

# **Fresno City College Educational Master Plan 2016-2026**

*Fresno City College Long Term Plan*

6/8/2016

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# Fresno City College Educational Master Plan 2016-2026

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# Fresno City College Educational Master Plan 2016-2026

## I. INTRODUCTION

The Fresno City College Educational Master Plan is a comprehensive long-term plan for the college. This plan seeks to provide a clear direction for Fresno City College to approach its future. It pulls together information gathered through qualitative and quantitative data, planning documents and processes, and translates it into a comprehensive plan for educational programs and services. Information internal and external to the college was used to explain the changes that occurred in the past and to forecast future needs.

Implementation of the plan will require a collaborative effort from faculty, classified professionals, administrators, students, and the community. Involvement through instruction in the classroom, participation on committees and with constituent groups, creation and/or revision of institutional plans, program review, annual unit plans, action plans (resource requests), professional development, etc. will provide the opportunity for all constituents to engage in meaningful activities focused on the success of our students.

This Education Master Plan:

1. Provides an analysis of the student demographic trends in relationship to the service area and suggests implications for both program and service development, implementation, evaluation and modification.
2. Explores the projected community college educational needs for Fresno County.
3. Examines programs, services and initiatives that enable Fresno City College to meet the needs for education through programs, support services, and organizational development.
4. Examines integrated planning and assessment processes necessary for the college to meet its mission, vision, core values.

### **Mission**

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

### **Vision**

Fresno City College will be a national leader in educational programs, support services, and community partnerships.

### **Core Values**

*Excellence:* We champion quality while encouraging individuals to share and explore new avenues toward advancing the college's mission and vision.

*Collaboration:* We are dedicated to active involvement on our campus and in our community, developing partnerships and avenues of greater participation.

*Diversity:* We are committed to diversity through respect and celebration of individual differences.

*Professionalism:* We communicate and work together in an ethical, collegial manner in a supportive environment.

*Stewardship:* We are accountable to our community for the responsible use of our resources.

## II. ENVIRONMENTAL SCAN

### A. Service Area Demographics

Fresno City College (FCC) is a public associate degree granting community college located in the center of the city of Fresno. Fresno City College was established in 1910 as California's first community college and the second in the nation. The College was originally located at the former Fresno High School campus on "O" Street. In 1921, Fresno Junior College combined with what is now known as California State University Fresno to operate the junior college on the same campus as the four-year school. In 1948, new laws permitted the local school district to operate junior colleges and Fresno City College returned to its original "O Street" campus.

By 1956, the College moved locations once again after the District had negotiated the purchase of its current location on University Avenue from Fresno State University. The campus, rich in history, houses the "Old Administration Building" and Library. The "Old Administration Building" is listed in the National Register of Historic Places. The historical influence on the campus provides a unique and well established environment for students.

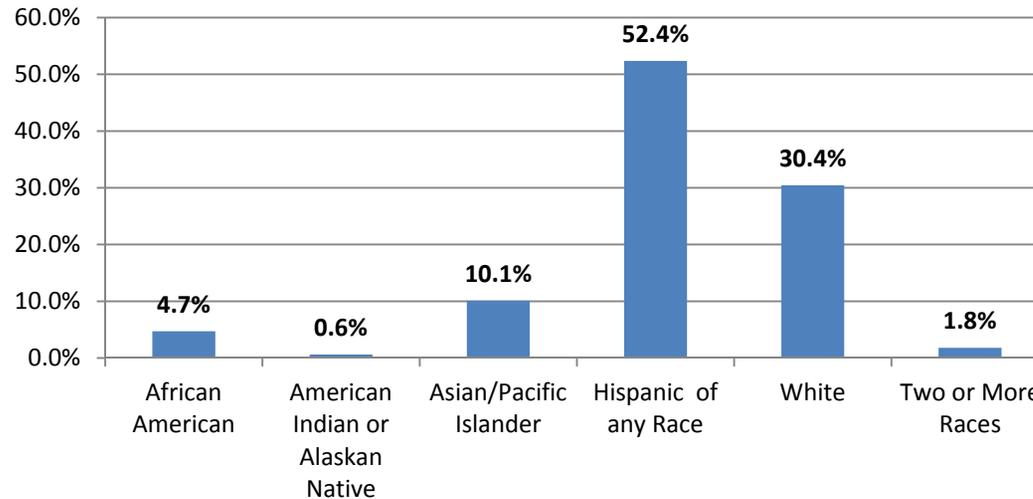
The number of students and activities available on campus sets it apart from other community colleges and provides a viable and strong college campus. The urban campus currently serves more than 21,000 students per semester.

FCC is one of the three colleges in the State Center Community College District (SCCCD), a district that enrolls approximately 34,000 students per semester. During 2014-2015 academic year, approximately 62% of these students enrolled at FCC, and 38% enrolled at Reedley College and Clovis Community College. The district is governed by a seven member Board of Trustees whose membership is elected at large by county voters.

The College primarily serves Fresno County residents. Fresno County is one of California's geographically largest and most diverse counties. Including an area of more than 6,000 square miles, it is the state's sixth largest county in size. Within its boundaries are some of the world's most fertile agricultural land and most majestic mountains, lakes and forests. The city of Fresno, the 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 (<http://www.city-data.com/us-cities/The-West/Fresno-Economy.html>). More jobs are tied into 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 America's produce is grown in California's Central Valley, and Fresno County is the number one agricultural county in the United States.

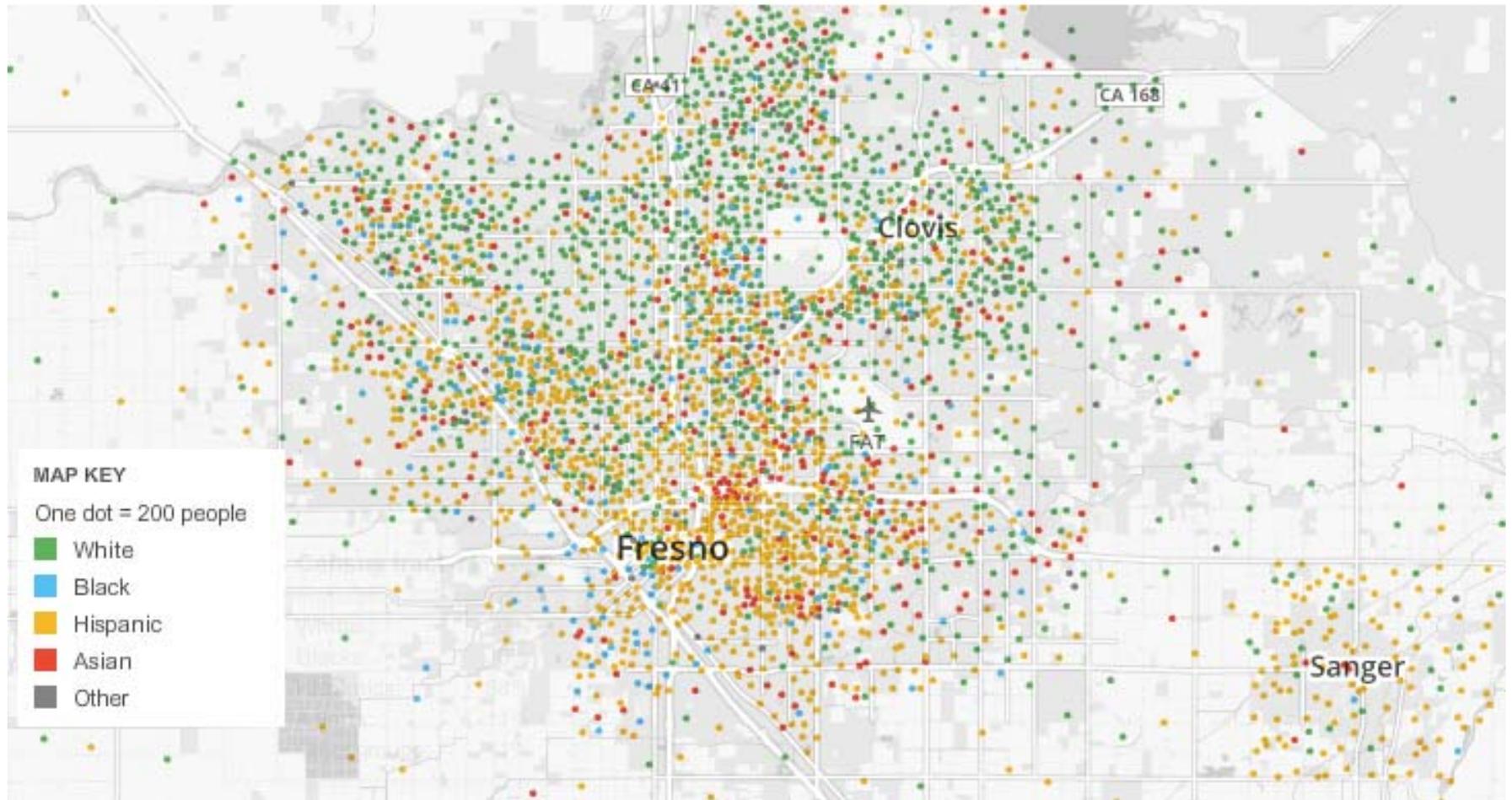
**Figure 1: Fresno County Population**



*Source: QCEW Employees, Non-QCEW Employees & Self-Employed - EMSI 2015.3 Class of Worker*

According to a 2015 Economic Modeling Specialists International (EMSI) data, there were 994,931 people residing in the county of Fresno. The racial makeup of the county population was 30.4% White, 4.7% African-American, .6% American Indian and Alaska Native, 10.1% Asian and Pacific Islander, and 1.8% from two or more races. Hispanic or Latino of any race was 52.4% of the population (see **Figure 1**).

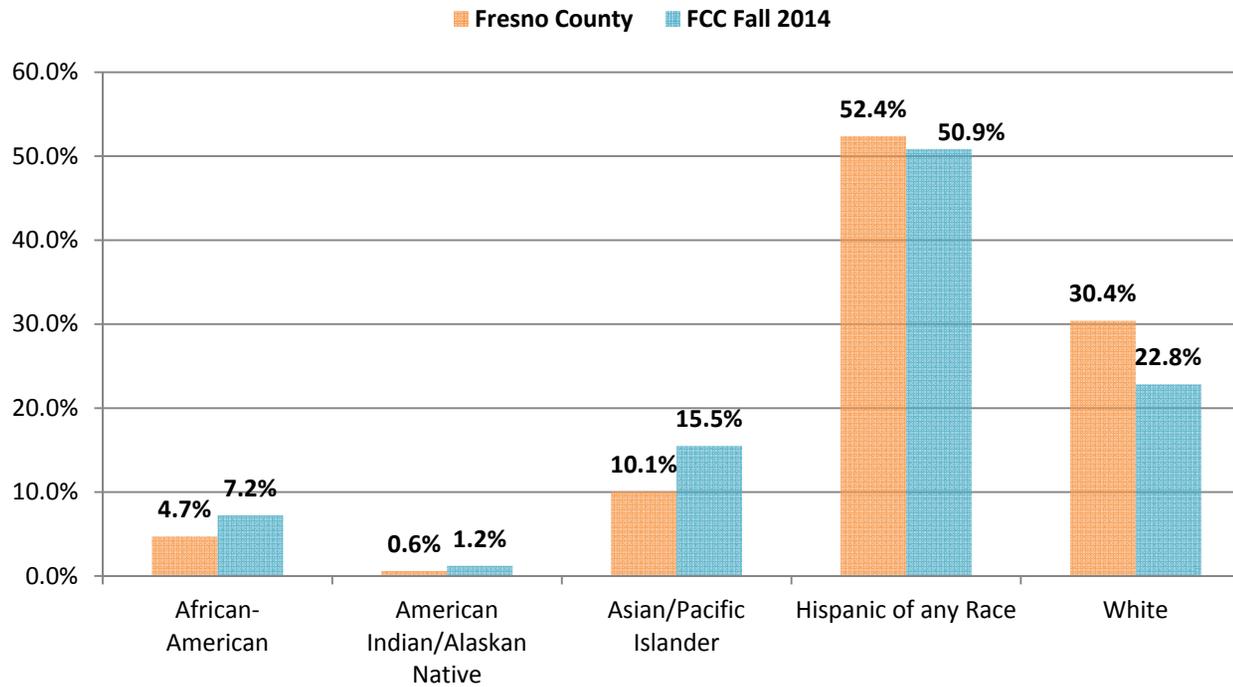
**Figure 2: Distribution of Ethnicity Groups**



Source: *Mapping America: Every City, Every Block*, The New York Times

As shown in **Figure 2**, an analysis of the ethnic distribution shows that FCC is located in a particularly diverse population area with a higher proportion of Hispanics, especially in south Fresno.

