amongst students, faculty, classified professionals, administrators, and surrounding community are hosted throughout the year (Evidence: Sense of Community Event Flyers). An example of events that engage students is The Speaker's Forum which aims to bring relevant, engaging speakers

to campus to enhance students' classroom experience. Diversity and equity are always at the forefront of decision making in selecting a roster of speakers. Even during COVID-19, three virtual speakers were hosted (Evidence: Speakers Forum).

Even before students begin attending FCC, the College actively seeks to create a sense of belonging for men of color. In 2023, the FCC Outreach Department organized two impactful events for young men of color, creating spaces for dialogue, exploration, and empowerment. The first event, "Barbershop Talk," was a unique initiative where young men of color were invited to a local barbershop, near the College and Fresno High School, for a free haircut and an educational conversation (Evidence: Barbershop Talk Flyer). The College president and associate dean of athletics engaged in candid discussions with the students, addressing topics such as higher education, misconceptions about college, and reasons many young men choose not to pursue higher education. This opportunity for dialogue provided valuable insight into the challenges faced by these students and their opinion on higher education. Selected from Fresno High and Cambridge Continuation High School, the attendees were provided a complimentary dinner and drink, creating a supportive and welcoming environment for these young men who had expressed their hesitance about attending college.

The second event, Men of Color Career Exploration Day, took place at the Fresno Chaffee Zoo and drew over 300 young men of color from various schools and districts, including Central Unified, Kerman Unified, Riverdale High School, Caruthers Unified, and Washington Unified Schools (Evidence: Men of Color Career Exploration Day). This event was centered on connecting careers to college, broadening the students' perspectives on their future possibilities. With the collaboration of Pathway faculty and zoo professionals, the event showcased the countless career paths available to students. The day featured keynote speakers, a delicious lunch, and promotional giveaways. In addition, the students were given the opportunity to explore the zoo, immersing themselves in engaging activities and discovering the interconnectedness of careers and education.

Both events served as powerful platforms to inspire, inform, and support young men of color in making informed decisions about their future. By fostering meaningful conversations, providing exposure to diverse career opportunities, and creating inclusive environments, the Outreach department designed these events with the hope to empower these students and reinforce the importance of higher education and career exploration. These events exemplified FCC's commitment to address the unique needs of young men of color and provide them with the resources and encouragement they need to pursue their academic and professional aspirations.

Associated Student Government is the governing body for the student population at FCC. ASG is supported by full-time Student Activities staff members that serve as ASG advisors and attend weekly ASG meetings that take place in the Senate Chambers within the Student Lounge, a commonly used meeting space for campus clubs and organizations.

ASG provides Associated Student Body (ASB) cards for $5 to students to receive discounts for sporting events and select local businesses, as well as access to the FCC Game Room. Students may also ride the Fresno Area Express (FAX) buses free of charge with an ASB card. ASG helps to cultivate a sense of community and belonging through outreach efforts and participation in campus events. ASG coordinates events like Ram Doggie Roundup and Ram Burger where barbequed hotdogs and hamburgers are distributed for free to students with an ASB card (Evidence: ASG Flyers). ASG routinely volunteers at events like Ram Slam, Welcome Week, Fall Carnival, and Extreme Registration to provide information, support students,

and create connections. For Ram Slam specifically, ASG provides snacks, beverages, and scantrons for all students as they prepare for their final exams. ASG elevates the student voice through participatory governance processes and provides monthly updates at College Council (Evidence: CC Meeting Minutes 02.15.24). ASG is also central to student advocacy and drives students' initiatives such as getting microwaves across the campus and establishing a student closet (Evidence: ASG Meeting Minutes 10.24.23, ASG Microwave Senate Bill, ASG Meeting Minutes 03.12.24, FCC News Email 03.06.24, Rampage - Let Them Cook, Rampage – Coming Soon).

The Student Activities office is integral to the campus culture at FCC. Students are provided with opportunities for experiences outside of the classroom. Students may engage in civic, social, and cultural events. Student Activities coordinates events on campus, including but not limited to, Welcome Week, Fall Carnival, and the Volunteer Fair to provide students with information and engagement throughout the academic year (Evidence: Student Activities Event Flyers). Student Activities is housed within the Student Lounge, which provides students with access to computers for school use and an area with tables and chairs to socialize, study, or gather for course-related activities. Within the Student Lounge, there are flyers posted consistently advertising campus events and numerous handouts and resources available to students. The Student Activities department also has an outdoor patio with tables and seating that gives students the opportunity to connect and create community. Additionally, Student Activities oversees a game room where students with an ASB card can play pool, table tennis, and listen to music. This game room is also leveraged to host intramural sports tournaments on campus (Evidence: Intramural Sports Announcements). Students are able to check out games or activities through the Student Activities Office to engage with their peers.

Student Activities also oversees the Inter-Club Council (ICC) and facilitates a Club Rush each month to showcase campus clubs (Evidence: Clubs web page). At Club Rush events, campus organizations can host information tables and food booths to increase membership and raise funds for their activities. FCC has been home to up to 40 clubs at a time, each with its own faculty advisor.

Fresno City College has 23 sports, including award-winning athletic programs such as Men's Baseball State Champions and Women's Volleyball State Champions. The Athletics Philosophy in part states, "it is our goal to challenge student-athletes both academically and athletically so that they may be successful in their future endeavors." Athletics staff is dedicated to keeping athletes engaged with the institution, programs, and peers (Evidence: Athletics Flyers). In the fall of 2022, the associate dean of athletics presented data to College Council that showed higher course success rates and GPA's for student athletes compared to non-athletes (Evidence: Athletics Presentation).

Fresno City College offers high-quality arts education that provides the opportunity for students to engage with the community through performances, publications, and community events. Programs include Art, Dance, Music, Theatre, Film, Journalism, and Communication Arts. Through District resources and co-curricular activities and funding, students engage and compete in arts throughout the region. On campus, there are multiple performing spaces that directly support instruction, including a presidium theatre, studio theatre, recital hall, and auditorium. Students participate in over 70 events per year, ranging from concerts to plays (Evidence: Performing Arts Calendar, Music Events web page). The College hosts an award-winning student-run newspaper: The Rampage (Evidence: Rampage web page), as well as a competitive forensics team. In 2022, the College became an All-Steinway piano school, one of 8 in the California Community College system (Evidence: FCC News- City at a Glance 05.17.22, All-Steinway web page).

Art Space Gallery exhibitions bring a relevant and diverse cohort of contemporary artists to FCC, creating a crucial access point for arts and culture, cultivating a sense of belonging, and opportunities for creative expression and engagement on the part of students (Evidence: California Humanities Grant Award-2023). The Art Space Gallery is a fully functioning gallery managed by a full-time faculty art historian/curator that participates in Fresno Art Council's Art Hop (Evidence: Art Hop web page). Additionally, the Art Space Gallery collaborated with CSU Fresno on the Constellating Care Networks, to highlight LGBTQ+ history and art (Evidence: Constellation Care Networks- 2021).

FCC provides support and resources for LGBTQ+ students including the student-led Queer and Allies Club (Evidence: FCC LGBTQ Resources Web Page). The Rainbow Alliance Staff and Faculty Association mission is to "create a campus-wide support network for LGBTQ staff, faculty, students, and their allies in an attempt to promote academic success and higher retention rates of LGBTQ students…" (Evidence: Rainbow Alliance Staff and Faculty Association Web Page). The Rainbow Alliance Staff and Faculty Association President was recognized as the 2021-22 Classified Professional of the Year for work that included presentations such as "Understanding & Addressing the Needs Unique to LGBTQ Students" and "Creating a Safer Campus for LGBTQ Students and Staff" (Evidence: PC Annual Report 2021-22). In June 2021, the BOT unanimously passed Resolution 2021.23 and formally recognized that Lesbian, Gay, Bisexual, Transgender, and Queer+ (LGBTQ+) people come from all walks of life including race, ethnicity, religion, ancestry, national origin, economic status, physical or mental ability, medical condition, sex, or gender identity or expression (Evidence: BOT Resolution 2021.23). In that same month, FCC held the first Pride Flag Raising Ceremony with Dr. Carole Goldsmith raising the flag (Evidence: Special Message 6.2.21). A New York Times article discussed the event and the impact it had on the community (Evidence: NY Times Article 06.24.21). The event was attended by City of Fresno Mayor Jerry Dyer, who stated, "Story after story — it broke my heart," he said, "I cried for most of the ceremony." Mayor Dyer subsequently reversed his decision to not raise the flag at City Hall and on June 11, 2021, for the first time, the Pride flag flew over Fresno's City Hall. The College has continued the flag raising ceremony, and the FCC Outreach team and Rainbow Alliance Staff and Faculty Association participated in the 2023 Fresno Rainbow Pride Parade on June 3, in the Tower District. FCC was the venue for the Pride Festival that was held on the same day (Evidence: Pride Festival Flyer, FCC Pride Parade Photo). FCC has also partnered with Reel Pride 32 to bring the renowned film festival to the community (Evidence: FCC News - Reel Pride 32 at FCC).

An important support program that received grant funding in 2022 is Rising Scholars (Evidence: Equity web page – Rising Scholars). The Rising Scholars Program is funded by the Formerly Incarcerated Student Reentry Program Grant. The program is designed to establish or support formerly incarcerated students enrolled in community college. Students receive peer mentoring, academic counseling, tutoring, and community resource connections. Students can attend workshops and the Rising Scholars Symposium (Evidence: Rising Scholars Symposium email). In spring 2023, the director of student equity and success presented program information and the grant to the College Council (Evidence: Rising Scholars Presentation).

The FCC Umoja Community provides supports for African American students and "promotes student success and improved lifetime outcomes for all students through a curriculum that is responsive to the legacy of the African and African American Diasporas" (Evidence: Umoja Community Web Page). Events such as Porch Talk and Welcome Black Week are designed to promote a sense of belonging and community and engage students in topics such as mental health concerns and men's health awareness (Evidence: Umoja Flyers). To support the unique educational journey of African American students, the FCC Transfer Center

annually hosts Historically Black College and University (HBCU) caravans for students. HBCU Caravan events are designed to assist students in applying to Historically Black Colleges and Universities (Evidence: Transfer Center web page, HBCU SP24 Caravan Flyer). The 2022 HBCU Caravan resulted in 149 SCCCD students being accepted and awarded $2.5 million in scholarships.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

The College ensures the quality of academic, learning support, and student services programs through its continuous improvement processes. These processes use the systematic review of learning outcomes and achievement data to reflect on how to meet the mission and vision to improve sustainable economic, social, and cultural development of our students and region.

FCC conducts systematic reviews for instructional and service programs over a four-year cycle to ensure the quality of its academic, learning support, and student services programs (Evidence: PR Calendar). A component of the systematic review includes assessment of learning outcomes which follows an established process. Faculty map Course Student Learning Outcomes to Program Student Learning Outcomes and Institutional Learning Outcomes (ILO) (Evidence: Learning Outcomes Mapping Activity). The semester prior to Program Review, instructional programs collect CSLO assessment data for all CSLOs listed in course outlines for each course in a program. Within the four-year cycle, all CSLOs for a course must be evaluated, and programs use the method of analysis that best meets their needs. During their last program review, the faculty of the Psychology program evaluated the assessments of their CSLOs. The instructors found that language needed to change to more directly relate to CSLOs. Exam questions and assignment items were modified to relate directly to CSLOs and the number of items used to assess each CSLO was increased. A deeper dive into the evaluation process revealed that equity-based practices within the Psychology program required inclusive language in syllabi and lecture materials, including video representations of marginalized groups so that students could "see" themselves in that professional role (Evidence: PSYCH IPR FA22).

The Program Review Templates for instructional programs and service units include questions that require faculty, classified staff, and administrators to analyze disaggregated data for courses and programs in comparison to the Institutional Set Standards (Evidence: IPR Template FA 22-23, SUR Template FA22-SP23). The disaggregated data used in the report is available to the public and campus community through the Program Review data dashboards found in the FCC Data Dashboards web page (Evidence: FCC Data Dashboards). The Program Review process leads to changes in curriculum, delivery, and services. Goals developed in the process lead to Annual Unit Plans. These plans are updated annually to indicate progress made towards meeting set goals. Program Review, Service Unit Review, and Annual Units Plans are a place to indicate resources needed to accomplish goals, which lead to resource requests. For example, when Business and Marketing realized during their IPR that equity gaps continued to persist, they created a goal with a plan to "enhance faculty discussions and integration of best teaching practices related to student equity" (Evidence: IPR Example-Business SP24). Progress on the goal will be monitored and reported in their annual unit plans.

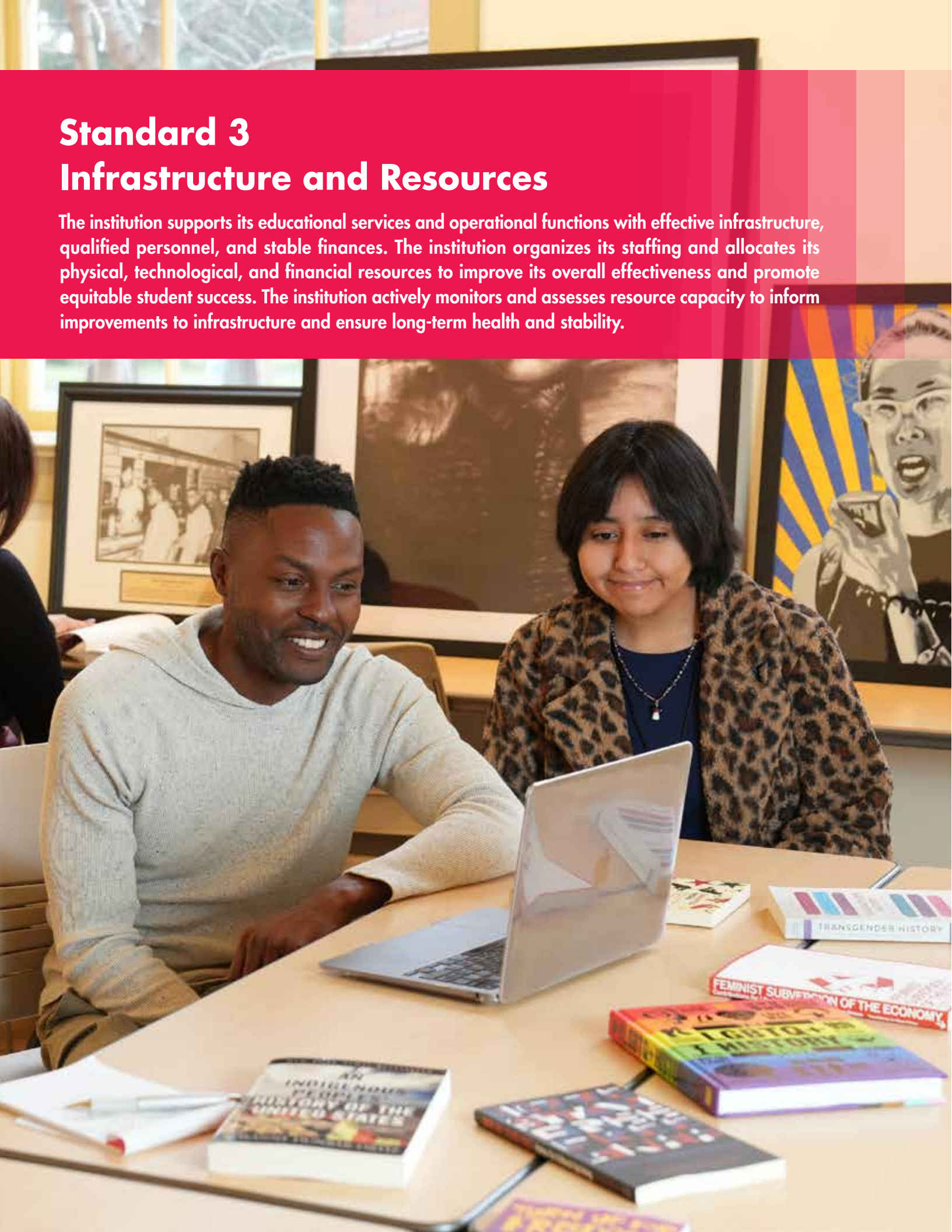
The Curriculum Review Process follows the Program Review for each instructional program. While new or revised courses and programs (degrees/certificates) can be submitted in any semester, all courses and

programs are reviewed according to the four-year cycle (Evidence: Curriculum Review Calendar 23-24). The Curriculum Committee reviews all parts of the Course Outlines of Record, Distance Education Addenda, and the degrees and certificates of a program in a first and second hearing of the committee (Evidence: Curriculum Training PPT-FA23, Sample CORs combined, Curriculum Review Agenda 9.25.23).