**Figure 3: Fresno County vs. FCC Students**

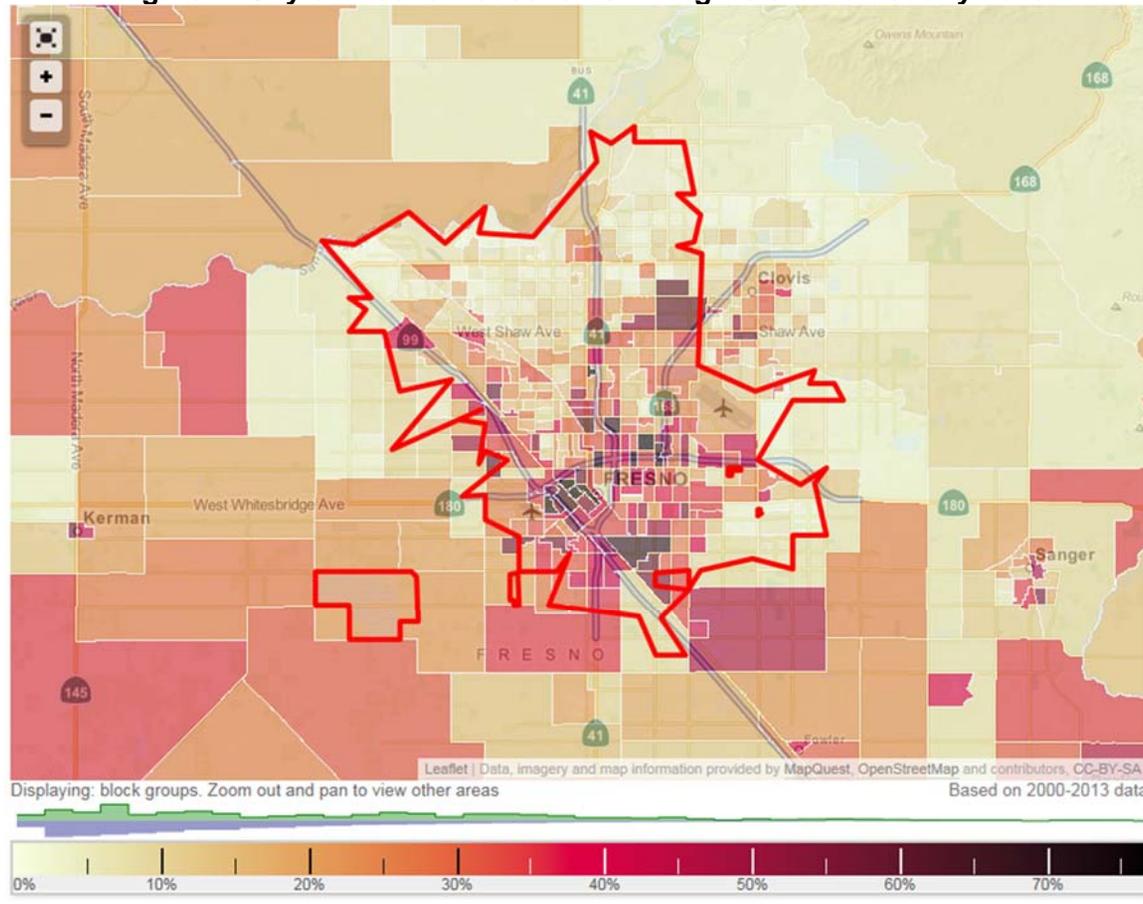


Source: EMSI and FCC Institutional Research

Data show that FCC serves a particularly diverse population. From this population, the college enrolls a student body comprised of 7.2% African American, 1.2% American Indian/Alaska Native, 15.5% Asian, 22.8% White, and 50.9% Hispanic (see **Figure 3**).

U.S. Census Bureau 2009–2013 American Community Survey data show that 22% of the people living in Fresno County were foreign born. About 44% of the population speak languages other than English at home. Twenty nine percent of the county population was under 18 years and 11% was 65 years and older. According to the 2010 Census, the median age of Fresno County was 30 years, which is much younger than the median age of 37 for the United States. The population is split equally for males (50%) and females (50%).

**Figure 4: City of Fresno Households Living Below the Poverty Level**

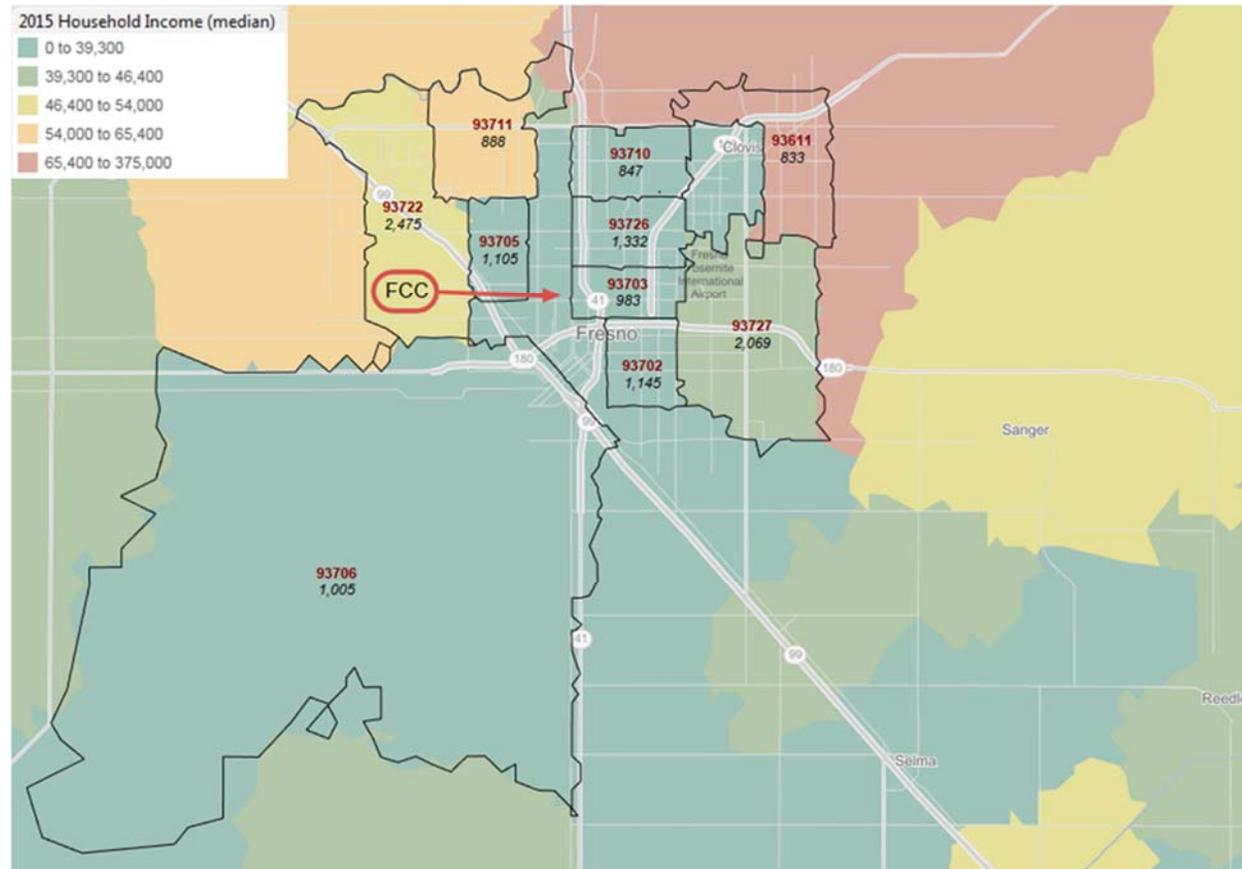


Source: City Data, 2000-2013 Fresno Income Data Web Page: <http://www.city-data.com/income/income-Fresno-California.html>

FCC also serves a large number of low-income populations. The median income for a household in Fresno County was \$45,563 in 2009-2013. About 26% of people were living in poverty (poverty line varies based on family size) which is higher than the rate for California (16%). Conversely, per capita income in the past 12 months in Fresno, \$20,208, was lower than California, \$29,527 (American Community Survey, 2009-2013, dollars standardized to 2013).

Figure 4 displays the distribution of households which live below the poverty level within the city of Fresno. Overall, Fresno has a high proportion of households which live below the poverty level, especially in the south and southwest areas where over 70% of the households live in poverty.

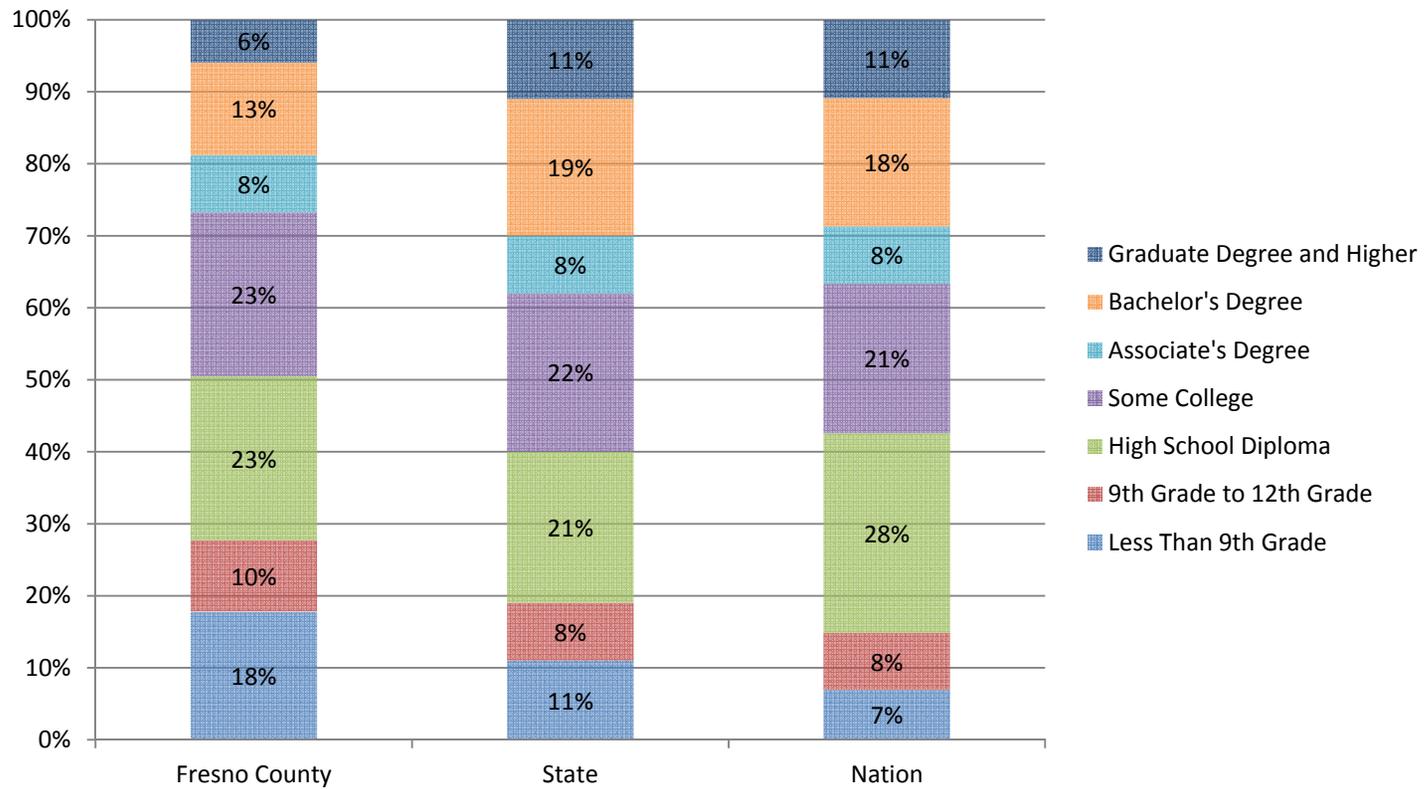
**Figure 5: Fresno Area Household Income Map**



Source: FCC Institutional Research

**Figure 5** displays the top ten zip code areas with the number of students enrolled in fall 2014 and the distribution of household income within the area. Overall, a large number of students live in areas of low household income.

**Figure 6: Educational Attainment in Fresno County**



Source: EMSI, December 2015.

Fresno County populations have a relatively low level of educational attainment (see **Figure 6**). Over 70% of people do not have a college degree (California, 62%; Nation, 64%) and only 19% have a Bachelor's degree or higher in Fresno County (California, 30%; Nation, 29%). The data suggests that FCC should consider enrollment management strategies that have potential to grow enrollment in adult or non-traditional student population and the possibility of further developing non-credit instruction.

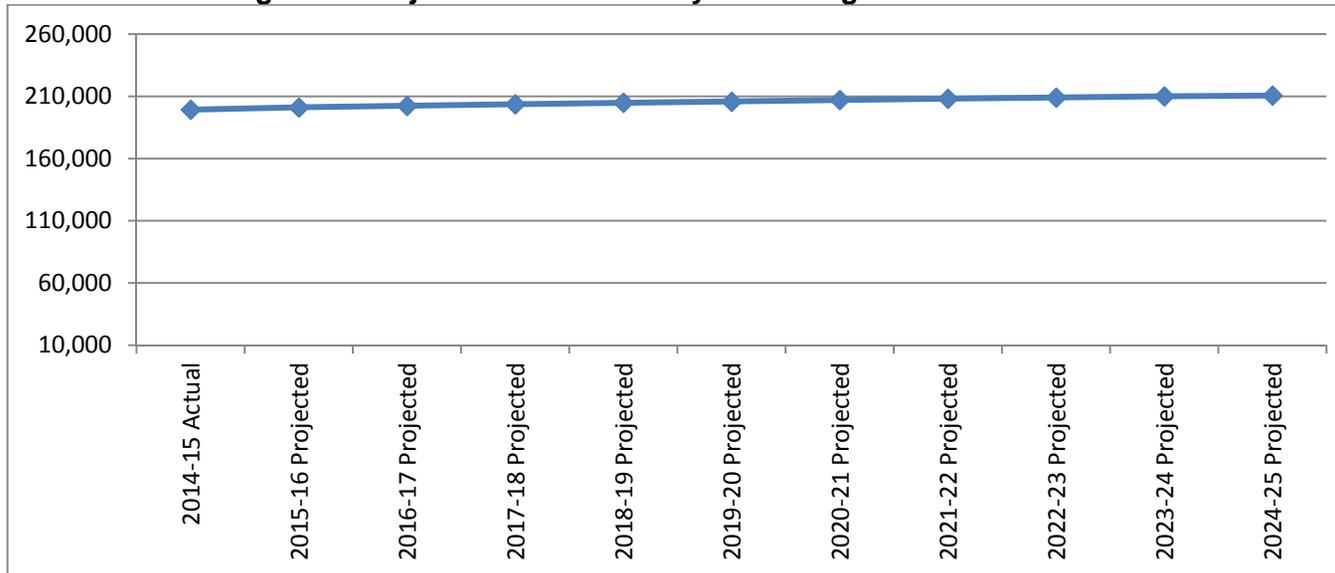
**Table 1: Fresno County Population Growth**

Area	2015 Population	2025 Population	Change	% Change
Fresno County	974,931	1,024,742	49,811	5%
California	39,154,786	41,077,574	1,922,788	5%
Nation	321,252,743	334,110,202	12,857,459	4%
Total	361,382,460	376,212,518	14,830,058	4%

Source: QCEW Employees, Non-QCEW Employees & Self-Employed - EMSI 2015.3 Class of Worker

It is projected that Fresno County’s population will grow by 5% in the next 10 years (see **Table 1**). By 2025, Fresno County population will reach over 1 million. However, the projected number of high school graduates will stay relatively flat for the same time period (see **Figure 7**).

**Figure 7: Projected Fresno County Public High School Graduates**

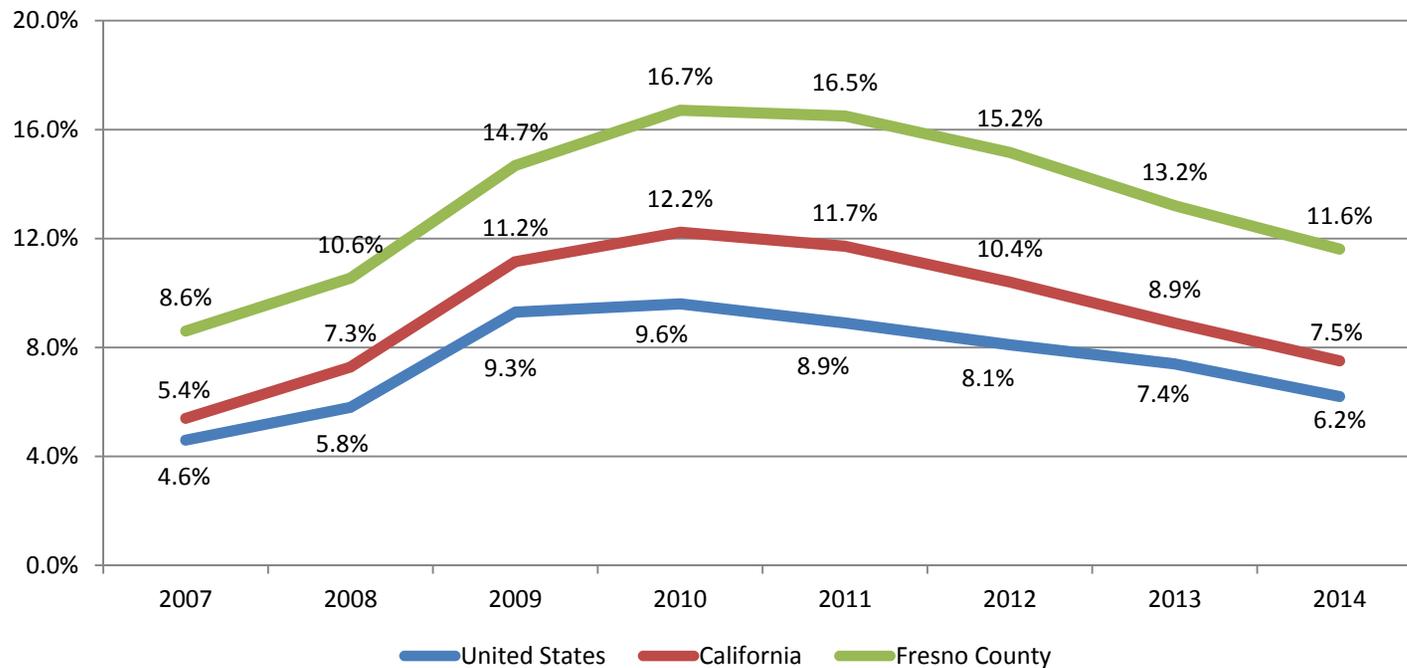


Source: California Department of Finance, Demographic Research Unit, December 2015

## B. Workforce Characteristics And Labor Market

The service area of the college has been directly affected by the status of the economy. As mentioned previously, Fresno County's economic growth and labor market are behind the rest of California. According to California EDD labor market information, the unemployment rate in Fresno County was 11.6% in 2014, down from a 15.2% in 2012, and below the year-ago rate of 13.2% in 2013 (see **Figure 8**). This compares with an unadjusted unemployment rate of 7.5% in 2014 for California and 6.2% for the nation during the same period (2014).

**Figure 8: Unemployment Rate**



Source: California Employment Development Department, Annual data, not seasonal adjusted

Fresno County Employment Projections:

**Table 2: Current and Projected Jobs and Job Changes by Industry Sector, 2015 To 2025**

Description	2015 Jobs	2025 Jobs	Change	%Change
Government	69,347	73,159	3,812	5%
Health Care and Social Assistance	57,564	72,331	14,767	26%
Crop and Animal Production	51,582	51,595	13	0%
Retail Trade	39,869	45,724	5,855	15%
Accommodation and Food Services	28,428	33,298	4,870	17%
Manufacturing	23,917	23,533	-384	-2%
Administrative and Support and Waste Management and Remediation Services	23,095	28,876	5,781	25%
Other Services (except Public Administration)	18,661	19,569	908	5%
Construction	17,456	20,498	3,042	17%
Wholesale Trade	15,254	17,899	2,645	17%
Professional, Scientific, and Technical Services	13,365	15,551	2,186	16%
Transportation and Warehousing	11,743	13,383	1,640	14%
Finance and Insurance	9,991	10,188	197	2%
Educational Services	7,212	8,939	1,727	24%
Real Estate and Rental and Leasing	5,843	6,254	411	7%
Information	4,274	4,758	484	11%
Arts, Entertainment, and Recreation	3,713	4,096	383	10%
Management of Companies and Enterprises	2,173	1,378	-795	-37%
Utilities	2,160	2,538	378	18%
Unclassified Industry	835	906	71	9%
Mining, Quarrying, and Oil and Gas Extraction	294	401	107	36%
<b>Total</b>	<b>406,777</b>	<b>454,874</b>	<b>48,097</b>	<b>12%</b>

Source: EMSI Data as of December 2015

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

As shown, the three largest industry sectors in Fresno County are Government, Health Care & Social Assistance, and Crop and Animal Production. Together these sectors made up 178,493 jobs or approximately 44% of total regional employment in 2015. The Health Care & Social Assistance, Retail Trade, and Administrative and Support and Waste Management and Remediation Services sectors are projected to grow through 2025. Other industry sectors with notable projected growth are Construction, Accommodation & Food Services, and Government,

Wholesale Trade, and Professional, Scientific, and Technical Services. The industry sectors that are expected to decrease between 2015 and 2025 are Management of Companies & Enterprises and Manufacturing.

**Table 3: Top 20 Largest Occupations in Fresno County**

Occupation	2015 Jobs	2025 Jobs	Change	% Change	2014 Median Hourly Earnings
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	33,718	34,158	440	1%	\$9.61
Retail Salespersons	11,280	13,549	2,269	20%	\$10.69
Cashiers	8,653	9,367	715	8%	\$10.19
Combined Food Preparation and Serving Workers, Including Fast Food	8,239	10,080	1,841	22%	\$9.76
Office Clerks, General	7,666	8,425	760	10%	\$13.50
Laborers and Freight, Stock, and Material Movers, Hand	7,452	8,554	1,102	15%	\$10.14
Heavy and Tractor-Trailer Truck Drivers	6,899	8,094	1,195	17%	\$19.45
Registered Nurses	6,256	7,499	1,243	20%	\$37.59
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	5,641	6,407	767	14%	\$11.08
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,436	6,293	858	16%	\$16.18
Stock Clerks and Order Fillers	5,117	5,655	537	10%	\$11.54
General and Operations Managers	5,025	5,681	655	13%	\$41.77
Childcare Workers	4,670	4,418	-252	-5%	\$8.04
Waiters and Waitresses	4,389	5,124	736	17%	\$9.83
Bookkeeping, Accounting, and Auditing Clerks	4,378	4,884	506	12%	\$17.36
Postsecondary Teachers	4,373	4,883	510	12%	\$30.60
Customer Service Representatives	4,171	5,530	1,359	33%	\$16.10
Security Guards	4,157	4,457	300	7%	\$9.83
Teacher Assistants	4,087	4,575	488	12%	\$14.06
Packers and Packagers, Hand	3,926	4,404	478	12%	\$9.80

Source: EMSI as of December 2015

**Table 3** shows the breakdown of the top 20 largest occupations in Fresno County by major groups, with information on current and projected jobs, job change, and median hourly earnings. Farmworkers and Laborers, Crop, Nursery, and Greenhouse occupations comprise the largest occupation group in Fresno County at 33,718 jobs, followed by Retail Salespersons (11,280 jobs). Neither of these occupation groups ranks among the highest paid. Registered Nurses, second highest on the regional pay scale, have median earnings of \$37.59 an hour and are projected to have a 20% job growth in the next 10 years. General and Operations Managers have the highest median earnings of \$41.77 an hour with 13% job growth in the next 10 years. Several occupation groups are projected to experience job growth over the next ten years, such as Retail Salespersons (20% growth), Food Preparation and Serving Workers (22% growth), and Customer Service Representatives (33% growth).

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

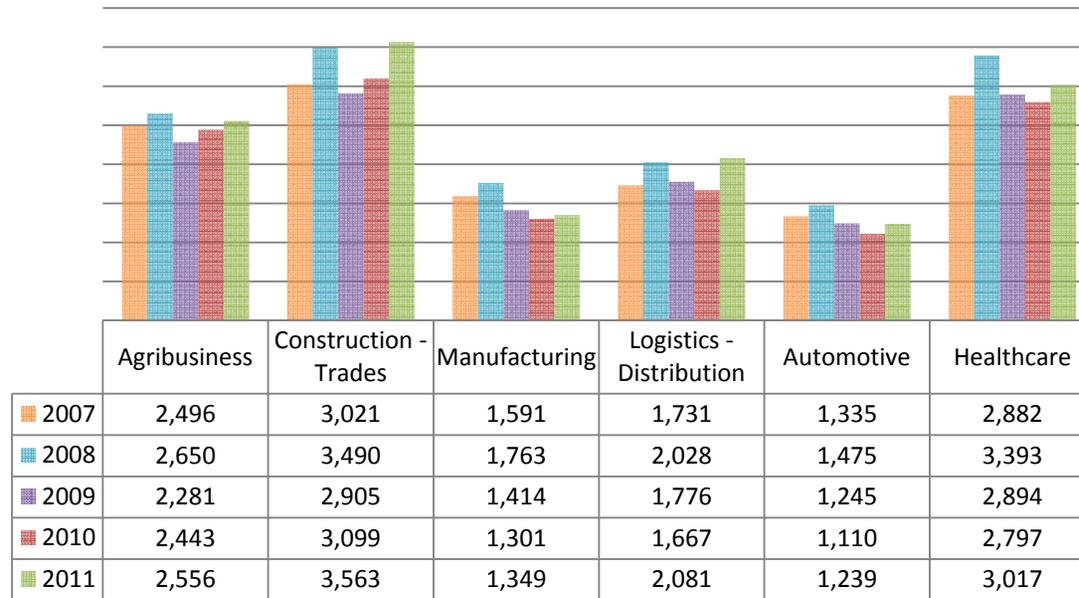
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Cashiers	8,653	9,367	715	8%	\$10.19
Combined Food Preparation and Serving Workers, Including Fast Food	8,239	10,080	1,841	22%	\$9.76
Office Clerks, General	7,666	8,425	760	10%	\$13.50
Laborers and Freight, Stock, and Material Movers, Hand	7,452	8,554	1,102	15%	\$10.14
Heavy and Tractor-Trailer Truck Drivers	6,899	8,094	1,195	17%	\$19.45
Registered Nurses	6,256	7,499	1,243	20%	\$37.59
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Stock Clerks and Order Fillers	5,117	5,655	537	10%	\$11.54
General and Operations Managers	5,025	5,681	655	13%	\$41.77
Waiters and Waitresses	4,389	5,124	736	17%	\$9.83
Customer Service Representatives	4,171	5,530	1,359	33%	\$16.10
Elementary School Teachers, Except Special Education	3,754	4,442	688	18%	\$34.30
Landscaping and Grounds keeping Workers	3,679	4,204	526	14%	\$12.60
Personal Care Aides	3,207	6,322	3,115	97%	\$9.60
Nursing Assistants	3,126	3,765	639	20%	\$11.62
Medical Assistants	2,774	3,321	547	20%	\$13.89
Construction Laborers	2,691	3,235	543	20%	\$14.39
Home Health Aides	1,398	2,452	1,054	75%	\$10.84

Source: EMSI as of December 2015

**Table 4** provides a look at the top 20 fastest growing occupations based on projected annual job openings for workers by occupation group with information on current and projected jobs, job change, and median hourly earnings. Job openings refer to new jobs due to growth plus replacement jobs due to worker turnover. Between 2015 and 2025, the occupations with the highest number of projected annual job openings for workers occurs in Personal Care Aides, Retail Salespersons, Food Preparation and Serving Workers, Customer Service Representatives, and Registered Nurses.