Service Unit Reviews are conducted on a four-year cycle and require service units to chart their examples of evidence-based practices which support equitable outcomes for the population served. For example, the Honors Program identified a best practice of using a multiple measure-based application process and stated, "Creating a multiple measure-based application process removes barriers. Some students are not able to ask/receive letters of recommendation from faculty members…". The CalWORKs program, whose purpose is to "provide education, training, and support services to low-income students who are referred to the College by the Fresno County Department of Social Services," identifies services like laptop-lending, intrusive counseling, and work-study as ways to support equitable outcomes for students in their targeted populations. These services are reviewed by those who receive them through satisfaction surveys included in the SUR (Evidence: Honors SUR, CalWORKS SUR).

Standard 3
Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.



3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

FCC has a long-standing participatory governance process for determining the staffing levels and organizational structure it needs to support its mission, educational programs, and operations. As described in Standard 1.4, the Resources Committee provides leadership for the process which is outlined in the Participatory Governance and Integrated Planning Manual (Evidence: Participatory Governance and Integrated Planning Manual [page 13-16], Resource Committee Operating Agreement FA22). In 2019, the College engaged in a collaborative process to create a human resource prioritization report that would set the foundation for considering, not only the needs of the FCC Campus, but also for the personnel needs of the West Fresno Center and First Responders Site. The purpose of the report was to serve "…as a communication tool to enhance transparency and advance equity focused integrated planning efforts…" (Evidence: HR Prioritization Report 2020-2021). Through program review, annual unit planning, and resource request processes, faculty, classified professional, and administrators examine data, submit requests, and create prioritization lists to submit as a recommendation to the College president (Evidence: Instructional Faculty Request Example, Classified Request Example, CC Meeting Agenda 12.08.2022, CC Meeting Minutes 12.08.2022).

Fresno City College strives to maintain sufficient full-time faculty, classified professionals, and administrators to effectively maintain the academic programs and services in support of the College's mission. Comparisons with other colleges of similar enrollment numbers that are also part of multi-college districts indicate that FCC has comparable numbers of employees working toward accomplishing its mission (Evidence: Employee Comparison Tables). The College identified the need for administrative support and created the Vice President of Educational Services and Institutional Effectiveness (VPESIE) executive leadership position to provide oversight for educational services and institutional research (Evidence: ESIE Organizational Chart). The College also created two new director positions, the Director of Student Equity and Success and the Director of Student Success Basic Needs. New classified professional positions were created to support the recently opened West Fresno Center and First Responders Site. While the College meets the faculty obligation number (FON) of 547.13 for SCCCD as required by the CCCCO, this requirement impacts the hiring of administrative and classified support which leads to concerns about understaffing. To help address understaffing concerns, the College Council created the West Fresno Task Force to address staffing needs amongst other tasks (Evidence: WFC Taskforce Charge Statement).

Fresno City College assures the quality and integrity of its programs and services by employing administrators, faculty, and staff who meet and exceed the minimum qualifications. Board Policies and Administrative Regulations provide guidance for the College (Evidence: AR 3420_7120_7121_7212 7220 combined). FCC, the SCCCD Human Resources (HR), and the Personnel Commission (PC) collaborate to provide operational support in the hiring processes. The College and District recognize that justice, equity, diversity, inclusion, equal employment opportunities (EEO), and anti-racism are core elements for improving equity, diversity, and mission fulfillment (Evidence: CUE Workshops). To support equity efforts, FCC

participated in events such as the four-part professional learning experience hosted by the University of Southern California Center for Urban Education and the Race and Equity Center. Hiring committees learned how to use innovative recruitment methods, create job announcements, prevent implicit and explicit bias, and conduct job interviews to recruit and retain a more diverse faculty. This event was sponsored and led by the FCC Student Equity Office. In addition, SCCCD was awarded a $300,000 CCCCO EEO Innovative Best Practices Grant for Culturally Responsive Pedagogy and Practices for faculty involvement in the development of the Faculty Internship and Diversity Program (FIDP). Funding received from the grant will be used to support FIDP.

To determine hiring criteria, AR 7120, Section 4 states that the minimum and desired qualifications shall be developed by the discipline specific faculty and the appropriate administrators in accordance with Academic Senate and CCCCO Minimum Qualifications (Evidence: CCCCO Minimum Qualifications for Faculty and Administrators). In addition, external regulatory agencies are another source of minimum qualifications as appropriate to the discipline (Evidence: AR 7120). The Personnel Commission establishes the "rules for application, examination, recruitment, and selection of classified employees" (Evidence: AR 7230). Faculty descriptions align with the collective bargaining agreements between the District and State Center Federation of Teachers (SCFT). They include in the description, responsibilities for teaching and learning, curriculum, assessment of student learning outcomes, course records, and participation in the business of the College. All job descriptions are reviewed by HR to ensure that positions are designed to recruit applicants who demonstrate alignment with the College and District mission, equity mindedness, and dedication to closing equity gaps (Evidence: AR 7120, Hiring Process for Faculty, Academic Administrator Recruiting & Hiring Procedures, Faculty Job Descriptions , Classified Job Descriptions).

All full and part-time faculty members meet or exceed the CCCCO Minimum Qualifications or equivalent standards. Any prospective faculty member who does not meet minimum qualifications but who has equivalent experience and education is required to verify their equivalency through the Academic Senate's Equivalency Committee (Evidence: Academic Senate Equivalency Committee Bylaws, Full equivalency Form, Verification of Experience Form). All departments and disciplines have equivalency policies that have been deemed appropriately comparable to the state Minimum Qualifications for education and experience by the Equivalency Committee (Evidence: Departmental Policy for Full Equivalency Form, Equivalency Examples). The committee compares a candidate's education and experience with the applicable department's equivalency policy to verify their qualifications to teach at Fresno City College.

Prior to applicant information being released to hiring committees, HR conducts an initial screening of transcripts and certifications for administrative, faculty, and classified professional positions (Evidence: Hiring Process for Faculty, Academic Administrator Recruiting & Hiring Procedures, NEOED User Guide). HR identifies the proof provided (Evidence: Full Time Faculty Job Posting). After an applicant is recommended for employment, supported documentation is verified with external sources by HR, and reference checks are completed by the selection committee (Evidence: Recruitment Checklist, Sample Recruitment Plan).

The District has made equity training for selection committees a priority and included this training in AR 7120. The District has funds set aside for equity centered training and conferences to ensure those who serve on hiring committees receive the required recent EEO training no more than 18 months prior to serving(Evidence: EEO Training Correspondence 2022). HR also periodically offers in-house training on assessment and interviewing strategies to all employees (Evidence: PC Workshop 11.09.2022, PC Workshop Opportunities 01.2024).

The College and District annually provide reports to the Board of Trustees that examine data to consider the effectiveness of EEO efforts (Evidence: EEO Presentation 06.14.22, EEO Annual Report 2023, TCO Presentation Handout 07.11.23, Staffing History and TCO PowerPoint, BOT Minutes 07.11.2023). SCCCD uses Total Cost of Ownership (TCO) framework "that established a data driven process to assure adequate staffing and well-maintained capital assets to meet the educational Mission, Vision and Values of the Colleges of State Center CCD." The EEO Report highlights District-wide efforts like the panel discussion entitled "Beyond the Minimum Qualifications" to demystify the academic hiring process.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Professional development is a cornerstone of Fresno City College's mission, driving the sharing of ideas and dissemination of innovation among its personnel. This highlights the College's commitment to professional development to enhance student success with a specific focus on equity-mindedness. FCC's professional development efforts are in line with the institution's Strategic Plan, notably Goal 4.2, which focuses on providing professional development and learning opportunities to enhance principles of inclusion, belonging, and empowerment among classified professionals, faculty, and administrators (Evidence: FCC 2022-2026 Strategic Plan [Goal 4.2]).

Fresno City College moved towards centralization of its professional learning opportunities with the formation of the Professional Development Office (PD Office) in fall 2017 (Evidence: PD Office SUR FA22), the subsequent hiring of a permanent full-time Professional Development Coordinator in July 2018 (Evidence: PD Coordinator Job Description), and the opening of the Professional Development Center (PD Center) in fall 2022 (Evidence: PD Center Opening Announcement). The PD Office resides under the vice president of educational services and institutional effectiveness. The professional development coordinator collaborates with the various people, groups, and areas across campus as well as in the community to meet the professional development needs of the College.

In fall 2020, the College implemented the New Employee Equity Academy (NEEA) for newly hired employees (Evidence: NEEA PPT-FA23). The NEEA, facilitated by interdisciplinary colleagues, is designed to provide newly hired FCC employees with an intentional and comprehensive onboarding and learning experience. Foundational information, resources, and tools are offered to help new employees support equitable student outcomes while orienting them to FCC's commitment to nurturing a culture of equity-mindedness and anti-racism.

FCC began the Ram Racial Equity Lab in the fall of 2019 (formerly called the Interdisciplinary Faculty Equity Lab). Ram REL is paid, voluntary professional development, for instructional and non-instructional part-time and full-time faculty, classified professionals, and management. Ram REL provides the opportunity to engage in equity-focused professional development throughout the semester with the same small group of colleagues. The cohort model allows for in-depth conversations about equity with the overarching goal to create an equity-minded culture (Evidence: Office of Equity and Success web page). This program conducts surveys of participants at the end of the training period to make quality improvements for the next cohorts. Ram REL is also under external review by Bensimon and Associates to provide expert analysis of curriculum and the process of this training program (Evidence: Ram REL Review Report 2024).

Professional learning for faculty has included offerings to enhance quality instruction and improve andragogy (Evidence: Faculty PD Announcements). Professional development for classified professionals frequently aims to enhance support services as well as develop or improve workplace skills (Evidence: Classified PD Announcements). Most professional development for administrators is arranged by the District, although the PD Office has coordinated informal leadership training put on by both the President's Office and the Office of Instruction. In addition, administrators engage in the Equity Leadership Academy (ELA). Administrators participate in modules that include Leadership Equity Training Series, Equity Leadership Learning Community (ELLC) Site, Habit-Building Challenge, and Executive Coaching (Evidence: Leadership Retreat Agenda Minutes). The trainings recognize that leaders with an equity-focused framework are better equipped to lead the institution in questioning and examining systems, structures, actions, policies, and practices that impede the success of minoritized students, faculty, and classified professionals.

The Friday before the start of each semester, FCC holds Flex Day, with a full schedule of workshops, seminars, and presentations. For the spring 2024 event, there were 27 sessions offered throughout the day by FCC faculty, classified professionals, and administrators. Topics ranged from AI in the Classroom, to Study Abroad, to FCC's Adult Education efforts (Evidence: Flex Day Agenda SP24).

The PD Office has seen a substantial increase in the number of events and activities it facilitates since its inception. A comparison between the academic year 2017-18, with 20 events, and 2022-2023, with 215 events, showcases the remarkable growth and reach of the PD Office. (Evidence: PD Office SUR FA22 [page 7], Year End PD Office Report 2022-2023). An excellent example of increased attendance in professional development is the SLO Symposium, a worldwide virtual conference centered around student learning outcomes and assessment (Evidence: SLO Symposium web page, SLO Symposium Email Announcement). The College has cohosted the event with Mt. San Antonio College since January 2021, and registration has increased from 315 in 2021 to 1,125 in 2024 with 136 international participants from 29 countries (Evidence: Attendees by Country).

The PD Office does not do a formal annual needs assessment. Rather, it utilizes multiple methods to identify professional learning needs. In some instances, it relies on campus leadership to determine what professional learning needs to be offered and for whom (Evidence: Leadership Requests for PD Examples). Other times, activities are initiated by those who want to offer professional development; the PD Office helps them with planning, scheduling, logistics, facilitation, marketing, promotion, evaluations, and follow-up (Evidence: PD Collaboration Process Example). Evaluations include the question "What other topics would you like to see us cover in future workshops?" and the office will reach out to appropriate experts to schedule workshops. These can include software vendors (Microsoft, Adobe), consultants or other outside organizations, and campus subject-matter experts (Evidence: PD Evaluation Examples 2019).

As one of the hallmarks of professional development is continuous improvement, the PD Office provides evaluations at the conclusion of most of its events (some activities like department-level professional learning or communities of practice are not evaluated). Until fall 2019, when the College implemented event management software, Cvent, and the web-based survey tool, Qualtrics, these were all done with paper evaluations. Cvent and Qualtrics allow the College to administer these evaluations electronically, with the ability to tailor them to match the event content and audience. Evaluations are fine-tuned to account for the type of training being offered, the subject matter being taught, or even information the presenter wants collected from their audience (Evidence: Cvent Evaluation, Qualtrics Evaluation).

The PD coordinator reviews all evaluations and adjusts future events/activities accordingly. Flex Day

evaluation results are provided to the Professional Development Work Group (PD Work Group) at the beginning of each semester (Evidence: PDWG Agenda/Minutes FA23-SP24). The PD Work Group reviews the results and adjusts as appropriate, taking into consideration the ability to affect change. Evaluation results are also sent to the presenters to process participant feedback, which yields useful information on whether the activities were implemented as planned and pinpoints components of the activities that went well and those that may require modification.

In addition to the PD Office, the College also offers specialized Distance Education professional development opportunities. The Distance Education Office provides oversight for the management of Canvas, the course management system. Faculty can utilize both online (Virtual Hub) and in person (The Den) professional development opportunities to support the pursuit of excellence and innovation in teaching, student learning, and use of technology (Evidence: DE Virtual Hub Screen Shots). All faculty teaching distance education are required to complete the DE Certification, and evaluation surveys are conducted to assist in gathering satisfaction perception (Evidence: DE-SUR-SP2023 [p 15-16], DE Certification Survey Spring 22, DE Certification Survey Spring 23). During training, faculty have access to tools such as document cameras, web cams, white boards, and iPad stations, so they can test and experiment in a supported environment. Training on tools and technology to facilitate learning in both distance education and traditional classrooms is available to faculty (Evidence: DE Training List).