Fresno County Business Growth/Decline:

**Figure 9: Fresno County Business Growth/Decline**



Source: Fresno Regional Workforce Investment Board, *The 2012 Fresno County Employment Study*

In 2012, Fresno Regional Workforce Investment Board (WIB) surveyed 1,211 businesses across seven sectors and two occupational groups. The study indicates that Fresno is beginning to realize some improvement across our employment landscape. Employers surveyed forecasted adding 10,206 new jobs in 2013 and 18,953 new jobs through 2015. This is an improvement in economic and business confidence compared to the 2010 study.

The net birth/death rate of businesses in Fresno County was a key objective in examining the economy. As **Figure 9** reveals, all of the industry clusters increased their total number of businesses from 2007 to 2011, except for Manufacturing and Automotive, which saw decreases over the same time period. The Manufacturing industry saw the largest drop in the number of businesses from 2007 to 2011 (-242 businesses), as well as the largest decline in the proportion of businesses (-15.2 percent) in Fresno County. Construction-Trades saw the largest increase in the number of businesses (542) and Logistics-Distribution saw the largest increase in the proportion of businesses (20.2 percent) in Fresno.

Obstacles to Business Growth:

For the 2012 Fresno Regional WIB survey, more businesses identified barriers compared to the last employment study, showing there are significant opportunities to further improve the business climate. The most pressing issues businesses reported are: the cost of doing business,

market conditions, labor availability, regulatory constraints, competition, and access to capital. **Table 5** provides a summary of the obstacles. Findings in section 2. Labor Availability and Cost suggests it may be beneficial to further strengthen relationships with the business community to better meet employer needs and increase student job readiness.

**Table 5: Obstacles to Business Growth - Fresno County**

<b>Obstacles to Business Growth</b>		
<b>1. Market Conditions</b>	<b>408</b>	<b>24%</b>
<ul style="list-style-type: none"> <li>• Overall bad economy creating heightened sense of concern among consumers</li> <li>• Demand, and therefore sales, have slowed</li> <li>• Customers do not have disposable income for non-necessities</li> <li>• Customers are being denied financing</li> <li>• Payment cycle shortening while clients' revenue takes longer to collect</li> <li>• Impending water issues</li> </ul>		
<b>2. Labor Availability and Cost</b>	<b>300</b>	<b>18%</b>
<ul style="list-style-type: none"> <li>• Lack of qualified workers for technical and high-skill positions</li> <li>• High turnover</li> <li>• Cost of labor – taxes, liability insurance, workers compensation insurance, health insurance, etc.</li> <li>• Uncertainty about impact of healthcare reform on costs of benefits</li> <li>• Employee drug use</li> <li>• Job seekers/employees are unwilling to accept entry-level jobs</li> <li>• Job seekers lack personal responsibility and accountability</li> <li>• Job seekers' poor skills and lack of training</li> <li>• Job seekers' basic comprehension – cannot read or follow instructions</li> </ul>		
<b>3. Cost of Doing Business</b>	<b>274</b>	<b>16%</b>
<ul style="list-style-type: none"> <li>• Shrinking profit margins due to growing costs</li> <li>• Cost of compliance forces focus away from sustainability and growth</li> <li>• Highly litigious job seekers and employees drives up insurance costs</li> <li>• High state and federal taxes, cost of employees, worker compensation, payroll taxes, healthcare</li> <li>• High cost of materials, utilities and labor</li> <li>• No capital to buy new equipment or automate</li> </ul>		
<b>4. Regulatory Constraints/State and Federal Regulations</b>	<b>181</b>	<b>11%</b>

Obstacles to Business Growth		
<ul style="list-style-type: none"> <li>• The regulatory and permitting process impede business operations and growth</li> <li>• Regulations continuing to change with no efficient way to stay informed or be proactive</li> <li>• Standards are high with excessive fees; limited technical assistance provided</li> <li>• Permitting process is difficult to maneuver and not business-friendly</li> <li>• Rigid certification requirements</li> <li>• Air standards extremely difficult to meet</li> <li>• New emissions standards</li> <li>• Licensing</li> <li>• New oversight boards and large fees</li> </ul>		
5. Competition	164	9.6%
<ul style="list-style-type: none"> <li>• Undercutting of bids</li> <li>• Competition with low-cost businesses that skirt regulatory issues to cut costs</li> <li>• Overseas competition</li> <li>• Competitors in neighboring states can operate for less and charge less</li> </ul>		
6. Access to Capital	116	6.8%
<ul style="list-style-type: none"> <li>• Resistance to lending</li> <li>• Cannot accurately forecast sales to support loans</li> </ul>		

Source: Fresno Regional Workforce Investment Board, *The 2012 Fresno County Employment Study*

### C. External Initiatives

#### California Community Colleges Chancellor's Office (CCCCO) State-Wide Initiative:

FCC is participating in three state funded technology initiatives that will influence the direction of future planning. The initiatives play a significant role in the institution's efforts to achieve its mission and vision, increase student success, close equity gaps, and assist students in achieving their educational goals.

- Educational Planning Initiative (EPI) allows FCC to participate in the development of “a student services portal that will customize and sequence matriculation information and activities to lead students toward successful completion of their goals, and an Education Planning and Degree Audit System to provide transcript, articulation, and curriculum inventory elements to colleges and help college counselors reach more students.” The initiative includes an early alert system that will facilitate the collaboration between faculty and counselors as they reach out to students to provide early intervention in an effort to increase student success. In addition, FCC is participating in the use of the Student Services Portal. The portal allows targeted student communication and information during matriculation, collection of information and access to state-provided resources for important events (orientation, career search) in one place, and allows customization to meet institutional needs (<http://cccedplan.org/>).
- Common Assessment Initiative (CAI) in collaboration with faculty and classified professionals “is developing a new assessment for ESL, math and English. With a consistent tool used statewide, students can take their assessment results with them when they transfer to

another college. By using a common assessment, it will be easier for staff to provide placement guidance. Using centralized technology, administration will be streamlined as well.” (<http://cccassess.org/>)

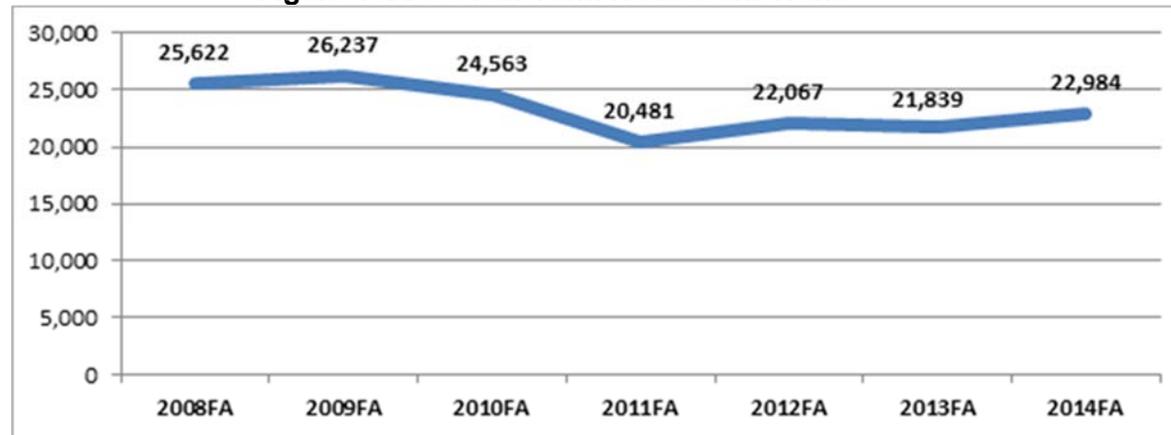
- The Multiple Measures Assessment Project (MMAP) is a component of the CAI and includes twelve pilot colleges. MMAP is a “collaborative effort led by the RP Group and Educational Results Partnerships’ Cal-PASS Plus system, with support from the CCCCO”. The project has three main objectives: development of a data warehouse, creation of a comprehensive analytical model, and development of user tools for assessment and placement using multiple measures. (<http://rpgroup.org/projects/multiple-measures-assessment-project>)
- Online Education Initiative (OEI) “represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.” FCC is participating in the Full Launch group that includes shared resources, Canvas (course management system), Course Exchange, OEI Consortium, and Student Portal. (<http://ccconlineed.org/>)

#### Complete College America:

Complete College America (CCA) is a national non-profit organization. The website states the organization has “a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.” The organization has an Alliance of States that are committed to three actions: setting completion goals, collecting and reporting common measures of progress, and developing actions plans and moving key policy levers. Although the state of California is not currently a member of the Alliance of States, FCC is participating through the Central Valley (CA) Higher Education Consortium. CCA helps community colleges put into place five “game changers”: performance funding, co-requisite remediation, full-time is fifteen, structured schedules, and guided pathways to success (GPS). (<http://completecollege.org/the-alliance-of-states/>)

## D. Enrollment And Student Demographics

**Figure 10: FCC Fall Term Headcount Trend**



Data in **Figure 10** indicate that FCC has consistently enrolled over 20,000 students every fall. Peak enrollment was reached in fall 2009 when FCC enrolled over 26,000 students. Due to the budget reductions in California higher education during the economic downfall, FCC began cutting course offerings in fall 2011; therefore, the student headcount declined by nearly 6,000 students. The trend started reversing in fall 2012 and is expected to continue as California higher education sectors remain in a growth mode with sufficient resources to allow the restoring of course offerings.

**Table 6: FCC Student Enrollment Trends by Age**

Age	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
Total Headcount	25,622	26,237	24,563	20,481	22,067	21,839	22,984
19 or younger	25%	27%	26%	25%	25%	26%	25%
20-24	33%	32%	35%	38%	38%	39%	36%
25-29	15%	15%	14%	14%	15%	15%	15%
30-34	8%	8%	8%	8%	8%	8%	8%
35-39	6%	6%	5%	4%	5%	4%	5%
40-49	8%	8%	7%	6%	6%	5%	7%
50 or older	5%	5%	4%	4%	3%	4%	4%
Unknown	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>	<b>100%</b>						

**Table 6** shows that overall, 60% of the FCC student population was below age 24. Students between ages 20-24 increased by 3% in recent years. Enrollment of older students (35 and older) decreased slightly.

**Table 7: FCC Student Enrollment Trends by Gender**

Gender	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
Total Headcount	25,622	26,237	24,563	20,481	22,067	21,839	22,984
Female	51%	51%	51%	53%	52%	53%	51%
Male	47%	49%	48%	46%	47%	46%	48%
Unknown	1%	0%	1%	1%	1%	1%	1%
<b>Total</b>	<b>100%</b>						

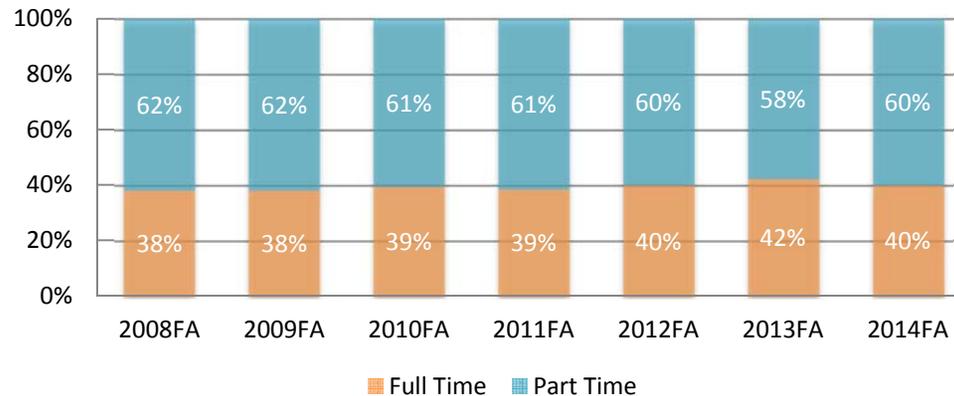
FCC enrolls more females than males (51% vs. 48% in fall 2014). This trend has been consistent in the past seven years (see **Table 7**).

**Table 8: FCC Student Enrollment Trends by Ethnicity**

Gender	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
Total Headcount	25,622	26,237	24,563	20,481	22,067	21,839	22,984
African-American/non-Hispanic	8%	8%	8%	8%	8%	8%	7%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	1%
Asian/Pacific Islander	15%	16%	17%	18%	17%	16%	15%
Hispanic	38%	39%	42%	45%	47%	50%	51%
White/non-Hispanic	26%	26%	25%	24%	24%	23%	23%
Unknown	12%	11%	6%	4%	3%	2%	2%
<b>Total</b>	<b>100%</b>						

Hispanic student enrollment has been growing in the past seven years. White student enrollment decreased by 3% (see **Table 8**)

**Figure 11: FCC Student Enrollment Trends by Load, 2008 Fall to 2014 Fall**



*Note: Full-time students: enroll in 12 or more units. Part-time students: enroll in less than 12 units*

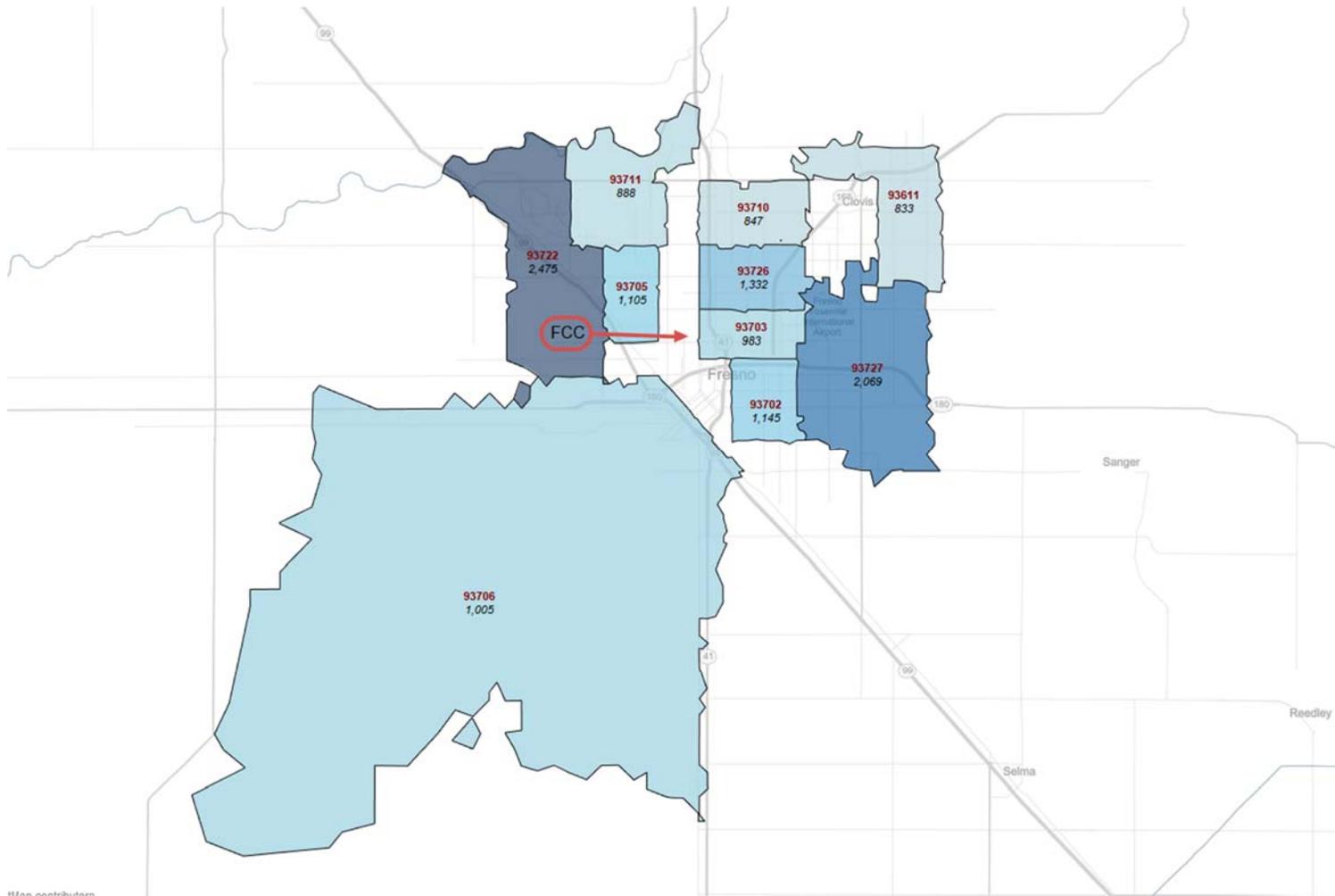
**Figure 11** shows that part-time students have typically constituted over 60% of the FCC student population, with a low of 58% in 2013 fall. Full-time student enrollment has been increasing with a high of 42% in fall 2013.

**Table 9: FCC Student Enrollment Trends by Top 10 Zip Codes**

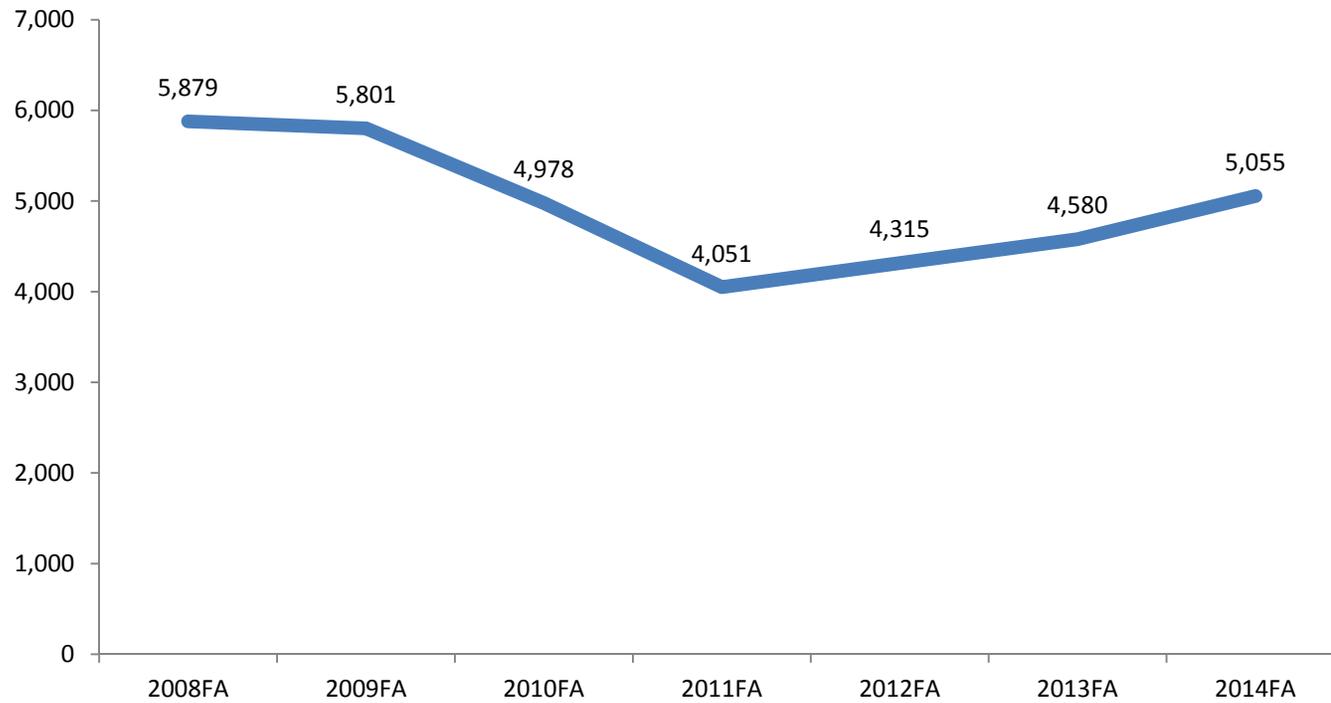
Top 10 Zip Codes	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
Total Headcount	25,622	26,237	24,563	20,481	22,067	21,839	22,984
93722 (NW/New Fig)	10%	11%	11%	11%	11%	11%	11%
93727 (Sunnyside)	9%	9%	9%	9%	9%	9%	9%
93726 (NE/S of Shaw)	6%	6%	6%	7%	6%	6%	6%
93702 (SE)	5%	5%	5%	5%	5%	5%	5%
93705 (NW/S of Shaw)	5%	5%	5%	5%	5%	5%	5%
93706 (SW/Edison)	4%	4%	4%	4%	5%	5%	4%
93703 (SE/McKinley)	4%	4%	4%	5%	4%	4%	4%
93711 (NW/Van Ness ext/Bluffs)	4%	4%	4%	4%	4%	4%	4%
93710 (NW/Hoover)	4%	4%	4%	4%	4%	4%	4%
93611 (Clovis)	4%	4%	4%	4%	4%	4%	4%
<b>Total Top 10 Zip Codes</b>	55%	56%	58%	59%	58%	57%	55%
Other Zip Codes	45%	44%	42%	41%	42%	43%	45%
Total	100%	100%	100%	100%	100%	100%	100%

Data in **Table 9** demonstrates enrollment trends for the top 10 zip codes. Over 10% of FCC students came from the Fresno northwest zip code 93722 (NW/New Fig) and another 9% of the students came from the Sunnyside area zip code 93727 (see fall 2014 data in **Figure 12**).

Figure 12: Fall 2014 Unduplicated Enrollment by Zip Code



**Figure 13: FCC New Student Enrollment Trends 2008 Fall to 2014 Fall**



Every fall, FCC enrolls about 4,000 to 5,000 first-time students. There were nearly 6,000 new students in fall 2008 and fall 2009. The number of new students began to decrease in fall 2010, possibly due to the reduction in course offerings following the economic downturn. In fall 2011 there were only 4,051 new students (see **Figure 13**). With the economy stabilizing, the institution has been able to increase course offerings, and it is expected that FCC enrollment will continue on an upward trend. FCC will need to focus on adult populations because, as demonstrated previously in Figure 7, high school graduates are expected to remain relatively flat.

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

Feeder High Schools	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
Total New Students	5,879	5,801	4,978	4,051	4,315	4,580	5,055
Central High East/West	413	381	311	262	285	310	319
Sunnyside High	284	356	279	279	216	216	283
Bullard High	279	265	242	178	217	217	212
Edison High	261	205	184	177	211	279	288
Fresno High	291	297	221	181	190	216	195
Roosevelt High	291	312	224	176	161	191	204
McLane High	249	244	256	166	188	210	190
Hoover High	244	210	196	160	146	141	145
Clovis East High	179	211	179	142	135	143	105
Clovis High	145	160	157	117	133	133	116
Total Top 10 Feeder High	2,636	2,641	2,249	1,838	1,882	2,056	2,057
Total Top 10 Feeder High%	45%	46%	45%	45%	44%	45%	41%

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

**Table 11: FCC Students Concurrently Enrolled at Other Sites**

Term	FCC	Concurrently Enrolled							
		Clovis Community College		Madera Center		Oakhurst Center		Reedley College	
		#	%	#	%	#	%	#	%
2008FA	25,622	1,320	5.2%	389	1.5%	72	0.3%	575	2.2%
2009FA	26,237	1,322	5.0%	431	1.6%	98	0.4%	525	2.0%
2010FA	24,563	1,308	5.3%	419	1.7%	68	0.3%	566	2.3%
2011FA	20,481	1,298	6.3%	405	2.0%	86	0.4%	546	2.7%
2012FA	22,067	1,183	5.4%	406	1.8%	95	0.4%	432	2.0%
2013FA	21,839	1,344	6.2%	436	2.0%	142	0.7%	507	2.3%
2014FA	22,984	1,380	6.0%	464	2.0%	140	0.6%	672	2.9%

There has been a slight increase of FCC students concurrently enrolled at another college or center within the district. Of those students, more than half concurrently enrolled at Clovis Community College (see **Table 11** ).

**Table 12: FCC Students Concurrently Enrolled at Other Sites - Top 10 Courses  
2008 Fall to 2014 Fall Combined Enrollments**

Clovis Community College		Madera Center		Oakhurst Center		Reedley College	
<b>MATH-103</b>	833	<b>BIOL-31</b>	288	<b>ECON-1A</b>	176	<b>MATH-103</b>	254
<b>POLSCI-2</b>	804	<b>BIOL-20</b>	195	<b>ECON-1B</b>	71	<b>ENGL-1A</b>	242
<b>ENGL-1A</b>	528	<b>POLSCI-2</b>	171	<b>ENGL-1A</b>	59	<b>INTDS-300</b>	224
<b>PSY-2</b>	424	<b>ENGL-1A</b>	163	<b>PSY-2</b>	46	<b>ENGL-3</b>	202
<b>HIST-12</b>	419	<b>PSY-2</b>	160	<b>IS-12</b>	42	<b>ENGL-125</b>	195
<b>MATH-11</b>	406	<b>OT-10</b>	154	<b>IS-15</b>	40	<b>HIST-11</b>	159
<b>ART-2</b>	379	<b>CHEM-3A</b>	144	<b>CHDEV-38</b>	36	<b>ART-2</b>	141
<b>HIST-11</b>	354	<b>INTDS-301</b>	130	<b>HLTH-1</b>	31	<b>PSY-2</b>	133
<b>IS-15</b>	319	<b>INTDS-300</b>	129	<b>POLSCI-2</b>	29	<b>MATH-11</b>	127
<b>HLTH-1</b>	316	<b>HIST-11</b>	128	<b>PE-7</b>	21	<b>FN-35</b>	117

Data on courses of concurrently enrolled students is summarized in **Table 12**. It shows that FCC students who were concurrently enrolled at other sites primarily were taking general education classes, including English, math, psychology, political science, biology, and chemistry, etc.