SCCCD also provides professional development opportunities. The 2023-24 Professional Development Catalog is an organized view of the learning offerings provided by the District (Evidence: 2023-24 Professional Development Catalog). It offers a detailed description of each professional learning event and a calendar of those events. It is divided into sections for diversity training, technology training, leadership development, and classified professional development. The SCCCD Office of Equal Employment Opportunity collaborates with the SCCCD Professional Development department to produce the Professional Development Year End Report 2022-2023 (Evidence: PD Year End Report 2022-23). This report evaluates the District's professional learning offerings. It includes a list of the Human Resources topics, Personnel Commission workshops, Management Development Academy activities, and more. The report includes survey results and feedback from questionnaires related to each professional learning opportunity.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The College regularly evaluates all personnel on established criteria. The evaluation processes for all employee groups are designed to measure the effectiveness of employees, as well as to encourage and promote professional development and improvement. FCC evaluates in accordance with Board Policy and Administrative Regulations 7150 (Evidence: BP/AR 7150). In support of the College and District mission, professional development is provided for all supervisors to ensure equitable practices are followed (Evidence: Professional Development-Supervisors). District Human Resources also conducts workshops for District managers to review the CSEA contract, the full-time and part-time faculty contracts, and the evaluation process for all classified professionals.

The District utilizes NeoEd, the online evaluation solution, for classified professionals, confidential employees, classified management, and academic management. This platform provides supervisors with reminders of when an evaluation is due (Evidence: NeoEd Platform-Evaluations). Human Resources uses the employee's anniversary

date as the annual date the evaluation is due. The evaluation criteria for faculty and classified personnel are negotiated with their collective bargaining partner (Evidence: SCFT Full Time Agreement [Article 13] , SCFT Part Time Agreement [Article 12], CSEA Agreement [Article 33], Faculty Evaluation Forms).

In accordance with the collective bargaining agreements, full-time tenure-track faculty are evaluated once a year (in the fall) for four years, and tenured faculty are evaluated once every three years. The evaluation committee consists of two tenured peer evaluators and the immediate supervisor and includes classroom visitations and observations, student evaluations, and peer and supervisor evaluations. The Office of Instruction coordinates workshops for all new contract faculty, their peer evaluators, and a union representative to review the evaluation process. The workshops are held every fall to provide this information to all newly hired faculty.

Part-time faculty are evaluated during their first semester of employment, once during their second or third semester of employment, and once every six semesters of employment thereafter (Evidence: SCFT Part-Time Agreement [Article 12]). If evaluations are less than satisfactory, deans work with faculty to develop an improvement plan. If adjunct faculty receive consecutive poor or unsatisfactory evaluations, they are not invited back for employment in subsequent semesters.

BP 7125 outlines the evaluation of academic administrators. It states that after completion of their first year, academic managers are evaluated at least once a year during their second and third years (Evidence: BP 7125). Thereafter, academic managers are evaluated no less than every two years. The performance evaluation is based on the job description of the position held and is completed by the immediate supervisor with review by the next higher level of administration. The evaluation of academic administrators must include a performance evaluation survey by other employees, a self-evaluation, and a performance evaluation summary.

The chancellor evaluates the College president based on Board Policy and Administrative Regulation 7150, the president's job description, and performance goals and objectives, in compliance with requirements set forth in the president's employment contract (Evidence: BP/AR 7150). This evaluation occurs at least once a year.

Probationary classified professional employees are evaluated by the end of the fourth and twelfth month of service. Permanent classified professional employees are evaluated at least once a year (Evidence: CSEA Agreement [Article 21]). Confidential employees, in compliance with Classified Service Rules and Regulations (PC Rule) 13-3I, are evaluated three times during their first year and then once a year for the next three years (Evidence: PC Rules [13.3]). Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor but not less than every two years. Human Resources provides management with quarterly reports that reflect the overall percentages of timely completion for evaluations (Evidence: Quarterly Classified Evaluation Report -December 2023).

The evaluation of classified managers is outlined in PC Rule 13-3(b). Managers are evaluated three times during their probationary year, then once a year for the next three years. Subsequent evaluations are conducted at any time deemed appropriate but no less than every two years.

The College has methods in place to ensure personnel have the support needed to be successful in their roles. The faculty contract indicates that part of the purpose of evaluations is to identify areas of performance needing improvement and assist faculty members in achieving improvement. It also indicates that the evaluation committee, when appropriate, will devise a plan for instructional or professional improvement including the support needed to facilitate those plans (Evidence: SCFT Full-Time Agreement [Article 13.C.6.b.iv]). The process for classified professionals includes the opportunity for classified employees to identify goals and work with their supervisor to identify supports needed to be successful in their position

(Evidence: Classified Goals Module Screenshot). The District HR office developed a survey to better understand the professional development needs of management (Evidence: HR Survey Email 2.1.24).

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

While a large portion of fiscal resource processes occur through the District Office, as discussed in Standard 1.4, the Program Review process provides faculty with the opportunity to identify areas of innovation. For example, in the 2021 Construction Instructional Program Review identified the potential for development of a Tiny House project for construction students (Evidence: Construction IPR). In 2022, the faculty partnered with the City of Fresno in a four-year-long project which will build tiny homes for people with low-income and/or housing insecurity (Evidence: Ed Source – Tiny House). This innovative collaboration clearly supports the mission to "encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region."

Equally important, in fall of 2019, engineering faculty were awarded grant funding from Chevron to support a Women in Engineering Day outreach program (Evidence: SSTEM Final Proposal, SSTEM NSF Annual Reports, American Society for Engineering Paper). In 2020, the event was expanded to Fresno City College Women in Engineering Day. The event brought 60 female students from Fresno High School to the FCC campus to participate in robotics and geomatics engineering workshops and to network with FCC engineering students and local professional women in engineering. The experience was the catalyst for the development of the new Fresno City College Women in Engineering Club. The program continues to support women and other underrepresented groups in engineering, and Chevron provided additional funding to purchase equipment for a Maker Space to create enhanced lab opportunities (Evidence: College Report April 2022, Women in Engineering 2023).

The College and District implement well-established and regularly evaluated resource allocation policies that support effective educational services and operations. Under the leadership of the chancellor, the College president, administrators, faculty, and classified professionals work together to ensure effective control of expenditures and financial sustainability of the College and District.

To provide budgetary and personnel resources to support the mission and functions of the College, the District implements an established and annually reviewed allocation methodology. SCCCD established a District Budget and Resource Allocation Advisory Committee (DBRAAC) to guide the resource allocation process, with representatives from all constituent groups (Evidence: DBRAAC Operating Agreement 2021). DBRAAC conducts an annual evaluation of the Resource Allocation Model and presents recommendations to the chancellor as appropriate. The last DBRAAC survey was conducted in FY 20-21 and did not conduct surveys in FY 21-22 and FY 22-23 due to the complexity and unknown budgetary constraints brought on by the COVID-19 pandemic (Evidence: DBRAAC Year End Reports) . Recently, the DBRAAC committee has begun work in developing a revamped allocation model that will mimic the Student Center Funding Formula (SCFF) for district wide allocations and evaluations (Evidence: DBRAAC Taskforce Model Update, Resource Allocation Model 09.15.23). Progress was halted due to expected changes in the models. The SCFF allocation model development is still ongoing at the time of this narrative. While these implementations change the way in which the District allocates funds, FCC uses their own local budget

resource development process to allocate local funds based on needs and rankings. To supplement the model, as well as provide funding for new programs and services, DBRAAC also reviews current needs and makes resource allocation recommendations to Chancellor's Cabinet as appropriate.

District finances have been handled in a responsible manner leaving the District financially sound. California Education Code § 84040(a) notes that community college districts are to utilize sound fiscal management practices for the most efficient and effective use of public funds for the education of community college students. Furthermore, 5 CCR § 58311 identifies principles which are to serve as the foundation for sound fiscal management in community college districts, including management of adequate cash reserves. At the local level, Administrative Regulation 6200 states, in part, that unrestricted general reserves for economic uncertainty shall be no less than five percent of the District's annual budget, establishing a five percent reserve as the local definition of an adequate cash reserve (Evidence: BP/AR 6200). The District meets or exceeds its minimum annual reserve requirements. Budgets are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. New positions and related funding are approved by the Board of Trustees. Thus, procedures are in place to ensure that budgets are balanced, budget requirements are met, and there is effective control of expenditures (Evidence: Final Budget Reports).

The District utilizes the Ellucian Colleague software system (Evidence: Colleague-Using General Ledger). Expenditures and encumbrances are posted to this system, and any amounts that exceed the budget are reported as over expenditures. Site budget managers and campus business managers review these reports. Additionally, the SCCCD accounting staff review these reports to ensure that funds are available. On an annual basis prior to the end of the fiscal year, a final review is conducted to ensure funds are still available for all expenditures.

The District has established effective policies and mechanisms to control expenditures. Enrollment updates and monthly projections are reported. The chancellor, vice chancellor, finance and administration, college presidents, and college vice presidents of administrative services work collaboratively to effectively manage cash flow, income, and expenditures responsibly to maintain fiscal stability. District and College financial status is routinely reported to and reviewed by the Board of Trustees. The District provides comprehensive budget and financial oversight including an annual finance and budget report, a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance reports, and many others. Each college president is responsible for the management of the college's budget, ensures appropriate processes for budget development, and ensures effective use of financial resources in support of the college mission.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

FCC is collaborative in its financial planning, keeping its mission and goals at the forefront of the process. The College uses established processes to annually identify fiscal resource needs through the budget development process. Both operational and participatory governance processes play a role in the effective use of fiscal resources to ensure the support of essential program needs (Evidence: Budget Development Process Handbook). During the annual budget development process managers are emailed and provided instructions for requesting budget adjustments (Evidence: 2023-24 Budget Development). The Campus convocation

presentation includes information from the vice president of administrative services (VPAS) regarding the budget process and any updates at the local or state level (Evidence: Spring 2024 Convocation). The VPAS also provides division deans with a regular review of the budgets for the divisions and departments.

The Resource Committee provides the College constituency groups the opportunity to engage in decision-making for human resources, physical resources, technology resources, and financial resources. The Resource Committee submits recommendations to the College Council, which are then sent to the president and communicated to the College (Evidence: FCC News-College Council Meeting Summary). As identified in the recently approved Participatory Government and Integrated Planning Manual, two important integrated planning processes that require alignment with the mission will occur annually (Evidence: Participatory Governance and Integrated Planning Manual [pg. 13-15]). Divisions and departments, through the program review and annual unit planning processes identify resource needs. During the fall semester, the College engages in the human resource request process in which a task force reviews division and department personnel requests. The Resource Committee assigns a task force which, utilizing data metrics, ranks the requests to develop a recommendation list for the College Council to forward to the president. The second process will occur in the spring semester. The Resource Committee assigns a task force which ranks the requests based on a rubric to develop a recommendation list for the College Council to forward to the president. Approved requests are budgeted for the following fiscal year, starting on July 1.

The College and District Grants and External Funding Office (GEFO) provides support for obtaining grants that are used for innovation. The GEFO supports the College in grant procurement and created a SharePoint site to assist in navigating the sometimes complicated grant application process (Evidence: Grants Navigator screen shot). The College demonstrated its commitment to using data to inform innovation in creating a full-time Senior Research and Planning Analyst assigned to provide data for the grant procurement and evaluation processes (Evidence: BOT Meeting Minutes 03.02.21). Funds from a recent Title V grant allowed the College to remodel a centrally located place for first-time students to gather near tutorial services and the library. The first-time student center demonstrates commitment to the mission to provide "access to equity-centered, quality, innovative educational programs and support services" and vision to "foster a community of belonging, affirmation, and validation." Other grants were received which have allowed for innovation.

The College meets the criteria for Standard 3.5 but must ensure continued commitment to the implementation of constituency group approved resource processes identified in the Participatory Governance and Integrated Planning Manual. The College considers the mission and goals as part of the annual fiscal planning process. The College Council provides oversight and communication of participatory governance integrated planning processes that occur through the Resources Committee.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The College and District take fiscal responsibility very seriously and are diligent in the management of resources awarded to the institution. Financial decisions at the College are approved by a multi-level process so that transparency and responsibility are always present. The institution starts with the budget planning process, which is a two-step process with a Tentative Budget and Final Budget, and it is final upon approval of the Board. In both fall and spring semesters, the VPAS meets with departments and divisions for a budget meeting, in which updates are provided on state, District, and Campus budgets, with discussion of budgets and goals for spending.

The District's financial management system utilizes a chart of accounts system to ensure financial integrity and the responsible use of financial resources (Evidence: Chart of Accounts). The CCCCO promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that District budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability. SCCCD utilizes Ellucian Colleague software to provide insight to the campuses and to the District regarding, but not limited to, current levels of funding, budgetary amounts, and linked expenditures with the associated budget and general ledger budget number. Budgets are created in compliance with CCCCO for setting a general fund number, a location code, an object code, an expenditure field and information on where the fund comes from. This budget structure is used campus wide and helps provide the campus with insight for what budget they operate and the availability of funds within that account.
- A budget control department that performs due diligence on every financial transaction. Utilizing a separate system that connects and shares information with Ellucian Colleague, ESM Solutions provides a budgetary control and flow that determines who needs to approve an expenditure for each assigned budget, with proper checks at the campus and district levels. For an expenditure to go through approval, purchasing, and begin the process, a submission is made in the ESM platform through eProcument (known internally as the State Center Integrated Procurement or SCIP). As an expenditure is requested, multiple levels of checks and balances are placed based on compliance with local, state, and federal law and individual campus set amount thresholds based on campus driven decisions of funding expenditure amounts that need to be checked. Individual thresholds and routing rules for expenditure approvals were determined by each campus and their Administrative Services office, and the access and workflow for new budgets is determined in a similar fashion. If an expenditure reaches a certain threshold, it will be routed to the SCCCD District Director of Procurement for approval. The accounting department of the District provides a final check for every expenditure that is submitted at the campuses. This level of oversight occurs for all budgets that are handled at SCCCD. The SCIP process ensures staff are checking for allowability and compliance for expenditures, all in an easily self-contained ESM program (Evidence: SCCCD Purchasing Handbook).
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed. There are internal campus and policy procedures for the appropriate accounting of funds on campus and the SCIP and eProcurement process that involves District purchasers for equipment and items used at the campuses through SCIP.
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to District policies and procedures which are performed and managed through the SCIP eProcument software (Evidence: SCIP Screenshot, Introduction to SCIP).
- A purchasing department that oversees adherence to purchasing policies and procedures (Evidence: AR 6330).
- Board of Trustees that provides oversight of purchases, contracts, and hiring decisions.
- Independent auditors who verify that safeguards are in place and follow consistent and thorough investigation processes set forth in the California State Audit Manual (Evidence: SCCCD 6.30.22 Financial Statements, SCCCD 6.30.21 Financial Statements, SCCCD 6.30.20 Financial Statements).

The District monitors proposed College and District expenditures through the requisition and purchase order process. The District and College can only make purchases if authorized signatures are in place. The FCC VPAS Office maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of accounts. Budget transfers are made based on changing needs throughout the year.