## E. Enrollment Management

**Table 13: FCC Enrollment/FTES/WSCH**

Academic Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Course Enrollment</b>	162,778	153,489	143,594	125,333	130,521	133,321	127,077
<b>FTES</b>	17032.5	17043.6	16177.8	14743.5	15522.1	15147.9	15024.2
<b>FTEF</b>	1068.3	997.1	991.2	960.5	990.1	990.6	1043.7
<b>WSCH/FTEF</b>	478.3	512.8	489.6	460.5	470.3	458.8	431.9
<b>Course Sections</b>	4,606	4,264	4,177	3,957	4,098	4,097	4,289

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

Each fall and spring, FCC's duplicated course enrollment was over 120,000. The peak was during the 2009-10 academic year when FCC had over 160,000 course enrollments and generated over 17,000 FTES (full-time equivalent students). Fifteen hours of LHE (lecture hour equivalency) represent a FTEF (full-time equivalent faculty) at FCC. Each year, FCC employed nearly 1,000 FTEF. The class sections were reduced in 2009-10 through 2011-12; however, FTEF did not reduce at the same pace. Hence, the efficiency (WSCH/FTEF) declined and, with the exception of 2012-13, has not increased as course sections have begun restoring to previous levels (see **Table 13**).

**Table 14: FCC Vocational Course Offerings**

Academic Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Vocational</b>	1,102	1,151	1,120	1,112	1,120	1,065	1,038
<b>Non-Vocational</b>	3,504	3,113	3,057	2,845	2,978	3,032	3,251
<b>Total</b>	<b>4,606</b>	<b>4,264</b>	<b>4,177</b>	<b>3,957</b>	<b>4,098</b>	<b>4,097</b>	<b>4,289</b>
<b>% of Vocational Course Sections</b>	<b>24%</b>	<b>27%</b>	<b>27%</b>	<b>28%</b>	<b>27%</b>	<b>26%</b>	<b>24%</b>

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

FCC offers a variety of vocational classes to students (see **Table 14**). There was an increase in the percent of vocational courses from 2009-10 through 2012-13. In 2014-15, about 24% of FCC class sections were vocational.

**Table 15: FCC Transfer Course Offerings**

Academic Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Both UC &amp; CSU</b>	2,171	2,068	2,023	1,900	1,998	2,036	2,235
<b>CSU only</b>	1,505	1,352	1,382	1,290	1,328	1,288	1,277
<b>Not-Transferable</b>	930	844	772	767	772	773	777
<b>Total</b>	<b>4,606</b>	<b>4,264</b>	<b>4,177</b>	<b>3,957</b>	<b>4,098</b>	<b>4,097</b>	<b>4,289</b>
<b>% of Transferable Course Sections</b>	<b>80%</b>	<b>80%</b>	<b>82%</b>	<b>81%</b>	<b>81%</b>	<b>81%</b>	<b>82%</b>

Typically, over 80% of FCC course sections are transferable to UC or CSU. Less than 20% are non-transfer level classes (see **Table 15**).

**Table 16: FCC Basic Skills Course Offerings**

Academic Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Basic Skills</b>	285	261	264	264	261	255	265
<b>Non-Basic Skills</b>	4,321	4,003	3,913	3,693	3,837	3,842	4,024
<b>Total</b>	<b>4,606</b>	<b>4,264</b>	<b>4,177</b>	<b>3,957</b>	<b>4,098</b>	<b>4,097</b>	<b>4,289</b>
<b>% of Basic Skills Sections</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>

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

Each academic year, FCC offers over 250 sections of basic skills English, EMLS, and math (see **Table 16**). These are 200 level classes and cannot be applied to Associate degrees. Classes that can be applied to Associate degrees are defined as non-basic skills at FCC.

**Table 17: FCC CSU GE Course Section Offerings**

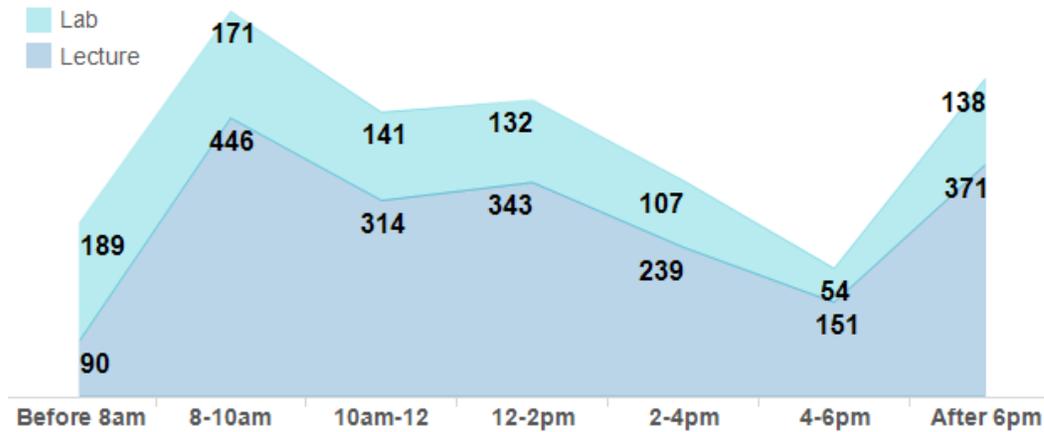
Academic Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>A.1 - Oral Communication</b>	149	144	125	127	131	137	162
<b>A.2 - Written Communication</b>	94	91	90	95	100	123	127
<b>A.3 - Critical Thinking</b>	74	67	68	72	75	74	83
<b>B.1 - Physical Science</b>	17	18	19	19	28	49	28
<b>B.1 - Physical Science lab</b>	91	90	88	84	86	63	87
<b>B.2 - Life Science</b>	0	0	0	1	5	83	12
<b>B.2 - Life Science lab</b>	166	160	147	146	146	75	177
<b>B.3 - Laboratory Activity</b>	5	4	5	5	6	7	7
<b>B.4 - Mathematics /Quantitative Reasoning</b>	107	104	103	99	109	114	121
<b>C.1 - Arts</b>	282	254	236	175	199	171	199
<b>C.2 - Humanities</b>	181	196	197	176	188	191	203
<b>D.0 - Sociology and Criminology</b>	51	48	49	49	48	46	50
<b>D.1 - Anthropology and Archaeology</b>	10	12	16	15	20	19	18
<b>D.2 - Economics</b>	35	27	33	31	30	27	25
<b>D.3 - Ethnic Studies</b>	49	43	46	43	40	45	44
<b>D.4 - Gender Studies</b>	15	17	16	17	16	15	15
<b>D.5 - Geography</b>	22	23	24	23	24	21	20
<b>D.6 - History</b>	47	40	40	41	42	57	66
<b>D.7 - Interdisciplinary Social or Behavioral Science</b>	4	4	4	7	10	14	18
<b>D.8 - Political Science, Government &amp; Legal Institutions</b>	43	45	44	40	43	43	38
<b>D.9 – Psychology*</b>	22	0	0	0	0	0	0
<b>E - Lifelong Learning and Self-Development</b>	85	125	109	107	105	109	128
<b>Total GE Sections</b>	<b>1,549</b>	<b>1,512</b>	<b>1,459</b>	<b>1,372</b>	<b>1,451</b>	<b>1,483</b>	<b>1,628</b>

*Note: Refer to pages 39-41 of FCC 2012-14 Catalog for classes included in each CSU GE area.*

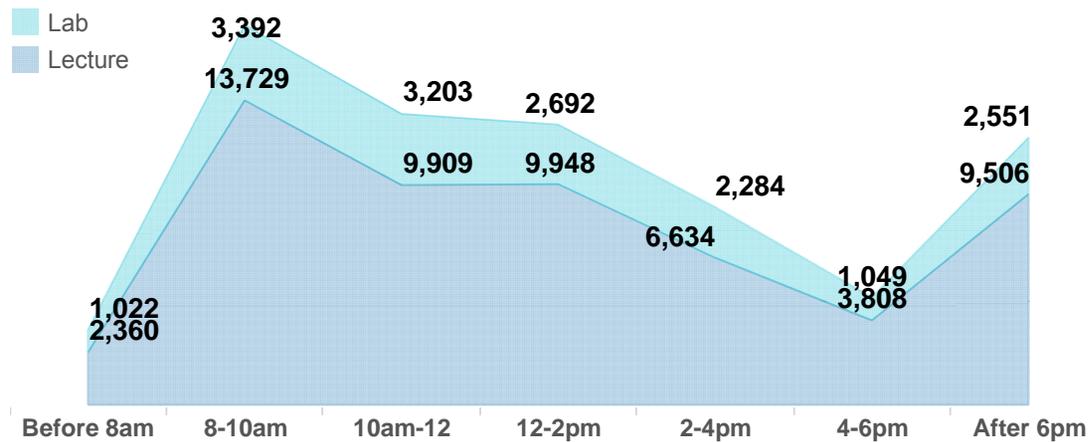
FCC offers a variety of classes in the CSU GE areas (see **Table 17**). Arts is the biggest cluster, followed by Humanities, Life Science labs, Oral Communication, and Mathematics/Quantitative Reasoning.

**Figure 14 to 17** depict how courses at FCC are scheduled and course enrollments around the scheduled times. Data show that courses are scheduled for peak times in the morning and early afternoon. Excluding online classes, over half of the FCC class sections are taught between 8a.m. to 2p.m. Over 20% of FCC classes are scheduled from 8a.m. to 10a.m. About 18% of the class sections are scheduled in the evening to accommodate working adults and other students for whom morning attendance is not possible. Student enrollment data show a similar trend.

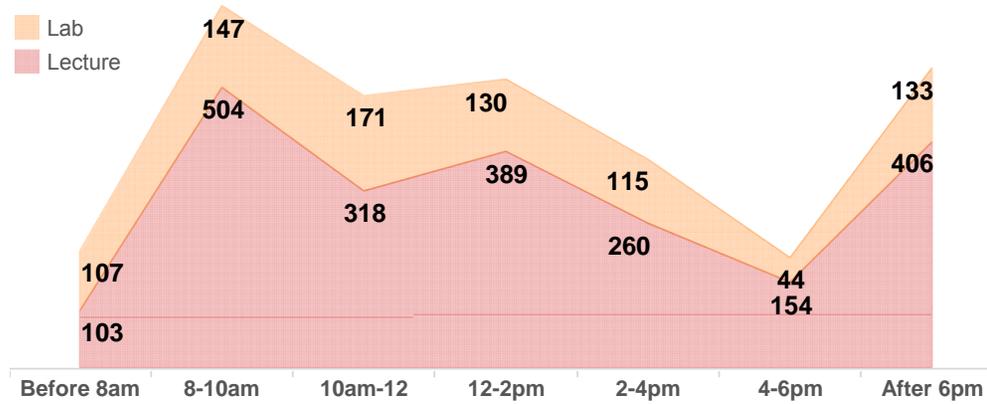
**Figure 14: 2014 Fall Distribution of Class Starting Time**



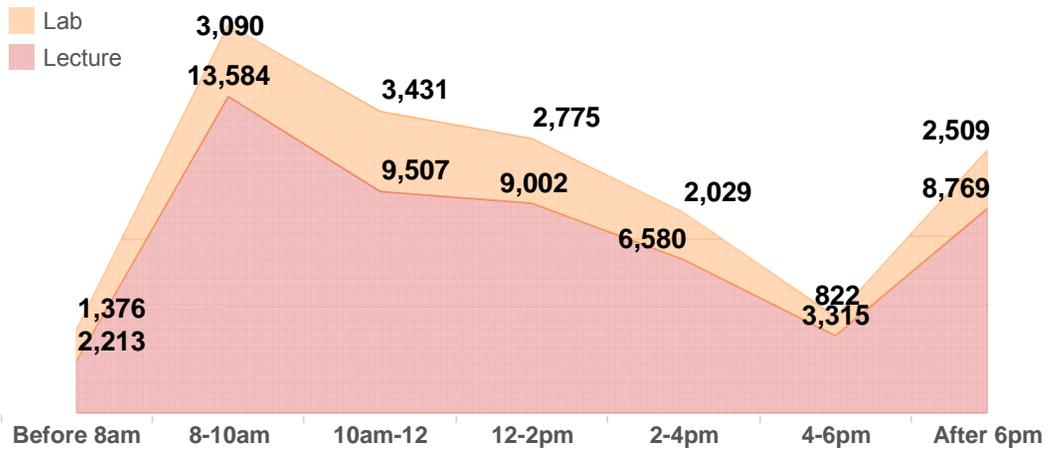
**Figure 15: 2014 Fall Course Enrollment**



**Figure 16: 2015 Spring Distribution of Class Starting Time**



**Figure 17: 2015 Spring Course Enrollment**



## F. Student Success, Degrees, Certificates And Transfers

As can be seen in **Table 18**, student GPA has been increasing at the college over the past several years. Similarly, all groups' success rates have risen (see

**Table 19**). However, there continues to be large success gaps among the various ethnic groups. White students' success rates (typically 75-77%) and their GPA (roughly 2.7) are much greater than other groups'. The institution needs to pay particular attention to efforts that support the success of African American students (58-59% success, 2.0 GPA).

**Table 18: GPA by Ethnicity**

Ethnicity	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
African-American/non-Hispanic	1.90	1.93	2.00	1.99	2.00	2.07	1.93	1.97	1.98	2.03	1.94	2.07
American Indian/Alaskan Native	2.25	2.20	2.47	2.33	2.36	2.31	2.33	2.29	2.25	2.25	2.47	2.39
Asian/Pacific Islander	2.34	2.35	2.40	2.45	2.48	2.48	2.36	2.38	2.39	2.45	2.50	2.57
Hispanic	2.10	2.14	2.24	2.22	2.24	2.21	2.17	2.19	2.21	2.27	2.27	2.25
White/non-Hispanic	2.62	2.66	2.76	2.72	2.70	2.64	2.68	2.66	2.72	2.68	2.69	2.69
Unknown	2.36	2.51	2.53	2.55	2.48	2.38	2.43	2.52	2.50	2.66	2.61	2.60
<b>Total</b>	<b>2.28</b>	<b>2.31</b>	<b>2.39</b>	<b>2.36</b>	<b>2.37</b>	<b>2.34</b>	<b>2.33</b>	<b>2.34</b>	<b>2.36</b>	<b>2.39</b>	<b>2.39</b>	<b>2.39</b>

**Table 19: Success Rate by Ethnicity**

Ethnicity	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
African-American/non-Hispanic	53%	55%	58%	57%	57%	60%	55%	55%	56%	58%	54%	60%
American Indian/Alaskan Native	60%	60%	66%	64%	65%	65%	64%	61%	65%	62%	67%	67%
Asian/Pacific Islander	68%	68%	71%	72%	72%	72%	69%	69%	71%	72%	72%	74%
Hispanic	61%	63%	65%	65%	65%	65%	63%	63%	65%	66%	66%	67%
White/non-Hispanic	74%	74%	77%	75%	75%	76%	75%	74%	75%	76%	75%	79%
Race/ethnicity unknown	70%	72%	72%	72%	75%	88%	70%	74%	73%	76%	76%	93%
<b>Total</b>	<b>65%</b>	<b>66%</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>69%</b>	<b>67%</b>	<b>67%</b>	<b>68%</b>	<b>69%</b>	<b>68%</b>	<b>71%</b>

Retention, on the other hand, is fairly even across ethnicities and has increased over the past several years. The data suggests that the college should further exam factors that may influence African Americans student's retention rates (see **Table 20**).

**Table 20: Retention Rate by Ethnicity**

Ethnicity	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
African-American/non-Hispanic	83%	86%	87%	87%	87%	87%	84%	86%	86%	87%	85%	86%
American Indian/Alaskan Native	85%	86%	86%	88%	88%	88%	87%	86%	89%	87%	89%	88%
Asian/Pacific Islander	90%	90%	91%	91%	92%	92%	90%	90%	91%	92%	92%	92%
Hispanic	88%	89%	90%	90%	91%	90%	89%	89%	90%	90%	91%	90%
White/non-Hispanic	90%	90%	91%	91%	91%	92%	90%	91%	90%	92%	91%	92%
Unknown	90%	89%	90%	90%	93%	97%	90%	91%	91%	92%	91%	97%
<b>Total</b>	<b>89%</b>	<b>89%</b>	<b>90%</b>	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>89%</b>	<b>90%</b>	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>

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

**Table 21: GPA by Age**

Age	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
19 or Less	1.99	2.05	2.12	2.13	2.13	2.10	2.04	2.07	2.04	2.09	2.12	2.09
20-24	2.24	2.25	2.33	2.28	2.30	2.26	2.26	2.26	2.29	2.32	2.32	2.25
25-29	2.55	2.56	2.70	2.67	2.64	2.63	2.60	2.57	2.63	2.66	2.61	2.62
30-34	2.73	2.71	2.75	2.82	2.82	2.82	2.70	2.67	2.74	2.79	2.80	2.80
35-39	2.77	2.72	2.84	2.73	2.77	2.79	2.71	2.71	2.75	2.72	2.75	2.83
40-49	2.73	2.78	2.77	2.77	2.76	2.72	2.72	2.77	2.76	2.78	2.71	2.73
50+	2.83	2.92	2.89	2.86	2.80	2.91	2.81	2.83	2.90	2.79	2.77	2.87
Unknown	N/A	4.00	3.10	4.00	2.82	3.00	3.73	3.40	3.50	2.64	0.00	0.25
<b>Total</b>	<b>2.28</b>	<b>2.31</b>	<b>2.39</b>	<b>2.36</b>	<b>2.37</b>	<b>2.34</b>	<b>2.33</b>	<b>2.34</b>	<b>2.36</b>	<b>2.39</b>	<b>2.39</b>	<b>2.39</b>

**Table 22: Success Rate by Age**

Age	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
19 or Less	59%	60%	62%	63%	63%	61%	60%	60%	61%	62%	63%	61%
20-24	63%	64%	68%	66%	66%	66%	65%	65%	66%	68%	66%	65%
25-29	71%	72%	76%	75%	74%	74%	73%	72%	75%	75%	74%	75%
30-34	76%	75%	76%	77%	78%	79%	75%	74%	76%	77%	77%	81%
35-39	78%	76%	76%	77%	78%	83%	75%	75%	77%	77%	77%	84%
40-49	77%	78%	77%	76%	77%	84%	74%	77%	74%	78%	74%	85%
50+	76%	76%	75%	73%	75%	82%	74%	74%	74%	75%	73%	85%
Unknown	100%	88%	78%	100%	100%	100%	100%	89%	100%	82%	0%	83%
<b>Total</b>	<b>65%</b>	<b>66%</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>69%</b>	<b>69%</b>	<b>67%</b>	<b>68%</b>	<b>69%</b>	<b>68%</b>	<b>71%</b>

**Table 23: GPA by Gender**

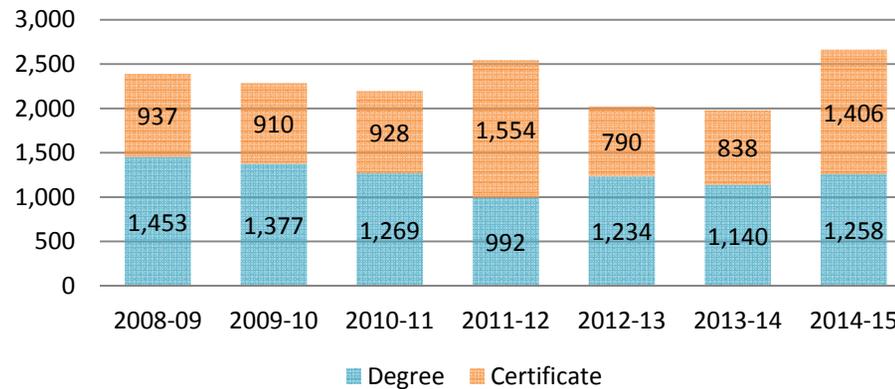
Gender	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
Female	2.34	2.38	2.45	2.43	2.43	2.40	2.38	2.41	2.40	2.47	2.43	2.45
Male	2.21	2.23	2.31	2.29	2.29	2.27	2.28	2.26	2.30	2.30	2.33	2.31
Unknown	N/A	2.39	2.60	2.32	2.39	2.48	N/A	2.26	2.35	2.33	2.37	2.39
<b>Total</b>	<b>2.28</b>	<b>2.31</b>	<b>2.39</b>	<b>2.36</b>	<b>2.37</b>	<b>2.34</b>	<b>2.33</b>	<b>2.34</b>	<b>2.36</b>	<b>2.39</b>	<b>2.39</b>	<b>2.39</b>

**Table 24: Success Rate by Gender**

Gender	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
Female	66%	68%	70%	70%	70%	69%	68%	69%	69%	71%	70%	70%
Male	65%	65%	67%	66%	66%	69%	66%	65%	66%	66%	66%	71%
Unknown	N/A	60%	70%	67%	68%	73%	N/A	59%	65%	69%	67%	72%
<b>Total</b>	<b>65%</b>	<b>66%</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>69%</b>	<b>67%</b>	<b>67%</b>	<b>68%</b>	<b>69%</b>	<b>68%</b>	<b>71%</b>

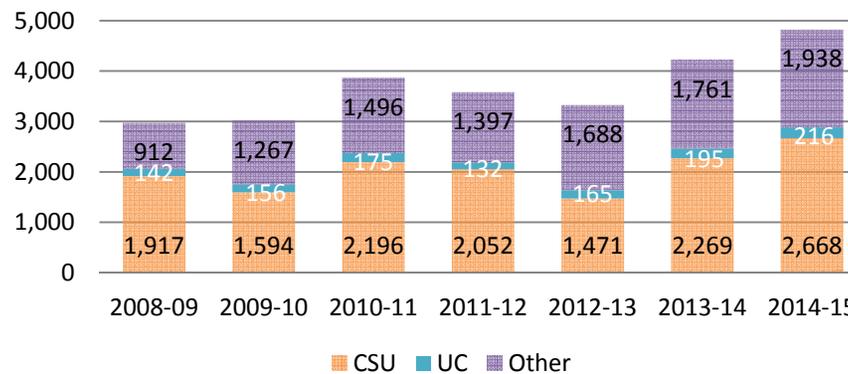
It should be noted that individual division data and individual department data vary widely in student success measures. Any initiative to close the success gaps needs to look closely at the division and department data (as well as this macro-level data) to inform decisions and create effective strategies.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

**Figure 18: FCC Degrees and Certificates**



Each year, FCC awards over 2,000 associate degrees and certificates (see **Figure 18**). Degree awards declined by nearly 300 in 2011-12 but certificate awards increased by 600. However, this trend reversed in 2012-13. It should be noted that the district automatically issued a significant number of certificates during 2011-12 for students who earned enough units and who qualified for certificates but did not apply for them. The attempt was to promote degree/certificate completion. However based on information from the Financial Aid Department, this effort may impact student's financial aid status; therefore, it is on hold pending further discussion.

**Figure 19: FCC UC and CSU Transfers**



Source: National Student Clearinghouse, as of August 2015

In general, about 3,000 to 4,000 FCC students transferred to four-year institutions each year. The number of transfers has been increasing in the recent three years (see **Figure 19**). Among all transfers, over 2,000 students transferred to the CSU system in 2010-11 and 2011-12. However, in 2012-13, only 1,471 students transferred to CSU. Due to budget reductions, CSU stopped admitting new students during their

spring semester. This could explain the declining transfers to the CSU system in 2012-13. Less than 200 students transferred to the UC system each year, with the exception of 2014-15.

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

Institutions	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
California State University - Fresno	1608	1340	1870	1789	1216	1889	2235
University of Phoenix	237	347	257	309	369	310	305
Fresno Pacific University	161	218	279	217	240	275	345
National University	83	114	104	148	218	207	194
DeVry University - Fremont	33	58	73	55	73	87	45
ITT Technical Institute	3	8	155	56	59	61	48
University of California - Davis	53	43	47	36	49	47	47
Ashford University	27	50	52	54	30	25	28
California State University - Sacramento	39	36	42	16	22	54	48
San Francisco State University	40	29	40	31	17	30	35
<b>Top 10 Subtotal</b>	<b>2,284</b>	<b>2,243</b>	<b>2,919</b>	<b>2,711</b>	<b>2,293</b>	<b>2,985</b>	<b>3,330</b>
<b>Others</b>	<b>687</b>	<b>774</b>	<b>948</b>	<b>870</b>	<b>1,031</b>	<b>1,240</b>	<b>1,492</b>
<b>Total</b>	<b>2,971</b>	<b>3,017</b>	<b>3,867</b>	<b>3,581</b>	<b>3,324</b>	<b>4,225</b>	<b>4,822</b>

Source: National Student Clearinghouse, as of August 2015.

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

## G. Basic Skills Education

**Table 26: FCC Basic Skills Class Enrollment**

		2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
<b>Course Sections</b>	English	44	47	47	47	48	39	50
	EMLS	27	25	26	24	23	19	14
	Math	77	70	69	56	63	70	72
	<b>Total</b>	<b>148</b>	<b>142</b>	<b>142</b>	<b>127</b>	<b>134</b>	<b>128</b>	<b>136</b>
<b>Enrollment</b>	English	1,314	1,413	1,380	1,224	1,266	1,087	1,401
	EMLS	684	700	653	579	564	380	331
	Math	2,643	2,808	2,600	1,883	2,292	2,384	2,444
	<b>Total</b>	<b>4,641</b>	<b>4,921</b>	<b>4,633</b>	<b>3,686</b>	<b>4,122</b>	<b>3,851</b>	<b>4,176</b>

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

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

**Table 27: Success of Basic Skills Classes**

		2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
<b>Retention Rate</b>	<b>English</b>	90%	93%	90%	91%	92%	94%	93%
	<b>EMLS</b>	91%	94%	90%	95%	95%	93%	94%
	<b>Math</b>	89%	89%	91%	91%	89%	90%	90%
	<b>Total</b>	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>
	<b>FCC Overall</b>	<b>87%</b>	<b>89%</b>	<b>89%</b>	<b>90%</b>	<b>90%</b>	<b>91%</b>	<b>91%</b>
<b>Success Rate</b>	<b>English</b>	65%	68%	69%	70%	69%	65%	63%
	<b>EMLS</b>	67%	77%	66%	71%	79%	72%	73%
	<b>Math</b>	61%	64%	63%	61%	57%	61%	53%
	<b>Total</b>	<b>63%</b>	<b>67%</b>	<b>65%</b>	<b>65%</b>	<b>64%</b>	<b>63%</b>	<b>58%</b>
	<b>FCC Overall</b>	<b>64%</b>	<b>65%</b>	<b>66%</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>69%</b>

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

**Table 27** provides data regarding student success in basic skills classes. While FCC overall course retention rate and success rate have been improving in the past seven years, this is not the case with all basic skills classes. Retention rates in basic skills English increased by 3 percentage points and math increased by 1 percentage point. Retention rates in basic skills EMLS classes remained high in the past few years. Course success rates in basic skills English have fluctuated with a high of 70% in fall 2011. A fluctuating trend was also observed in basic skills math with a high of 64% in fall 2009. In comparison with FCC’s overall course success rate, EMLS had higher or comparable success rates. English had higher success rates until fall 2013 and 2014. Basic skills math consistently had lower success rates than FCC’s overall success rate.