Some purchases require a contract between the District and the proposed vendor. The SCCCD chancellor delegates initial approval of all contracts to the District's vice chancellor of finance and administration (Evidence: BP/AR 6150). The Board of Trustees reviews and votes on contracts and agreements over $200,000 for public works and $114,500 (calendar year 2024) for goods and services during scheduled public meetings. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place (Evidence: BP/AR 6340, AR 6350, AR 6360, AR 6370).

The District ensures that it disseminates financial information in a dependable and timely manner. The vice chancellor of finance and administration submits financial reports to the Board of Trustees on a regular basis (Evidence: BOT Special Meeting - Tentative Budget 06.06.23, BOT Regular Meeting – Budget Adoption 09.05.23). In addition, the District is required to submit financial information to the CCCCO through the quarterly Community College Financial Status Report (CCFS-311) and the annual Community College Financial Status Report (Evidence: CCFS 311 20-21, CCFS 311 22-22, CCFS 311 22-23).

In addition, the VPAS is responsible for providing ongoing monitoring and review of the College's financial transactions, including any periodic financial reports and accounts that need special review. Each departmental budget manager is responsible for the financial transactions for their assigned area(s). The budget manager and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances (Evidence: GLBS Budget Status Report Screen, Report Manager Business Office Screenshot).

The VPAS reviews the year-to-date financial status of the District and the College at weekly district wide finance and administration meetings. The VPAS represents Fresno City College at these meetings where discussions include financial activity and revenue or expenditure trends. Action is also taken at these meetings as appropriate.

District wide accounting staff, from accounting technician II's to the District accounting manager, meet monthly to review accounting policies and internal controls and make recommendations on accounting practices as appropriate. These recommendations are forwarded to the weekly administration and finance meeting for review. If the matter is changing an accounting administrative regulation or setting policy, it is then forwarded to Chancellor's Cabinet.

An independent firm audits the District annually and evaluates internal controls (Evidence: SCCCD 6.30.20 Financial Statements, SCCCD 6.30.21 Financial Statements, SCCCD 6.30.22 Financial Statements). As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of District compliance with various provisions of laws, regulations, contracts, and grants. The audit report discloses results of these tests with immediate feedback, and from this feedback, the District implements recommendations within the next audit cycle.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

District policies and administrative regulations provide direction regarding processes to ensure financial solvency (Evidence: BP/AR 6200, BP 6300, BP/AR 6307). The District's annual budget process begins with budgeting faculty, management, and staff step salary increases; expenses that are not under District control; and operational fixed costs. This approach allows the District to project the impact on reserve funds several years in advance. The Chancellors' message in the 2023 final budget presentation to the BOT concludes that "The District's financial outlook remains stable under the current Student-Centered Funding Formula and enrollment recovery efforts" (Evidence: BOT Regular Meeting – Budget Adoption 09.05.23 [pg. 24]). The positive annual audits discussed in Standard 3.6 demonstrate the financial solvency and fiscal responsibility of the District.

The District is committed to planning for long and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs. The District makes annual contributions for its retiree health benefits in an irrevocable trust fund ($45.3M as of 12/31/2023). Additionally, the District has set aside reserve funds to address the increases in employer contributions rates for STRS and PERS ($27.6M as of 06/30/2023). The District general fund reserves for the past four years have been no less than 30%.

Fresno City College ensures financial solvency through specific accounting policies and procedures that create a check and balance in the use of funds. As discussed in Standard 3.6, the procedures ensure availability of funds before a purchase, as well as allowability and appropriateness of the purchase. Long-range financial obligations and the decisions surrounding them are reviewed periodically in the year and addressed in the budget process when budgets to support the long-range decisions are reviewed and adjusted as needed.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Throughout the years, the College has acquired and continues to operate and maintain substantial physical resources. The College has instituted processes for review, maintenance, and acquisition of these resources that involve all constituent groups and are guided by the College's mission at each stage of the process.

FCC works to construct and maintain facilities to provide a healthy and safe campus for our students. The College utilizes the State Scheduled Maintenance funds to provide the necessary updates on our buildings, including heating, ventilation, and air conditioning (HVAC) and building upgrades. The District received local support from taxpayers, as they supported the District's local bond. Bond dollars have been instrumental in building the new West Fresno Center, the First Responders Site, a Welcome Center, a multi-level parking garage, and a new Science building. In addition to those projects, the District received CCCCO funding for a new Child Development Center. The College also ensured that athletics facilities are maintained for competition and recently completed the construction of the Ram Softball Complex (Evidence: Softball Complex Ribbon Cutting). In addition, campus security has improved with cameras and lighting, and FCC aims to maintain buildings with appropriate paint and flooring through location fund dollars.

The College Mission, Vision, and Core Values are the guiding principles for everything we do. In practice, this generally begins with Instructional and Service Unit Program Reviews. In these documents, units identify facility or maintenance needs and explain how they will help the unit advance the College's mission. In the African American Studies IPR, updates to the AH-106 classroom were discussed and faculty indicated that although the change reduced the class size, it "allowed respectful, comfortable seating for all students in the program" which supports the mission to "…create dynamic communities of respect and inquiry"(Evidence: African American Studies IPR Fall 2021 [pg. 14]). The Dental Hygiene IPR also included a goal for facilities modification (Evidence: Dental Hygiene IPR [pg. 11]). For smaller requests, such as new equipment or minor facilities modifications that may be covered by the campus budget, the unit will submit a Resource Request. For larger needs, such as new buildings or major renovations, these will be prioritized in the SCCCD Facilities Master Plan, 5-Year Construction Plan, or 5-Year Maintenance Plan (Evidence: Facilities Master Plan, 5-Year Construction Plan, 5-Year Maintenance Plan). The Facilities Master Plan is then used to prioritize projects when capital funds become available, such as the passage of the 2016 Local Bond Measure C (Evidence: Measure C Informational Site). At each stage of these processes, prioritization is done with input of campus constituent groups with primary consideration for which projects best advance the College's mission. (Evidence: Facilities Master Plan [pg. 6 and pg. 10-15]).

In 2020, FCC utilized HEERF funds to enhance a network upgrade project that included several key components such as fiber replacement, re-termination, and retesting, as well as rack reorganization, Wi-Fi, surveillance, and mass notification updates and replacements. This project spanned across nine different buildings, with the aim of improving the overall network infrastructure and enhancing connectivity for staff, students, and faculty. The project included 49 new surveillance cameras to increase security and involved significant planning and coordination efforts, as well as close collaboration with various stakeholders to ensure a seamless transition to the upgraded network. The completion of this project marked a significant milestone in our efforts to provide reliable and efficient technology services to our campus community. This is an ongoing project with the start of two more buildings in fall of 2023.

At any time, any FCC employee may report unsafe conditions and track the remediation of reported issues using the School Dude work order request system (Evidence: School Dude Screen Shot).

In addition, the College and District have many procedures in place for periodic review of facilities safety. The FCC Resource Committee ex-officio membership includes several District directors that regularly provide safety information (Evidence: Resource Committee Meeting Minutes 03.13.23, Environmental Health and Safety Update, Fresno City College 2023 Incidents To Date, Student Injuries Quarterly Update). The District Environmental Health and Safety Department (EHS) oversees many periodic reviews, while others are overseen by the College Administrative Services Department (AS). A non-exhaustive list is below:

- Annual Master Facilities Review by Campus in which all rooms on campus inspected for maintenance and safety needs (AS).
- Monthly examination of fire extinguishers and testing and evaluation of safety showers and eyewash stations (EHS) (Evidence: June 2023-Fire Extinguisher Inspections, Eyewash and Shower Inspection).
- Annual testing of chemical fume hoods in science laboratories (EHS) (Evidence: FCC Fume Hood Cert).
- The dental hygiene clinic has a 30-chair facility where student clinicians provide preventive dental services to patients from the community. The students' training includes medical emergency recognition and prevention including cardiopulmonary resuscitation (CPR) and the use of an

Automated External Defibrillator (AED). In the event a patient needs an AED, the dental hygiene clinic has an AED unit that is registered with the AED Superstore (ARCH). The Superstore manages unit readiness and equipment. All AED units added to ARCH are registered with the nearest public safety answering point (911) (Evidence: Dental Hygiene AED Inspection).

- Elevator Inspections.
- California Environmental Reporting System (CERS) Annual Report (Evidence: FCC 2022 CERS).
- Annual Sidewalk Inspection.

In addition, every three years, the Foundation for California Community Colleges conducts a Facilities Condition Assessment to document physical or operational deficiencies for each building. The average life and cost of replacement is estimated based on the date of construction or the last documented renovation of the building system. The information generated by the life cycle cost model and modified by the site assessment is used by the assessment team to calculate the facility's repair and replacement cost. The assessment is reviewed and incorporated into the planning and development for each campus and assists in prioritization.

Use of safe and effective physical resources is a critical part of carrying out the mission of Fresno City College. To this end, the College has instituted practices that meet or exceed the requirements of this standard.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The College and District align technology planning, implementation, and maintenance with the institutional mission and goals. The College implements its technological resources to support and sustain educational services and operational functions. To support students, classified professionals, faculty, and administrators more efficiently, FCC enhanced connectivity across multiple locations. This has been achieved through the deployment of robust and reliable network infrastructure that provides seamless connectivity to all users. By improving connectivity, FCC can facilitate remote learning and collaboration, enable faster access to resources and information, and promote a more flexible and dynamic work environment for staff and faculty. Additionally, enhanced connectivity improves the overall quality of education and enhances the learning experience for students.

FCC constituent groups participate in the District Technology Advisory Committee. The District has made significant progress on the completion of goals identified in the District Technology Plan. The District has engaged with multiple outside parties to provide cybersecurity posture review and penetration testing services and has made significant progress toward the recommendations provided.

The College follows industry standard practices and District policies to ensure secure technological resources support and sustain educational services and operational functions (Evidence: BP/AR 3720, AR 3730). In spring 2022, the College submitted the Midterm Report which details the extensive work done at the College and District levels to ensure the reliability, safety, and security of its technological resources. The District utilizes Microsoft Azure Cloud Services, which provides a variety of security and compliance resources that can be used for eDiscovery and Data Loss Prevention (DLP). The Azure Active Directory system provides cloud-based resource management and identity management used for authenticating District users and securing hardware and software resources. Microsoft Defender is used for endpoint security, and taken together with other Azure security resources, offers extensive containment and management capabilities in the event of a security breach.

Microsoft's Office 365 and SharePoint are used for individual user data storage requirements and for collaboration among staff, faculty, administrators, and students. The District uses cloud-based backups using the Rubrik data backup and archival infrastructure together with Amazon Web Services SS3 storage. The redundant storage increases the District's business continuity and security of information and ensures that the College has additional options for data restoration in the event of a disaster. The District utilizes the KnowBe4 cybersecurity training. All employees are required to annually complete cybersecurity training that encompasses simulated phishing campaigns and how to safeguard against cyberattacks (Evidence: Fall 2023 KnowBe4 Cybersecurity Training Campaign, SCCCD Simulated Phishing Campaign FA23, SCCCD Phishing Campaign- Staff Compliance).

The College clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security. Communication is provided through BP/AR 3720, the College Catalog, and web pages (Evidence: BP/AR 3720). In addition, at the beginning of each semester, the FCC technology services director communicates, via electronic mail, information to assist students with appropriate computer use as well as safety tips to help assure compliance and security while using FCC technology resources.

The FCC Technology Support Services Department has taken proactive steps to enhance the safety of the student network by implementing student logins on all shared devices in campus labs. This measure aims to streamline security protocols and better identify and address potential issues that may arise on the network.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Financial Emergency Preparedness

The District makes annual contributions for its retiree health benefits in an irrevocable trust fund ($45.3M as of 12/31/2023). Additionally, the District has set aside reserve funds to address the increases in employer contribution rates for California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) ($27.6M as of 06/30/2023). The District general fund reserves for the past four years have been no less than 30%. The District has adopted a minimum 17% reserve to be an indicator of fiscal strength (Evidence: SCCCD Trustee Goals and Priorities). This number is based on providing two months of salary and operations funds in the event of a state fiscal crisis. The ending balance for the Fresno City College unrestricted allocation for the past three years has averaged three percent.

The District is self-insured through membership in two joint powers authorities: Valley Insurance Program Joint Powers Agency (VIPJPA) and Fresno Area Self-Insurance Benefits Organization (FASBO) (Evidence: BP 6540, BOT Appointment of Representatives, BOT Minutes Item 3.06). VIPJPA is a self-insurance pool program for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risks; pay claims; set premium rates; and review coverage. They also meet to manage the VIPJPA's finances, set policies and procedures, and determine areas of potential risk to mitigate future costs to the group. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk exposures. VIPJPA is a Joint Powers Authority (JPA) member of the Alliance of Schools for Cooperative

Insurance Programs (ASCIP). Due to the small size of VIPJPA, it decided to join the larger risk pool, ASCIP, to further protect the member districts from the volatility of premium increases. ASCIP is a not-for-profit organization of educational partners (K-12 and community colleges) who pool their resources to address property, liability, and worker's compensation insurance related issues (Evidence: ASCIP Insurance COI Training PPT-9.22.22, Insurance Matrix Guidelines 2024).

Environmental Emergency Preparedness

In 2021, the College participated in extensive emergency response training provided by the West Coast Consultant Group, Inc. (Evidence: Emergency Training Email). The Community College Emergency Preparedness Course and the National Response Framework training included individual and group activities. The College also participates in the Great Shakeout, which is an international activity designed for organizations to practice earthquake safety (Evidence: Fall 2022 Email, Fall 2023 Email). FCC Fire Academy and Police Academy student cadets assisted in the activity by going through all the buildings to make sure everyone exited as planned. Following the activity, the incident command team met to review the activity and debrief the cadets. Training on active shooter situations were held at the First Responders Site.

Technological Emergency Preparedness

Disaster preparedness for data loss includes a robust industry standard approach with data backup offsite (two locations, cloud based and local). A districtwide workgroup of network and system administrators has been developed to closely collaborate on best practices, standards, and shared projects to improve upon the service delivery, cybersecurity posture, and overall system performance and availability of technology system throughout the District. This group meets weekly under the leadership of the District director of enterprise technology architecture. Recent improvements have included deployment of a robust monitoring system that generates alerts and escalations for network outages and the development of Security Information and Event Management (SIEM) system that aggregates logs and events from systems throughout the District to assist in the identification and mitigation of cybersecurity events and other service impacting anomalies. Development of an off-site failover location for delivery of critical services to the cloud is in the planning stages with an expected project start of early 2025.

The District continuously reviews cybersecurity and disaster preparedness procedures, performs internal testing of procedures, and commissions external reviews of processes and policies. Adoption of the NIST Cybersecurity Framework has provided a measurable and trackable process for on-going improvements to the overall security posture of the District. Capacity planning and management of redundancy and disaster recovery processes ensures that the District is prepared for disasters as technology systems and demands continue to evolve.

Standard 4
Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Academic freedom and freedom of inquiry are fundamental principles that the College strives to uphold. FCC's commitment to principles of academic freedom, academic integrity, and freedom of inquiry are explicitly established in BP and AR 4030. Academic freedom is "integral to the philosophy of this District and is guaranteed to all staff and students" (BP 4030). These principles are communicated through policies and regulations, the College Catalog, handbooks, and other resources; the College ensures that students, faculty, classified professionals, and administrators are aware of the principles and standards that govern academic conduct (Evidence: BP/AR 4030, FCC Catalog 23-24, AR 5500, New Faculty Guide web page). Additionally, page 63 of the FCC Catalog emphasizes academic freedom as a core principle, highlighting the importance of critical inquiry and discourse in the academic environment.

The full-time faculty evaluation process requires self-reflection on the American Association of University Professors Statement on Professional Ethics (Evidence: SCFT Full-Time Agreement [Article 13, pg. 36], SCFT Part-Time Agreement [Article 12 [pg. 24], Statement on Professional Ethics-AAUP).This Statement identifies intellectual honesty, freedom of inquiry, and objective and professional judgment as general standards that faculty must uphold. In addition, the Academic Senate created a syllabus guidelines tool for faculty that provides required items and encourages faculty to include standardized statements on academic integrity and freedom (Evidence: AR 7122, Simple Syllabi Example-FA23 ACCTG-19, Syllabus Guidelines, Simple Syllabus Example Screenshot). By maintaining a culture of academic integrity and freedom of inquiry, the College provides an educational platform for knowledge discovery and intellectual growth.

In the spring of 2023 and after lengthy research and review, the Academic Senate agreed upon definitions of cheating and plagiarism that specifically include writing generated by artificial intelligence as plagiarism (Evidence: Cheating and Plagiarism Language). While the FCC Academic Senate and the faculty recognize the potential for the use of artificial intelligence, they maintain that "[u]sing generative artificial intelligence tools to create material without the knowledge and consent of the instructor is considered plagiarism." Faculty groups have requested artificial intelligence detection tools to help students understand the issues of academic honesty that are changing with advancing technology.

When instances of academic dishonesty occur, it is essential for the College to follow clearly communicated procedures for addressing them. The District's BP/AR policies provide guidance on the consequences of academic misconduct. The Student Rights and Grievance procedures on page 64 of the FCC College Catalog provide clear guidance on the steps to take when academic misconduct is suspected. In addition, AR 5520 - Student Discipline Procedures, outlines the institutional process for handling instances of academic dishonesty, and AR 4255 - Disqualification and Dismissal, sets the guidelines for students who fail to meet the academic standards expected of them (Evidence: AR 5520, AR 4255). These policies are communicated to students and faculty members to ensure that everyone is aware of the consequences of violating the College principles of academic freedom and academic integrity. By following these procedures, the College maintains a culture of academic integrity and ensures academic freedom is preserved for all members of the academic community.

To report and track instances of student misconduct, FCC uses the software Maxient. At the 2022 Fall Convocation, the focus was on informing faculty about the implementation of Maxient. (Evidence: 2022 Fall Convocation PowerPoint). Because the majority of part-time faculty do not attend convocation, the College has a web page for adjunct faculty that includes information about Maxient (Evidence: Adjunct Connect Web Page).

Additionally, improvements could be made to the procedures for addressing academic misconduct, such as ensuring that the consequences of violating academic integrity policies are applied through an equity lens and always with an understanding of how historical patterns of exclusion of minoritized groups in higher education shape patterns of participation and outcomes. To address these opportunities for growth, in particular for part-time faculty, the creation and implementation of the FCC Adjunct Academy is an encouraging and exciting development that has the promise of enhancing the institution's commitment to prioritizing academic freedom and academic integrity, which are the cornerstones of intellectual pursuit and academic excellence.

In summary, FCC communicates the commitment to academic freedom and freedom of inquiry, clear expectations for academic integrity, and procedures for addressing academic dishonesty to maintain a culture of academic excellence. Using policies, handbooks, and other resources, FCC ensures all stakeholders, especially students, are aware of the principles and standards that govern academic conduct. The College demonstrates evidence of these policies being communicated in various forms, such as the FCC Student Catalog, Ethics Statement, Adjunct Academy, and a variety of BPs and ARs, and always seeks opportunities for growth in effectively communicating these expectations to all relevant stakeholders.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The FCC Mission states that the College is "committed to a culture of anti-racism, [and]we create dynamic communities of respect and inquiry." Creating dynamic communities of respect and inquiry through broad based constituency involvement is a vital part of decision-making processes that are embedded into the FCC and SCCCD participatory governance structures to ensure appropriate consideration of diverse perspectives.

Board Policy 2510 - Participation in Local Decision Making and the SCCCD Roles of Constituents in Decision Making manual clearly define the roles of the BOT, administration, faculty, classified professionals, and students in decision-making processes (Evidence: BP/AR 2510, Roles of Constituents in District Decision Making). The SCCCD chancellor discussed the need to make slight refinements to the decision-making manual at the April 26, 2022, Communication Council meeting (Evidence: Communications Council Notes 04.26.22). Administration Regulation 3250 - Institutional Planning Structures, and the SCCCD Roles of Constituents in Decision Making ensures broad-based participation in District and College planning processes (Evidence: BP/AR 3250, Participatory Governance and Integrated Planning Manual).

Fresno City College is committed to continuous improvement and ensuring that its decision-making processes are effective and responsive. Beginning in 2015-2016, the College identified the need to have a streamlined governance structure that ensured constituency participation in the decision-making process. The College made extensive efforts to engage all stakeholders in the revision of the governance structure. Evidence of this

collaborative process included extensive meetings, external facilitation, and the work of multiple task forces (Evidence: Committee Structure Summary of Activities). The multi-year process prioritized a focus on equitable student outcomes and used a Guided Pathways framework for the governance structure revision.

In spring 2020, due to COVID-19, progress on the governance restructuring was impeded as the College focused on the transition to online learning and a remote working environment. However, the importance of a streamlined governance structure became even more evident throughout the pandemic that required the ability to maintain constituency collaboration with timely response to student needs. At the end of the spring 2020 semester, the Strategic Planning Council created the Governance Structure Implementation Taskforce to finalize plans for the governance restructure. The task force created an exit plan form for dissolving committees to identify activities and address any actions needed within the new governance structure (Evidence: Committee Exit Plans, Continuing Committee Operating Agreements). Continuing committees updated operating agreements with clearly defined constituent roles and incorporation of any identified activity assigned from a dissolving committee, with constituency approval. An example is the Program Review Committee which incorporated some of the Outcomes and Assessment Committee duties and subsequently created a subcommittee (Evidence: PRC Operating Agreement, Outcomes and Assessment Operating Agreement).

An important component of the governance structure pilot was to utilize task forces to conduct short term activities that had previously been assigned to a standing committee (Evidence: CC Response to Advisory Committee Exit Documents, Committee Structure Taskforce Recommendation, Task Force Overview, CC Meeting Minutes 01.21.21). The initial task within the new governance structure pilot stage began in fall 2020 for the College Council to finalize the update of the FCC Mission, Vision, and Core Values and Strategic Goals. The task force model was used to develop draft statements of the Mission, Vision, and Core Values. As discussed in Standard 1, the process was highly collaborative and included extensive use of data to inform the development and approval of the equity and anti-racist centered Mission, Vision, and Core Values statements (Evidence: BOT Approval MVCV_Strategic Goals 1.11.22). The Strategic Goals development demonstrated the College's commitment to actualize the mission by using a Guided Pathways framework for focusing efforts on improving equitable student outcomes. The new governance structure of the College Council became established in spring 2021.

All constituent groups have representation on the College Council and advisory committees. All participatory governance committees have representation from administration, faculty, classified professionals, and students when appropriate. Membership is defined in operating agreements to ensure constituent representation and necessary expertise (Evidence: CC Operating Agreement). FCC utilizes an operating agreement template to ensure committee member duties and responsibilities are clearly defined and to ensure that decision-making is aligned with expertise and responsibility (Evidence: Committee Operating Agreement Template, SES Committee OA). Student participation in meetings assists in providing a space where students can bring their concerns to make leadership aware of issues. An example of a student concern brought to College Council is the need for additional microwaves (Evidence: CC Meeting minutes 09.21.2023).

Throughout the ISER, the College has discussed opportunities for stakeholder participation and the inclusion of relevant perspectives. Standard 1.1 includes evidence of addressing concerns of racism using task forces that included faculty, classified professionals, administrators, students, and community members. Standard 1.2 describes and provides evidence of the inclusion of constituent groups and community perspectives to inform the development of Strategic Goals. Standard 1.3 describes the questionnaire used to obtain student

feedback on the achievement of ISLOs. Standard 2.4 also includes information on how the use of student feedback is obtained to inform decisions regarding events and services. Standard 3.1 provides evidence that demonstrates efforts to include several stakeholder groups in the process of developing the HR Prioritization Report 2020-2021.

In addition to the College examples of stakeholder participation and inclusion of relevant perspective, constituents also engage in participatory governance decision making through several District wide committees and workgroups (Evidence: DO Committee Workgroup Operating Agreements). For example, in 2019, the Districtwide Guided Pathways Workgroup was established to promote "collegial understanding and collaboration on topics and activities related to strategies that support the colleges' efforts to implement guided pathways. The workgroup also makes recommendations on District wide coordination of design principles. The District and colleges sent teams to participate in the American Association of Community Colleges (AACC) Pathways Institute on Scaling Guided Pathways District-wide. The teams worked to identify areas for collaboration and led the development of a short-term action plan to facilitate the initial implementation of the workgroup (Evidence: State Center California Guided Pathways District Institute, SCCCD Guided Pathways Action Plan). As a result, the workgroup created four focus teams in the areas of technology, data, professional development, and communication (Evidence: SCCCD GP Board Docs Web Page). In spring 2021, the workgroup presented at a special meeting to the SCCCD Board of Trustees (Evidence: SCCCD GP BOT Presentation 2.2021).

The District also engaged in a highly collaborative process in the development of the State Center Vision 2035 (Evidence: State Center Vision 2035 web page). The BOT April 2023 presentation includes details regarding feedback from the college stakeholders on the Mission, Vision and Values (Evidence: BOT Minutes 04.28-29.23). The finalized SCCCD Mission, Vision, Values, Long-term Goals, and Facilities Guiding Principles are used as a framework for campus facilities planning (Evidence: Commission Workshop 9).

The College ensures timely action on institutional plans, policies, curricular changes, and other key issues through regular committee structures and meetings (Evidence: Participatory Governance and Integrated Planning Manual [Appendix B]). College Council, Academic Senate, Classified Senate, and Associated Student Government meet regularly to address action items. While COVID-19 created delays for approval processes, the College continued to make progress in the approval of College plans such as the Strategic Enrollment Management Plan (SEM Plan) (Evidence: SEM Plan Timeline, AS Minutes 4.14.21, CS Minutes 03.17.21, MC Minutes 02.24.21). In a campus environment that values active engagement from all members, decision making timelines are established to ensure that each constituent group takes timely actions (Evidence: Strategic Plan Timeline, Mid-Term Report Timeline).

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The College prioritizes its commitment to building consistent processes that ensure participation of appropriate constituencies and shared understanding of decisions as evidenced by the implementation process of the new participatory governance structure. The Student Equity and Success Committee, in their development of the Student Equity Plan, ensured that appropriate stakeholders were part of the process and the shared understanding of decisions. The Student Equity Plan is a direct product of the revised Mission,

Vison, Core Values and Strategic Goals, and it not only acknowledges the inequities that surfaced during the COVID-19 pandemic, but also inequities due to systemic racism (Evidence: SEP Timeline).

As the College implemented decision making through the new participatory governance structure, the commitment to building a consistent and effective structure was prioritized. The College Council realized the need to document the decision making processes and created a task force to develop a governance handbook (Evidence: CC Meeting Minutes 12.09.21). In fall 2023, the College constituency groups approved the final document which was submitted to the College president for consideration (Evidence: CC Meeting minutes 09.21.2023, Response from President).

In fall 2021, College Council discussed the effectiveness of using task forces for resource allocation and the possibility of creating a Resources Committee (Evidence: CC Meeting Minutes 08.19.21). A task force was convened and worked on the development of a rubric, templates, and schedule for submitting resource requests (Evidence: Unit Planning Resource Allocation Task Force Recommendation). The task force submitted the recommendations to the College Council and included a draft operating agreement for a Resource Committee (Resource Committee Operating Agreement).

In spring 2022, FCC received funding to engage in the California Community College Institutional Effectiveness Partnership Initiative (IEPI) and held several meetings with the Partnership Resource Team (Evidence: IEPI Grant Agreement). The resulting recommendations provided the College Council with several options for focused areas of improvement (Evidence: IEPI FCC Menu of Options, PRT Final Summary Report). Subsequently, during the College Council 2022 Planning Retreat, two important discussions occurred regarding (1) the development of a decision-making manual, and (2) the governance effectiveness questionnaire (Evidence: CC Planning Retreat PowerPoint). Council members engaged in an activity to provide feedback on the manual with the goal of beginning constituency review in fall 2022 (Evidence: Decision Making Manual Activity). After providing an overview of the governance effectiveness questionnaire, members determined that a summary with recommendations would be beneficial. In late fall 2022, College Council reviewed the questionnaire summary which further confirmed the need for a Resources Committee and governance manual (Evidence: Effectiveness Questionnaire Summary SP22). Council members reached consensus on approving the summary recommendations (Evidence: CC Meeting Summary 12.08.22).

Student voice and participation in the governance structure and processes are vital to ensure the fulfillment of the College Mission to "…create dynamic communities of respect and inquiry which encourage student success and lifelong learning." As a result of aiming to implement equity minded practices, in spring 2022, the College Council charged a task force with developing a proposal and process by which students are paid to participate on governance committees (Evidence: Student Voice in Governance Process, ASG Job Description, Task Force Meeting Notes 05.11.22). The initial implementation began in spring 2023 and continues to be refined.

An important role of College Council is leading the actualization of the Mission, Vison, and Core Values through example. In fall 2022, CC members discussed the opportunity to engage in micro aggression training (Evidence: CC Meeting Minutes 10.20.22, Microaggression Training). Part of the training included College Council's review of a draft statement of meeting norms. Council members approved the meeting norms statement and determined it should be included in their operating agreement as an appendix (Evidence: CC Meeting Norms Appendix).

A limitation of the current governance structure is the lengthy time it can take to go from concept to implementation. An example of this is the establishment of the Anti-Racism Committee, which has taken almost three years to establish. Through a joint effort from the Academic Senate and Classified Senate, the Anti-Racism Resolution was approved (Evidence: Joint Anti-Racism Resolution). The resolution included the request to create a new committee under the College Council. As a result, in October of 2021, CC members reached consensus to create the committee and assigned a task force to develop an operating agreement (Evidence: CC Meeting Minutes 10.21.21). In spring and early fall 2022, the task force created the operating agreement, and after the College Council reviewed the draft in late fall 2022, it reached consensus to send the document out for constituent feedback. Feedback and revisions took place in spring 2023, and it is anticipated that the operating agreement will be approved during the 2023-24 academic year with implementation in fall 2024.

The College continues an equity journey that vigorously works toward fulfillment of the FCC Vision which states that we aspire "to build upon our equity-centered mission and further our commitment to normalize a culture of racial equity and anti-racism." The College remains committed to enhancing its decision-making structures and processes. Ongoing assessment of the governance structure, continual refinement, and exploration of innovative methods for effectively communicating outcomes is essential.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The District has appropriate policies that delineate the BOT's accountability for academic quality and achievement of equitable outcomes. The SCCCD Board of Trustees consists of seven elected board members who represent the different service areas the colleges serve (Evidence: Trustee Area Maps). The BOT has a set of Board Policies that guides their work. Board Policy 2012 defines the Board's responsibilities for representation, definition of the institutional mission, assurance of fiscal health and stability, monitoring of institutional performance, and educational quality (Evidence: BP 2012). Board Policy 5300 demonstrates the commitment by requiring the establishment and implementation of student equity plans (Evidence: BP/AR 5300). Board Policies on Program, Curriculum, and Course Development; Philosophy and Criteria for Associate Degree and General Education; and Standards of Scholarship delineate the Board's commitment to academic quality (Evidence: BP/AR 4020, BP/AR 4025, BP/AR 4220).

Board Policy 2012 indicates the Board's responsibility for the overall quality and stability of the institution including assuring fiscal health and stability and monitoring institutional performance and educational quality (Evidence: BP 2012). The Board has adopted a variety of resolutions that demonstrate their support of student populations, such as support for LGBTQ+ students;

Diversity, Equity, and Inclusion Month; and condemning crimes against Asian Americans (Evidence: BOT Resolution 2021.23, Resolution 2021.14_DEI Awareness Month, Resolution 2021.16_Condemning Hate Crimes Targeting Asian Americans). The Board has also adopted a BP that specifies the Board's commitment to diversity (Evidence: BP 7100). The policy is specific to recruitment, outreach, and retention of faculty, staff, and administrators who are committed to student equity and success.

The SCCCD Board is committed to the success of students, and this is evident by the continued commitment to student equity and achievement. The SCCCD Board is focused on ensuring that Key Performance Indicators align with the work of all the colleges. Through engaging in this work, they demonstrate an

understanding of the key indicators the colleges achieve to be successful in serving students.

KPIs are essential to the success of all SCCCD institutions. By reviewing KPIs, the BOT can understand the direction of the entire District, based on the performance of each of the colleges. The success of the colleges translates to the fiscal health of the District as the CCCCO has implemented a funding formula that rewards districts for meeting most of their Key Performance Indicators. The BOT holds special board meetings and/or study sessions to review KPIs and college outcomes (Evidence: KPI PPT 09.05.23). The SCCCD chancellor and college presidents review KPIs with the BOT to ensure they are aware of the direction of the District and the colleges' key priorities. Each cycle is completed in July by reviewing completion metrics and alignment of the student-centered funding formula.

The Board Policies below outline the Board's responsibility to ensure the fiscal health of the District:

- BP 2012 : outlines the duties and responsibilities of the BOT to represent public interest; establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; assure fiscal health and stability; and advocate to protect the District.
- BP 2270: outlines the authority of the Board while in session.
- BP 6250: outlines the process for budget management.
- BP 6300: outlines the chancellor's responsibility for fiscal management procedures of the District.
- BP 6400: outlines the necessity of fiscal audits.

The SCCCD Board of Trustees is presented with information on the fiscal health of the District from the vice chancellor of finance and administration during Board meetings (Evidence: BOT Regular Meeting – Budget Adoption 09.05.23 [Item 3.03]). During the Board meetings and prior to meetings, trustees can review fiscal reports, share any feedback, and ask questions regarding the information presented.

The SCCCD Board of Trustees regularly reviews Board Policies and outlines its process for updating and revising BPs and ARs in BP/AR 2410 (Evidence: BP/AR 2410, BOT Meeting Agenda 09.23 [items 3.04-3.17]). AR 2410 refers to AR 2510 regarding matters that require faculty, staff, and student input (Evidence: BP/AR 2510). According to AR 2510,

> The Board will rely primarily upon the Academic Senates for the "Academic and professional matters" for the following policy development and implementation matters:
>
> 1. Curriculum, including establishing prerequisites and placing courses within disciplines;
> 2. Degree and certificate requirements;
> 3. Grading policies;
> 4. Educational program development and discontinuance;
> 5. Standards or policies regarding student preparation and success.

As an example, historically the Educational Coordination and Planning Committee (ECPC), a District wide curriculum planning and review body, has revised curricular ARs as needed per Title 5 changes (Evidence: BP/AR 4235, ECPC Minutes). Also, in accordance with AR 2410 the District-Wide Vice Presidents Work Group (DVPWG) regularly reviews policies and regulations (Evidence: DVPWG Agenda 09.22.23). The chancellor sends quarterly reports identifying the BPs and ARs that have been reviewed (Evidence: BP and AR Quarterly Email Updates).

The Communications Council, which is a venue for college constituency groups and the District to participate in local decision-making, has made significant efforts to ensure regularity of BP and AR reviews with a

goal of every seven years (Evidence: Communication Council Notes, Communication Council Charge Statement). To facilitate communication of BP and AR review, the use of online tools was implemented to assist in recording input from constituent groups at all four colleges (Evidence: BPs and ARs Review Tracking, Policy Tracking Dashboard). Although the tools are used regularly to ensure achievement of a seven-year review cycle, additional work is needed to increase the efficiency for the review of all input and timely completion of revisions. Additionally, the process of updating and revising ARs according to AR 2410 should also be regularly reviewed to ensure the Academic Senate's input is being relied upon as outlined in AR 2510 (Title 5 sections 53200-53204).

The College meets the Standard; the BPs and ARs clearly articulate the SCCCD Board's responsibilities. The District, along with the colleges, have done a good job in maintaining the fiscal health of the colleges to ensure that there are appropriate resources to provide the necessary services to students.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The chief executive officer of SCCCD is the Chancellor. Board Policy 2410 identifies the chancellor's responsibility to issue Administrative Regulations that are consistent with Board Policies (Evidence: BP/AR 2410). Board Policy 2430 and Board Policy 2012 delegate authority to the chancellor of SCCCD to administer the policies adopted by the BOT (Evidence: BP 2430, BP 2012). The chancellor is empowered to reasonably interpret Board Policies and to delegate any powers and duties to other members of the Cabinet to administer colleges and centers of the SCCCD. The chancellor must also adhere to the policies of the SCCCD. The BOT annually evaluates the chancellor during closed session (Evidence: BOT Minutes 04.28-29.23[Item 10])

As outlined in Board Policy 2430, the BOT entrusts the chancellor with providing any information requested by any of the Board. It is clear in the chancellor's job description that the chancellor is to "... spearhead District student success initiatives to improve levels of learning, completion, four-year transfer, post-graduation success in the labor markets, and closing gaps based on race and socio-economic status" (Evidence: Chancellor Job Description). The chancellor provides the BOT with reports on KPIs and drives discussions around KPIs during special Board session, dedicated to informing the BOT on success rates (Evidence: BOT Minutes 03.07.23, BOT KPI PPT 03.07.23). The BOT entrusts that the chancellor will provide direction to the campuses and provide the Board with the necessary information to keep them abreast of the District's successes.

Through its Board Policies and Administrative Regulations, the SCCCD Board of Trustees ensures that the District is under the direction of its chancellor and provides direction under Board Policy to delegate full authority to the chancellor to effectively lead SCCCD. The trustees understand their role and support the chancellor in decisions that are in the best interest of students. A recent example is the Boards consideration of tuition rates for nonresident students. The Board unanimously approved the recommendation presented by administration (Evidence: BOT 03.12.24 Agenda Item 6.02)

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

FCC's governing board outlines its expectations for working collectively to support the institutional mission. As described in BP 2010, seven trustees comprise the SCCCD Board of Trustees, elected by the constituents of seven designated areas (Evidence: BP 2010). Trustees serve staggered four-year terms to ensure continuity in governance. The student body elects a student trustee each year for a one-year term as described in BP and AR 2015 (Evidence: BP/AR 2015). The Board seats the student trustee and recognizes them as a full member of the Board at meetings. The student trustee participates in discussion of issues and receives all materials presented to members of the Board except for closed session items. The student member was recently provided advisory voting privileges in accordance with Assembly Bill 1541 (Evidence: BOT Meeting Minutes 10.03.23).

BP 2715 - Code of Ethics/Standards of Practice specifies the importance of and requirement for trustees to work as a collective unit in conjunction with administration, staff, students, and the communities the Board serves (Evidence: BP 2715). BP 2715 also states that trustees "recognize the face that the strength and effectiveness of the Board is as a total board, not as a group of individuals." Board meetings provide for full and open discussions of District and College business matters, and, while distinct in their individual perspectives, the BOT makes every attempt to express a unified and collective voice, as required in BP 2715. Board meeting discussion includes presentation of different viewpoints on an issue, public comment, and consideration of information received prior to taking a vote.

Promotion of Mission and Values

The BOT demonstrates the ability to act in the best interest of the College, independent from undue influence and in support of the mission. One instance of this was demonstrated in voting to pull a consent agenda item at the October 2023 meeting. The Nursing Department faculty at FCC and Madera College contested the item in an open forum, and after lengthy discussion of the consent agenda item, the Board voted to honor the voices of the faculty. One Trustee stated that because of concerns from both campuses, she wanted "to make sure the Board does the right thing, takes caution, and more time for consideration." Another Trustee raised concerns that the BOT should not overstep processes that have been delegated to the chancellor. This was evidence that the Board was cognizant of and acting in accordance with and within the limitations of their purview based on AR 7223 (Evidence: AR 7223, BOT Meeting Minutes 10.03.23).

Robust discussion takes place at BOT meetings on many agenda items. The BOT introduced several resolutions during what some refer to as the dual pandemics of COVID-19 and the exacerbation of systemic racism. The discussions provided BOT members with the opportunity to engage in brave conversations resulting in the BOT making clear their position on racial equity and anti-racism in support of the mission and vision of the College (Evidence: BOT Meeting Minutes 01.05.2021, Anti-Racist Resolution 03.2021). Another example of robust discussion is the redistricting map (Evidence: BOT Minutes 10.05.21, BOT Minutes 11.02.21, BOT Minutes 12.14.21, BOT Minutes 01.11.22). Extensive discussion occurred at several meetings, which also included comments from the public. After lengthy consideration, the Board approved, with dissent, the selection of Map 5. Even with dissent, the BOT accepted the vote, and the decision was upheld by all individual trustees. This approval, which is included in the SCCCD Report to

the Community 2023, provides an example that once a collective decision has been reached, BOT members, individually, demonstrate their support for board policies and decisions (Evidence: SCCCD Report to the Community 2023). One example of unanimous approval after discussion is the July 2023 regular BOT meeting during which individual trustees discussed action item 5.03 - Academic Personnel Transactions. After considerable discussion, the Board passed the consent action item without dissent (Evidence: BOT Minutes 07.11.2023).

Fiduciary Responsibilities

As prescribed in Title 3, Division 7, Part 50 of the California Education Code and locally operationalized in Board Policy 2012, the BOT is responsible for oversight of the fiscal resources of the District (Evidence: BP 2012). Through a combination of statutory regulations, local BPs and ARs, and best practices for fiscal planning, the SCCCD Board of Trustees provides guidance and oversight for the development of the budget and ensures the District provides the resources necessary to support student learning programs and services through the District resource allocation process, which the District Budget and Resource Allocation Committee establishes and monitors (Evidence: DBRAAC Operating Agreement 2021, BOT Regular Meeting – Budget Adoption 09.05.23).

Board Policy 2012 states that one of the Board's responsibilities is to "assure (the) fiscal health and stability" of the District. The Board enacts this responsibility through the adoption of the budget and through the establishment and revision of Board Policies - Chapter 6, Business and Fiscal Affairs. In particular, BPs 6200, 6250, and 6300 define the Board's legal obligation to comply with the Education Code of the State of California (Evidence: BP/AR 6200, BP 6250, BP 6300, BOT Special Meeting Minutes 06.06.23, BOT Meeting Minutes 06.06.23).

The vice chancellor of finance and administration presents the annual budget to the BOT in a schedule that complies with state law and provides adequate time for the BOT to study. The BOT is responsible for budget management and establishment of a reserve for contingencies. In compliance with BP 6200, the district "will maintain a minimum unrestricted reserve balance of 5% in accordance with state requirements…the goal will be 17% unrestricted general fund balance (approximately two months of operational expenditures)." The Board's responsibility for fiscal management extends to including adequate internal controls, assuring that the vice chancellor of finance and administration communicates fiscal objectives, procedures, and constraints and approves adjustments to the budget in a timely manner. The BOT also approves the certified public accountancy firm that conducts an annual audit of SCCCD's fiscal records.

The Board receives updates and training on fiscal matters during their annual retreat. For example, the vice chancellor of finance and administration provided presentations on Governmental Accounting Standards Board (GASB) Statements, Other Post-Employment Benefits, and budget updates (Evidence: GASB Reports, 2023-06-30 - PARS OPEB Statement-Annual, BOT Regular Meeting – Budget Adoption 09.05.23).

Board Training and Development

The Board improves its own effectiveness through orientations, professional development, and regular self-evaluation. Several sections of board policy speak to BOT development, including a specific policy requiring a new trustee orientation (Evidence: BP 2740). The BOT receives input and education from the Community College League of California, District Academic and Classified Senates, District standing and temporary

committees, and other types of informational meetings. The Board participates in an annual BOT retreat as well as in workshops on the budget, bond measures, and selection and design of campus sites (Evidence: BOT Agenda 04.28.23).

During BOT training sessions or special sessions, the Board has gotten the opportunity to listen to representatives from our accrediting body which have highlighted the importance of allowing the chancellor to execute his/her powers delegated by the Board. During these trainings, the trustees have opportunities to ask questions and discuss their overall roles as trustees for the District (Evidence: ACCJC Training PowerPoint, BOT Special Meeting Minutes 04.04.2023).

Board Policy 2740 - Board Education, explicitly states, "The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." New members of the Board attend an orientation that the Community College League of California (CCLC) presents, and they receive a copy of the CCLC's Trustee Handbook. At the local level, the chancellor and experienced trustees orient new members. In addition, the chancellor orients the student trustee. Board member orientation includes an overview of the functions and responsibilities of divisions of the District office and of each college. The orientation also includes presentations on accreditation, ethics policy, and California public meeting requirements (Brown Act). An agenda for new BOT member orientation of new trustees in 2023 shows a comprehensive orientation in two phases. Phase one included an overview of District board policies and procedures in addition to the Community College League of California board orientation. Phase two included college orientations (Fresno City College, Reedley College, Clovis Community College, Madera Community College) (Evidence: New Trustee Orientation Agenda 2023, New Trustee PowerPoint 2023, BOT Accreditation Workshop 2023).

Self-Evaluation

The SCCCD annual BOT retreat provides an opportunity for in-depth discussion of specific topics, including the annual self-evaluation process. This is an opportunity for BOT members to assess their growth and development. One component of this self-evaluation process is a comprehensive instrument completed by each trustee. This instrument includes many items related to the development of both individual members and of the Board as a whole. The Board uses the results to gauge development and needs for further development (Evidence: BOT Self-Evaluation Agenda Summary-23)

Self-Governance

The SCCCD BOT has documented procedures for self-governance and addressing behavior that does not align with its policies. BP 2715 articulates the Board of Trustees' code of ethics. As stipulated in this policy, the trustees

> *recognize that as elected public servants, their actions, behaviors, and verbal statements will be always under the watchful eye of the citizenry. Therefore, the decisions made as a Board must reflect our dedication to promoting higher education along with opportunities for professional, vocational, and technical growth and enhancement. As officials of public education, Board members must be a positive reflection of those for whom we speak.*

The policy lists nine standards of practice to which trustees must adhere and states that "violations of this policy may subject the member violating it to censure by the Board." The BOT engages in ethics training during special board meetings (Evidence: BOT Minutes 01.10.23, Ethics Training PPT)

BP 2715 also includes a censure policy that specifies a statement of purpose, a censure procedure, and the process the chancellor uses if it is determined that a resolution of censure is the appropriate action. The BOT

will first consider if a complaint warrants investigation or consideration, and if so, refers the complaint to the BOT president. An ad hoc committee composed of three trustees not subject to the complaint will review the complaint and complete a fact-finding process within a reasonable period. This process may include an external investigator as appropriate (Evidence: BP 2715).

AR 2710 - Conflict of Interest further addresses incompatible activities, financial interest, no employment allowed, and financial interest in decisions (Evidence: BP/AR 2710). Trustees complete a conflict-of-interest form (California Form 700, Statement of Economic Interests) each year which further ensures that there are no conflicts of interest on the BOT. The District's general counsel takes primary responsibility for advising the trustees regarding these requirements. Trustees follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict.

C. Required Documentation

Standard 1:
Mission and Institutional Effectiveness

Fresno City College

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness	
Required Item	**Documentation**
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	FCC Certificate of Accreditation: 2017-2018 FCC Certificate of Accreditation
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	**Standard 1.1** *College Council Meeting Minutes:* Council Meeting Minutes 04-21 through 08-21) *Board Policy and Administrative Regulations:* BP/AR 3250 **Standard 1.4** Participatory Governance and Integrated Planning Manual **Standard 1.5** College and Community Open Forum Feedback
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	**Standard 1.1** *Board of Trustees Meeting Minutes:* BOT Meeting Minutes 01.11.22
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	**Standard 1.1** *Board Policy and Administrative Regulations:* BP/AR 3250 **Standard 1.2** *Operating Agreement:* CC Operating Agreement **Standard 1.3** *Board of Trustees Meeting Minutes:* BOT Meeting Minutes 4.05.22 **Standard 1.4** Participatory Governance and Integrated Planning Manual [Appendix B] **Standard 1.5** *Strategic Planning Open Forum:* College and Community Open Forum Feedback
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	**Standard 1.2** *Operating Agreement:* CC Operating Agreement **Standard 1.3** *Data Dashboard:* ISS Dashboard *College Council PowerPoint:* CC Retreat PowerPoint 06.29.23 [page 36-42]

Standard 2: Student Success	
Required Item	**Documentation**
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	**Standard 2.1** *Board Policy and Administrative Regulations:* BP/AR 4020 AR 4022 BP/AR 4025 *College Catalog:* FCC Catalog 23-24 (Certificate and Degree Requirements - Pages 45-50) **Other** *Board Policy and Administrative Regulations:* BP/AR 4100
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	**Standard 2.1** *College Catalog:* FCC Catalog 23-24 [Transfer Information and Requirements – Pages 51-72] **Standard 2.7** BP/AR 4050 BP/AR 5120 **Other** *Board Policy and Administrative Regulations:* BP/AR 4235
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	**Other** *Board Policy and Administrative Regulations:* AR 5011 AR 5012 BP/AR 5010 BP/AR 5052 BP/AR 5055
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	**Other** *FCC Webpage:* Rights and Responsibilities *Board Policy and Administrative Regulations:* BP AR 3410 AR 3435

Standard 2: Student Success	
Required Item	**Documentation**
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	**Other** *Board Policy and Administrative Regulations:* BP/AR 5040 *Form:* Release of Student Information Form
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	**Standard 2.2** *Administrative Regulation:* AR 4021 **Other** *Procedure:* Instructional Program Viability Review Process
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	No audit findings or actions taken.
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's : • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	Online authentication processes require a unique username and password. Single sign-on through My-Portal increases confidence in student authenticity. Multi-factor Authentication (MFA) is currently optional for students. In FA2020, the permission for faculty to add students to active courses in Canvas was restricted. Only students registered or on a waitlist through the SIS process are synced from the SIS system to Canvas.

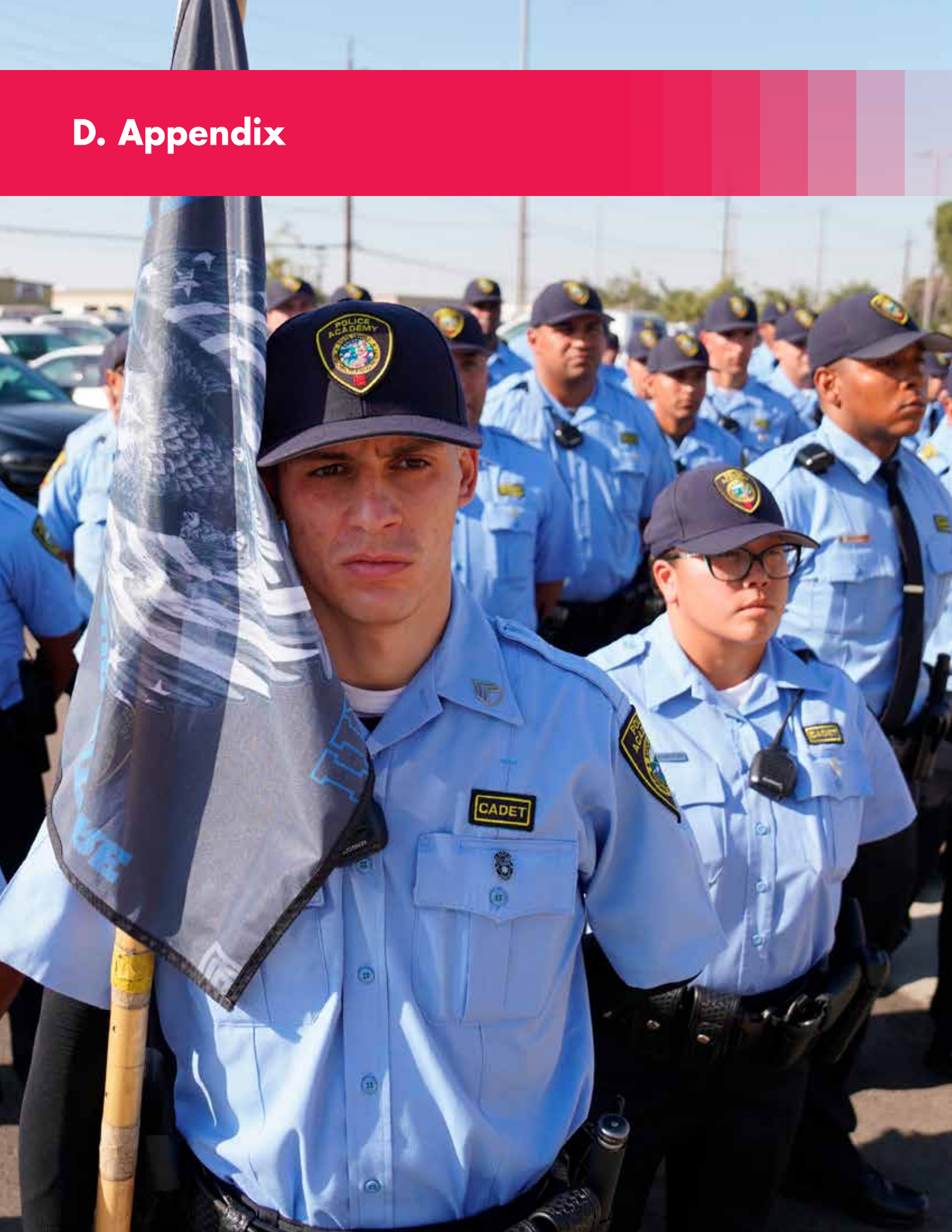
Standard 2: Student Success	
Required Item	**Documentation**
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	**Other** *College Catalog:* FCC Catalog 23-24 [Course Numbering System, pg. 342]
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	**Other** *College Catalog:* FCC Catalog 23-24 [Credit for Prior Learning, pg. 28]
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	**Other** *Memo of Understanding:* Virtual Care Group MOU
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	**Other** *College Catalog:* FCC Catalog 23-24 [Administrative Policies, pg. 73]

Standard 3: Infrastructure and Resources	
Checklist Item	**Documentation**
i. Written policies and procedures for human resources, including hiring procedures	**Standard 3.1** *Administrative Regulations:* AR 3420_7120_7121_7212 7220 combined *FCC Webpage:* Hiring Process for Faculty Academic Administrator Recruiting & Hiring Procedures **Standard 3.3** PC Rules
ii. Employee handbooks or similar documents that communicate expectations to employees	**Other** *Board Policy and Administrative Regulations:* BP/AR 7160 *Agreements:* SCFT Full Time Agreement [pg. 36] SCFT Part Time Agreement [pg. 24] CSEA Agreement [Article 36]
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	**Standard 3.6** SCCCD 6.30.22 Financial Statements SCCCD 6.30.21 Financial Statements SCCCD 6.30.20 Financial Statements
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	**Standard 3.4** Resource Allocation Model 09.15.23
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	**Standard 3.4** *Board Policy and Administrative Regulations:* BP/AR 6200 **Standard 3.7** *Board Policy and Administrative Regulations:* BP 6300 BP/AR 6307
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	**Standard 3.9** *Board Policy and Administrative Regulations:* BP/AR 3720
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	**Other:** FCC Cohort Default Rate History Screenshot
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	Not Applicable

Standard 3: Infrastructure and Resources	
Checklist Item	**Documentation**
ix. Written code of professional ethics for all personnel including consequences for violations	**Board of Trustees** BP 2715 (Code of Ethics/Standards of Practice) BP/AR 2710 (Conflict of Interest) AR 2712 (Conflict of Interest) **Administrators** BP/AR 3150 (Code of Ethics – Administrators) **Faculty** SCFT Full-Time Agreement (Evaluation Criteria - Professional Responsibilities – Maintenance of Ethical Standards - pg. 36) SCFT Part-Time Agreement (Evaluation Criteria - Professional Responsibilities – Maintenance of Ethical Standards - pg. 24) **Classified Professionals** CSEA Agreement (Personal Conduct – pg. 79) **All Personnel** BP/AR 7150 (Employee Performance Evaluations) **FCC Ethics Statement** FCC Ethics Statement Screenshot

Standard 4: Governance and Decision-Making	
Checklist Item	**Documentation**
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	**Standard 4.5** *Board Policy:* BP 2430 **Other** *Board Policy:* BP 2431 BP 2435
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	**Standard 4.6** *Board Policy:* BP 2010 **Other** *Board Policy:* BP 2210
iii. Governing board policies/procedures/bylaws related to Board Ethics	**Standard 4.6** *Board Policy:* BP 2715
iv. Governing board policies/procedures/bylaws related to conflict of interest	**Standard 4.6** *Board Policy and Administrative Regulations:* BP/AR 2710
Other Federal Regulations and Related Commission Policies	
Checklist Item	**Documentation**
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	FCC Accreditation Web Page
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	Accreditation Web Page – One Click

D. Appendix



D. Appendix 1:
Verification of Catalog Reqirements (ER 20)

Fresno City College

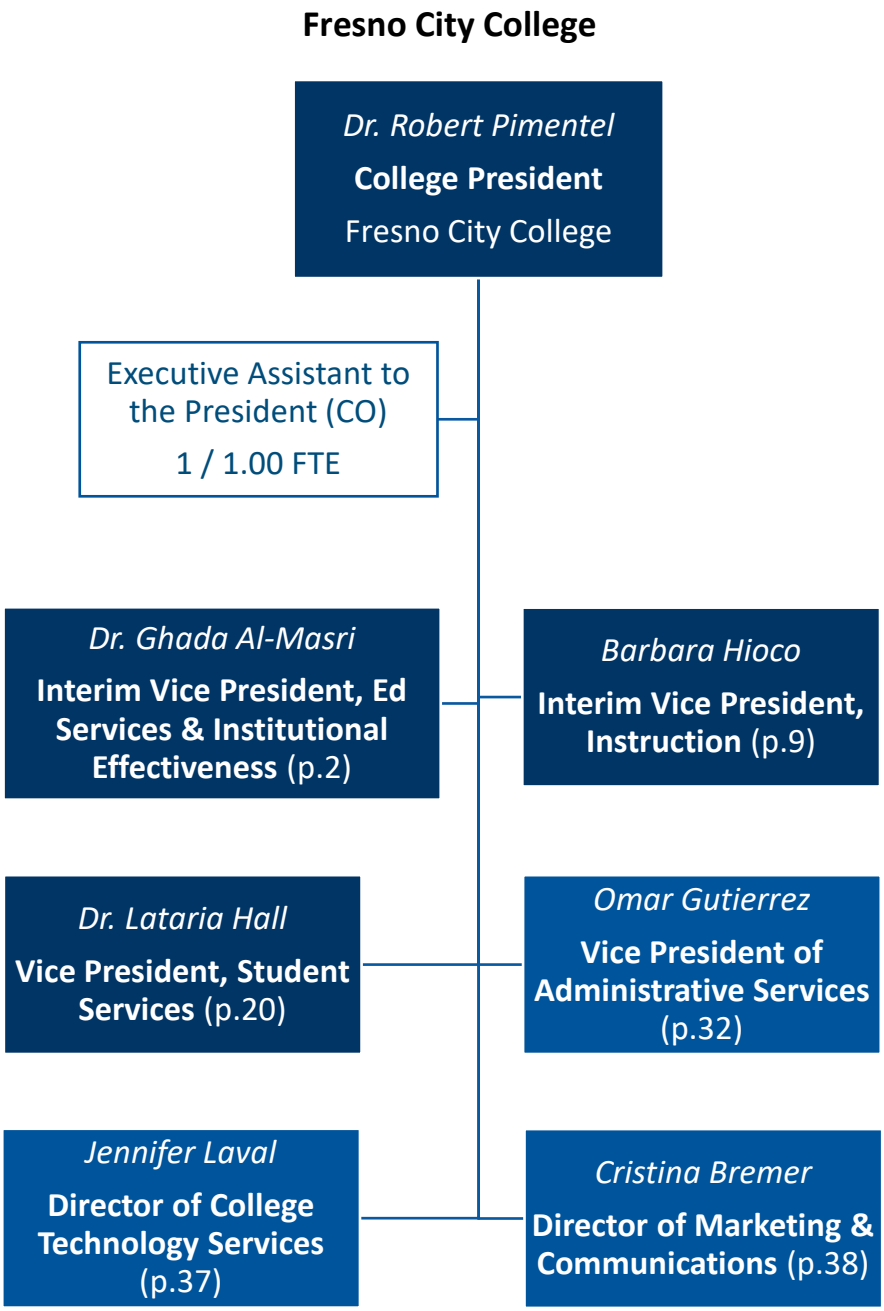
Required Element	Catalog Location
General Information FCC Catalog 23-24	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 4
Educational Mission	Page 6
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 4
Course, Program, and Degree Offerings	Pages 138 – 570
Student Learning Outcomes of Programs and Degrees	Institutional Outcomes Page 7 Program Student Learning Outcomes Pages 138 – 340
Academic Calendar and Program Length	Page 9
Academic Freedom Statement	Page 75
Available Student Financial Aid	Page 85
Available Learning Resources	Pages 89 – 91
Names and Degrees of Administrators and Faculty	Pages 573 – 588
Names of Governing Board Members	Page 573
Requirements	
Admissions	Pages 10 – 11
Student Tuition, Fees, and Other Financial Obligations	Pages 19 – 20
Degrees, Certificates, Graduation and Transfer	Pages 45 – 72
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Academic Regulations Pages 23 – 43 Academic Honesty Pages 76 – 77
Nondiscrimination	Pages 78 – 79
Acceptance and Transfer of Credits	Pages 11, 51 – 72
Transcripts	Page 20
Grievance and Complaint Procedures	Page 77
Sexual Harassment	Pages 80 – 81
Refund of Fees	Page 21 – 22
Locations or Publications Where Other Policies May be Found	

D. Appendix 2:
Organizational Structure

Fresno City College

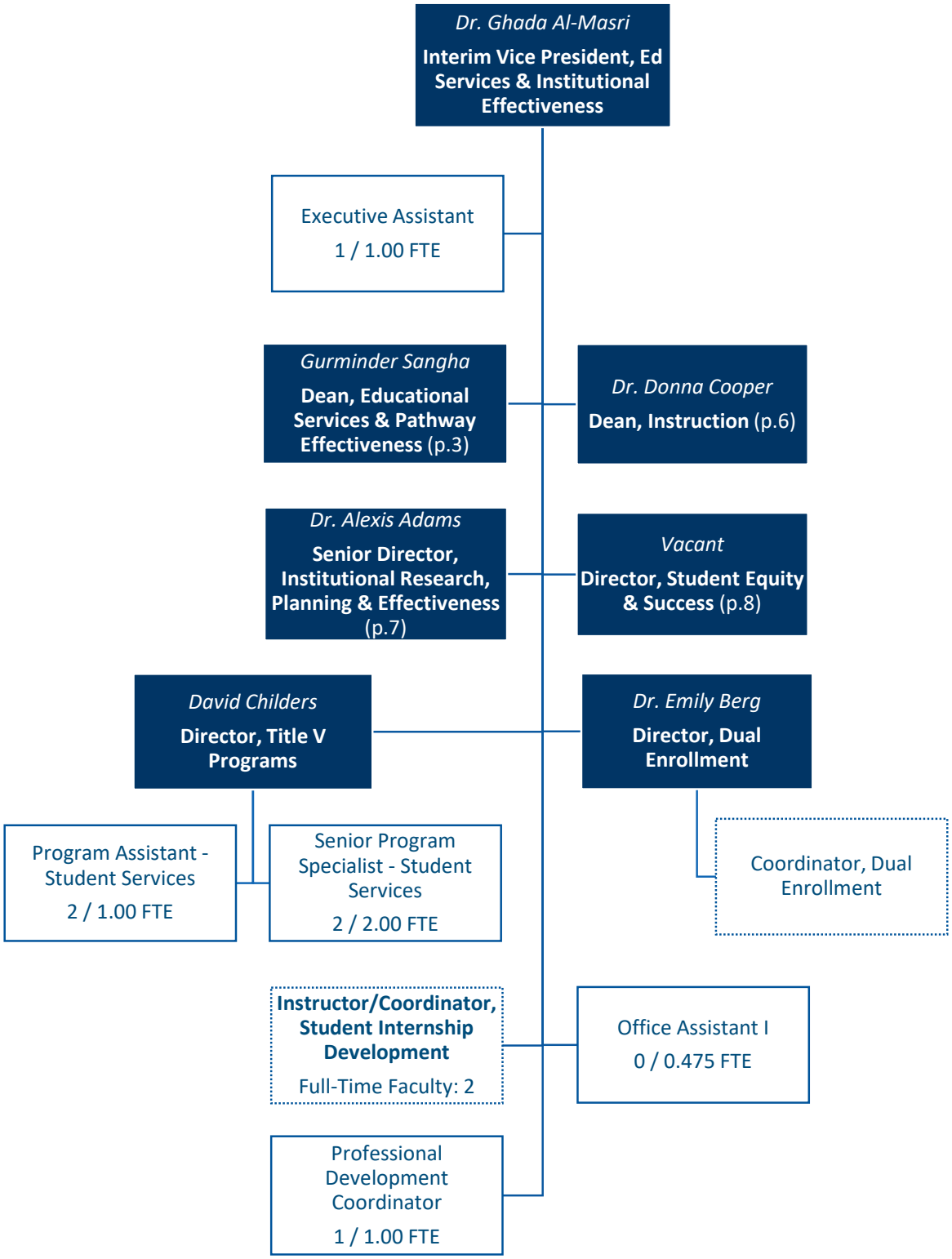
Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

Fresno City College Organizational Chart



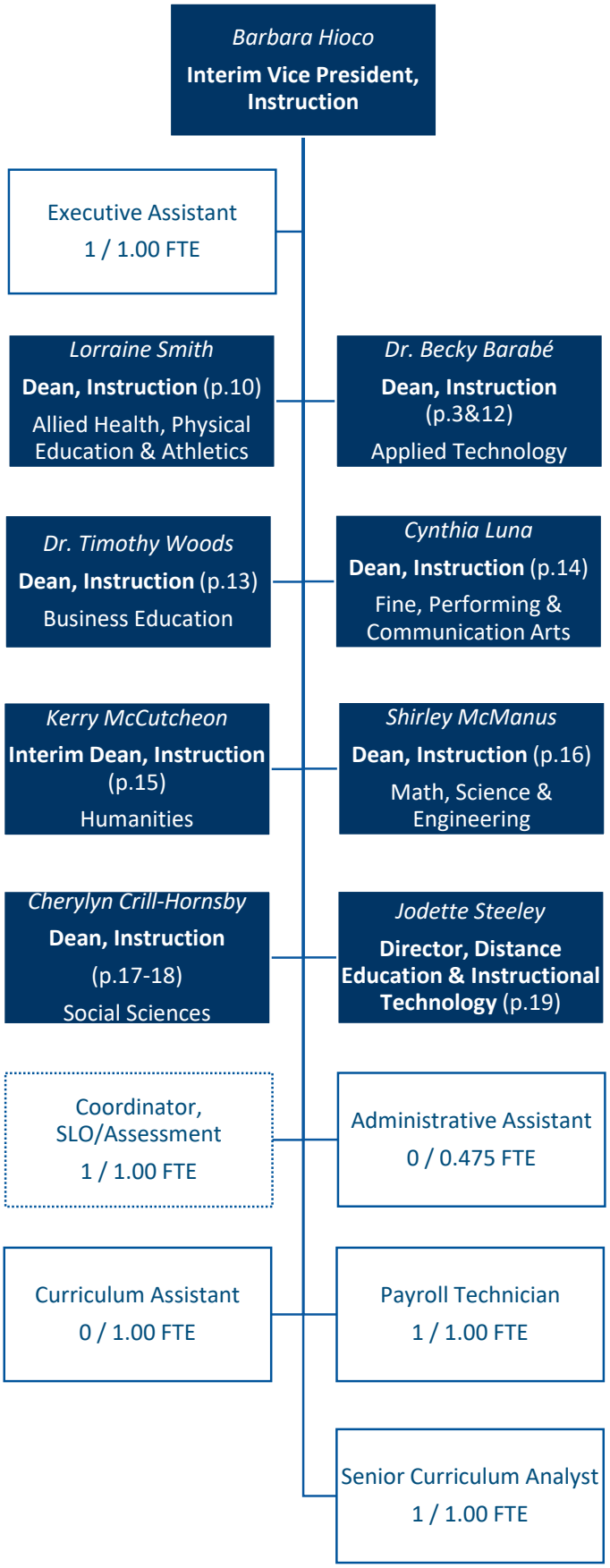
Updated as of 12/1/2023

Fresno City College – Educational Services & Institutional Effectiveness



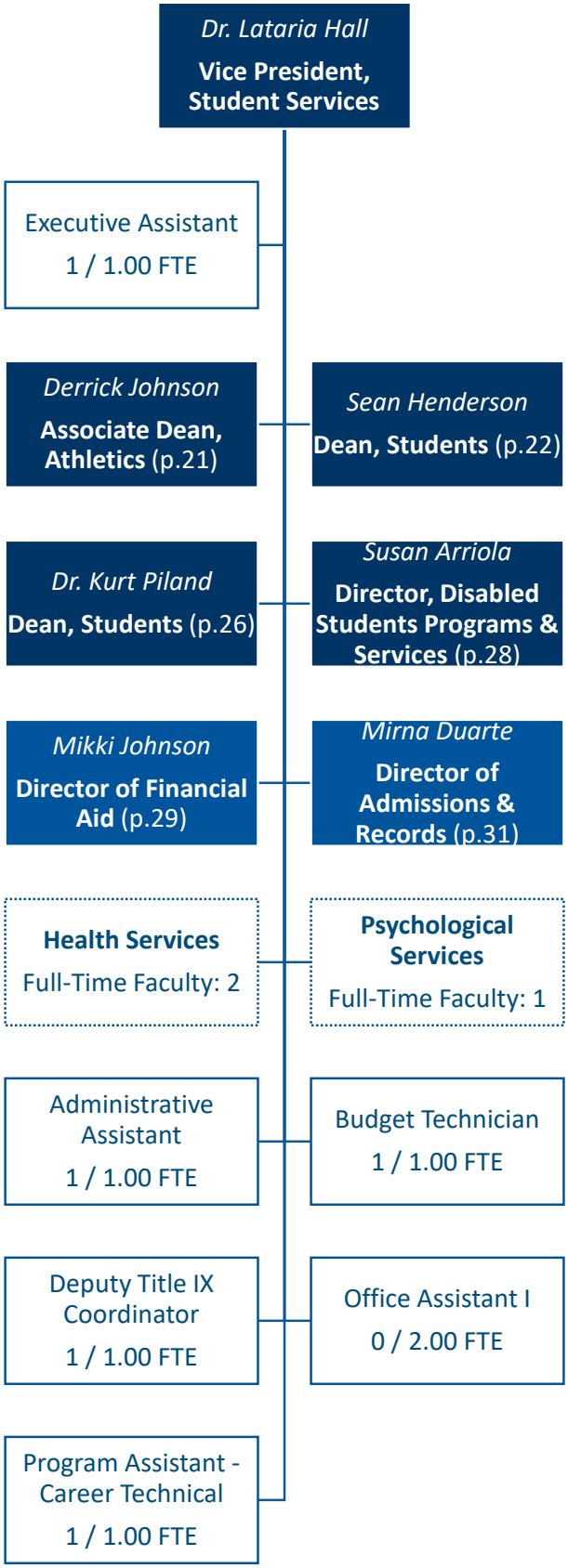
Updated as of 12/1/2023

Fresno City College – Instruction



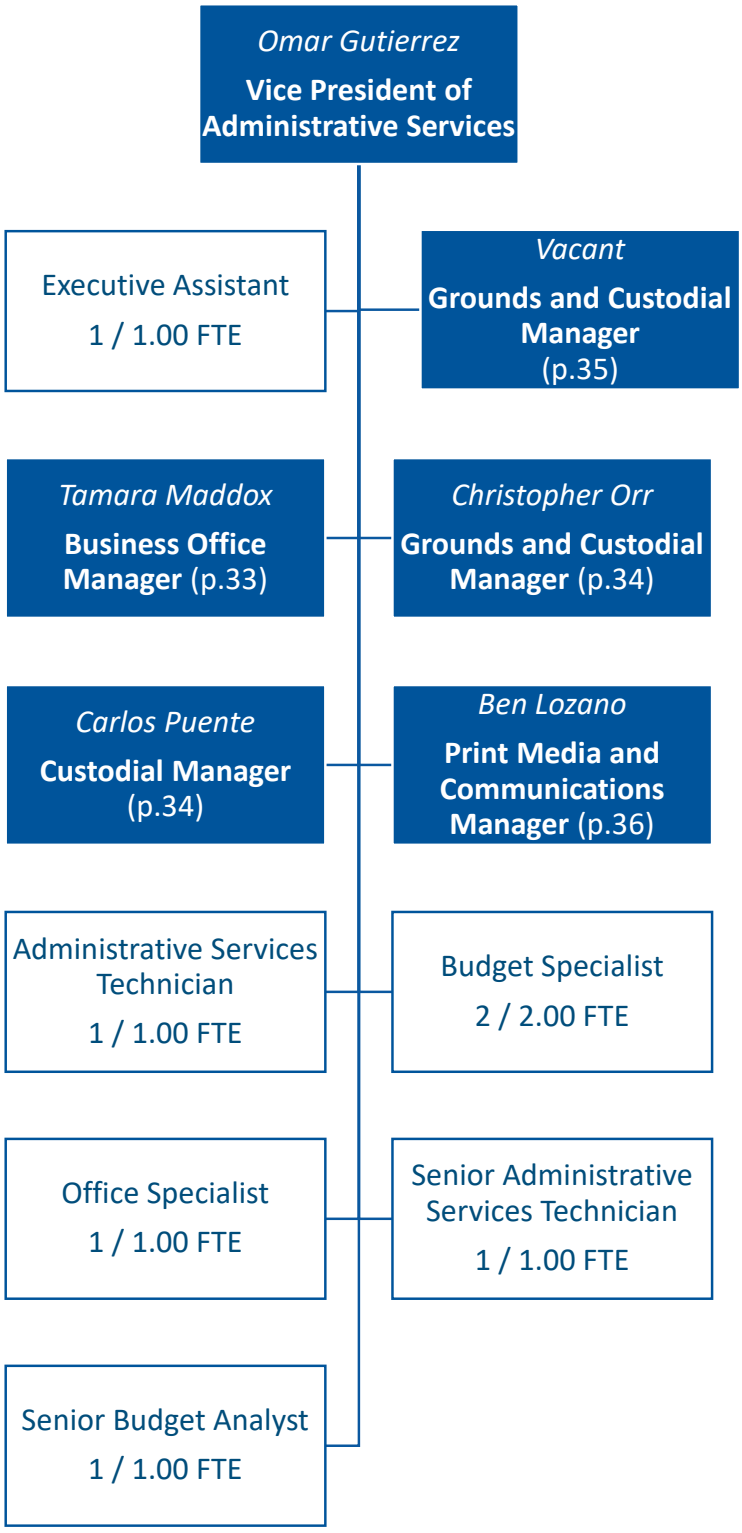
Updated as of 12/1/2023

Fresno City College – Student Services



Updated as of 12/1/2023

Fresno City College – Administrative Services



Updated as of 12/1/2023

D. Appendix 3:
Approved Locations

Fresno City College

If applicable, provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

Students may complete 50% or more of a degree or certificate program at the following locations:

Career & Technology Center

2930 East Annadale Avenue

Fresno, CA 93725

First Responders Site

3300 E. North Avenue

Fresno, CA 93725

West Fresno Center

600 E. Church Avenue

Fresno, CA 93706

FRESNO CITY
COLLEGE