**Table 28 - 31** provides Fresno City College Scorecard data regarding the persistence through the Basic Skills sequence of courses. The remedial education rates are the percentage of credit students who first enrolled in a course below transfer in English, mathematics, and/or EMLS and then completed a college-level course within 6 years in the same discipline. The data demonstrates the very low number of students that persist through the basic skills sequence of courses, which impacts students’ ability to successfully complete courses needed for degree completion or transfer. In addition, when disaggregated by ethnicity, the data demonstrates even lower persistence for some groups. The data suggests the need to consider additional or increase current strategies such as multiple measures of assessment, co-requisite models of instruction, and proactive support services integrated with instruction. In addition, the data suggest the need to examine enrollment management strategies that support students’ progress through the course sequence.

**Table 28: FCC Scorecard Data – Basic Skills Persistence**

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

**Table 29: FCC Scorecard Data – Basic Skills English**

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

**Table 30: FCC Scorecard Data – Basic Skills Math**

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

**Table 31: FCC Scorecard Data – Basic Skills EMLS**

Ethnicity	Basic Skills EMLS				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American/Black	27.3%	41.0%	31.1%	26.3%	52.5%
American Indian/Alaskan Native					
Asian	40.2%	36.3%	46.8%	33.6%	31.3%
Filipino	20.0%	55.6%	57.1%	55.6%	33.3%
Hispanic	25.5%	25.0%	25.8%	26.0%	32.3%

Ethnicity	Basic Skills EMLS				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Pacific Islander	50.0%	66.7%	100.0%	0.0%	100.0%
White	46.3%	44.1%	50.0%	23.1%	23.3%
All other races	60.0%	70.0%	33.3%	100.0%	40.0%

## H. Distance Education

**Table 32: FCC Distance Education**

Distance Education	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA	2014FA
<b>Enrollment</b>	2,438	2,476	2,226	1,848	2,358	2,580	2,670
<b>Course Sections</b>	92	94	84	78	89	92	96
<b>GPA</b>	2.33	2.30	2.34	2.39	2.44	2.29	2.27
<b>Retention Rate</b>	79%	81%	83%	85%	85%	86%	84%
<b>Success Rate</b>	59%	58%	61%	63%	64%	61%	60%
<b>Face to Face</b>							
<b>GPA</b>	2.29	2.28	2.31	2.39	2.36	2.37	2.34
<b>Retention Rate</b>	87%	89%	89%	90%	90%	91%	91%
<b>Success Rate</b>	64%	66%	67%	69%	68%	69%	69%

Distance education (DE) has been relatively small at FCC (less than 100 sections). It typically enrolled over 2,000 students. In comparison with face-to-face classes, DE had relatively lower retention and success rates (see **Table 32**). However, retention rates increased from fall 2008 by five percentage points. Success rates for DE classes fluctuated in the past seven years with a high in fall 2012 of 64%. GPA in DE classes is comparable to face-to-face classes.

## I. Financial Aid

**Table 33: FCC Financial Aid Award Amount by Type**

FCC Financial Aid Awards	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Fresno City College Total	\$44,250,325	\$58,007,093	\$54,064,055	\$50,645,634	\$54,269,687	\$56,451,378	\$66,139,416
Board of Governors (BOG) Fee Waiver	\$6,356,174	\$8,505,673	\$8,568,812	\$10,781,067	\$14,782,684	\$15,386,836	\$15,683,925
Grants	\$32,198,099	\$42,431,438	\$40,317,524	\$35,769,073	\$35,689,621	\$38,111,289	\$47,936,438
Loans	\$4,927,803	\$6,013,535	\$3,973,439	\$2,928,684	\$2,663,259	\$1,981,423	\$1,686,312
Scholarship	\$213,304	\$387,821	\$630,352	\$550,589	\$573,446	\$490,275	\$284,421
Work Study	\$554,945	\$668,626	\$573,928	\$616,221	\$560,677	\$481,555	\$548,320

Source: California Community College Chancellor's Office DataMart

**Table 34: FCC Financial Aid Recipient Count**

FCC Financial Aid Awards	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Fresno City College Total	20,892	21,444	21,387	20,469	21,789	22,931	23,562
Board of Governors (BOG) Fee Waiver	20,188	20,791	20,893	19,969	21,293	22,240	22,773
Grants	10,285	11,547	11,015	10,171	10,441	10,753	10,929
Loans	1,590	1,790	1,280	1,027	890	653	546
Scholarship	209	406	505	447	420	461	245
Work Study	230	309	244	250	229	208	252

Source: California Community College Chancellor's Office DataMart

Every year since 2009-2010, FCC has awarded over 50 million dollars of financial aid to students through fee waiver, grants, loans, scholarships, and work study programs (see **Table 33**). Among those, the amount of grant awards constitutes the largest portion of dollar amounts followed by Board of Governors (BOG) fee waivers. The amount of BOG fee waivers has more than doubled in the past seven years (from 6 million to 15 million). Grant awards have also increased by 15 million dollars. It is noted that the amount of loans has been declining in the past five years. The number of students who receive financial aid has also increased in the past seven years, especially in BOG waiver and grants awards (see **Table 34**).

It is important to note that substantial changes in regulations for the BOG fee waiver may have a significant impact for FCC students that struggle in successfully completing courses. Beginning fall 2016 students “would lose eligibility for the Board of Governors Fee Waiver if they are on probation for not maintaining a 2.0 GPA for two consecutive primary terms or not successfully completing half the units attempted in that period.” This may have a significant impact on enrollment and the institution will need to closely monitor the academic standing status to ensure students are not consistently on academic probation. FCC will need to implement proactive strategies to provide effective supports and assist students in averting academic probation status.

[http://www.californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2014/PRESS\\_RELEASE\\_BOGFeeWaiverRegs\\_011314\\_FINAL\(c\).pdf](http://www.californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2014/PRESS_RELEASE_BOGFeeWaiverRegs_011314_FINAL(c).pdf).

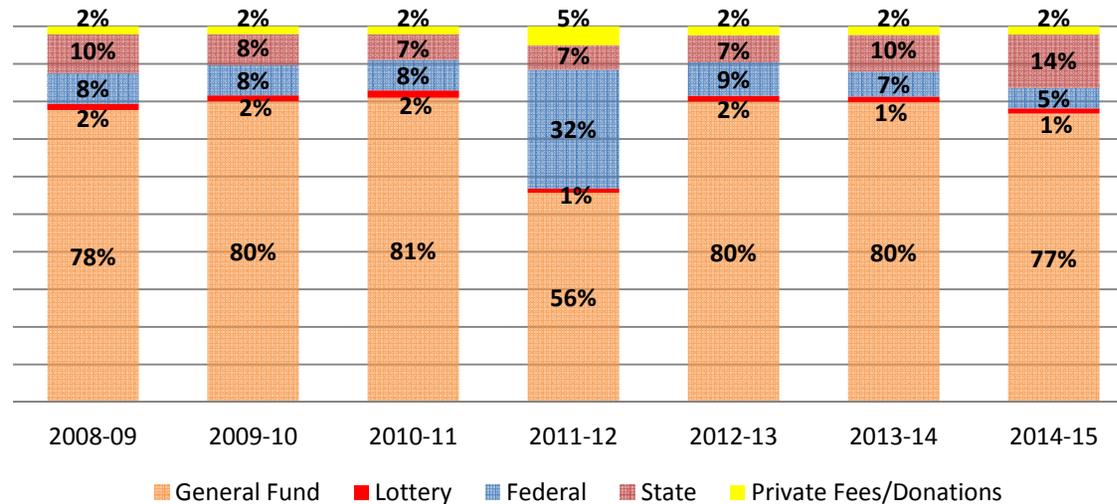
## J. Budget Resources

**Table 35: FCC Funding Resources**

Category	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Change
General Fund	77,017,386	78,951,882	79,578,749	69,348,837	69,967,475	76,010,224	77,932,188	1.2%
Lottery	1,642,529	1,541,147	1,935,025	1,395,137	1,332,315	1,410,903	1,389,280	-15.4%
Federal	8,083,235	7,940,446	7,920,261	7,481,608	7,870,869	6,326,607	5,468,829	-32.3%
State	10,225,935	8,147,277	6,773,351	7,001,562	6,927,534	9,334,746	14,465,496	41.5%
Private Fees/Donations	2,154,614	2,053,458	2,087,787	2,243,695	2,032,369	2,193,942	2,259,670	4.9%

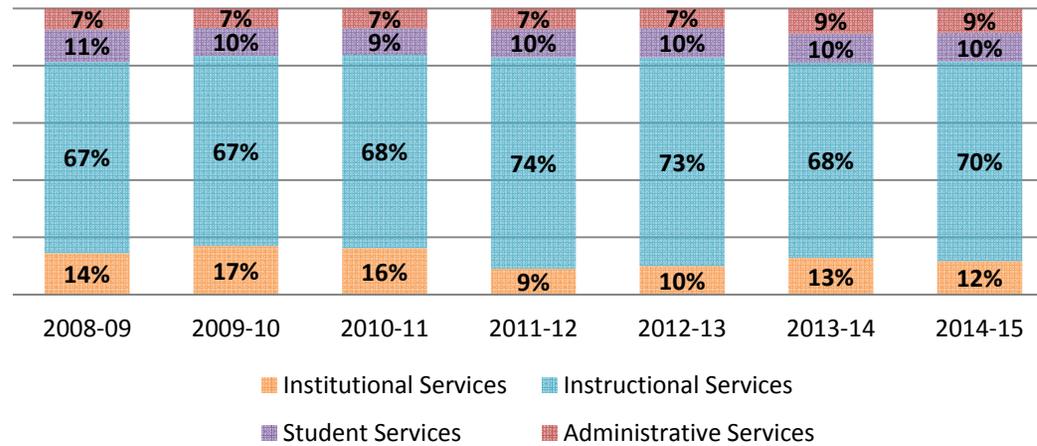
Category	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Change
Total	\$99,123,699	\$98,634,210	\$98,295,173	\$87,470,839	\$88,130,562	\$95,276,422	\$101,515,463	2.4%

Figure 20: FCC Funding Resources



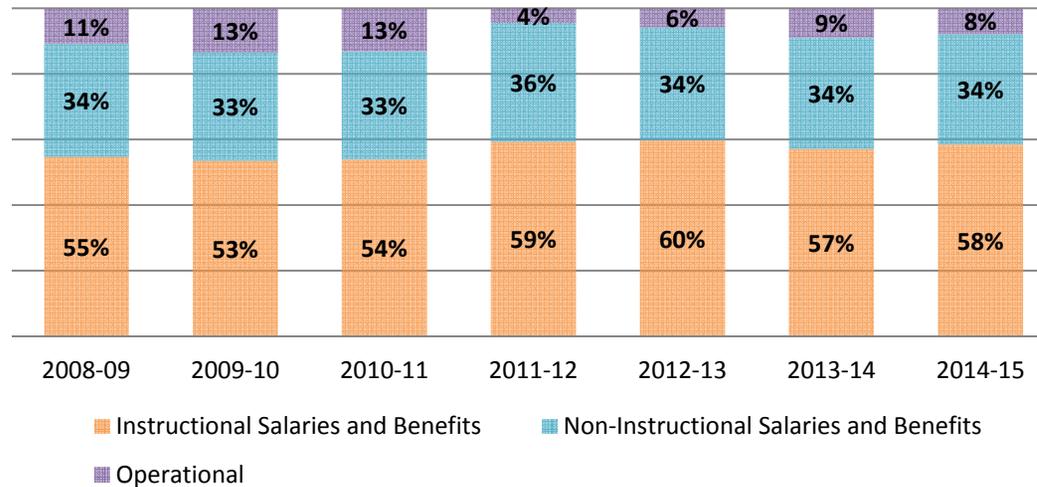
Data in **Table 35** and **Figure 20** show FCC funding resources. The majority (about 80%) of FCC funds are general fund from the state. Federal and state grants constitute nearly 20% of FCC funding resources. There has been fluctuation with the amount of federal and state grant funding. About 1% of funds are lottery money and 2% are private donations.

**Figure 21: FCC Funding Allocations – General Fund**



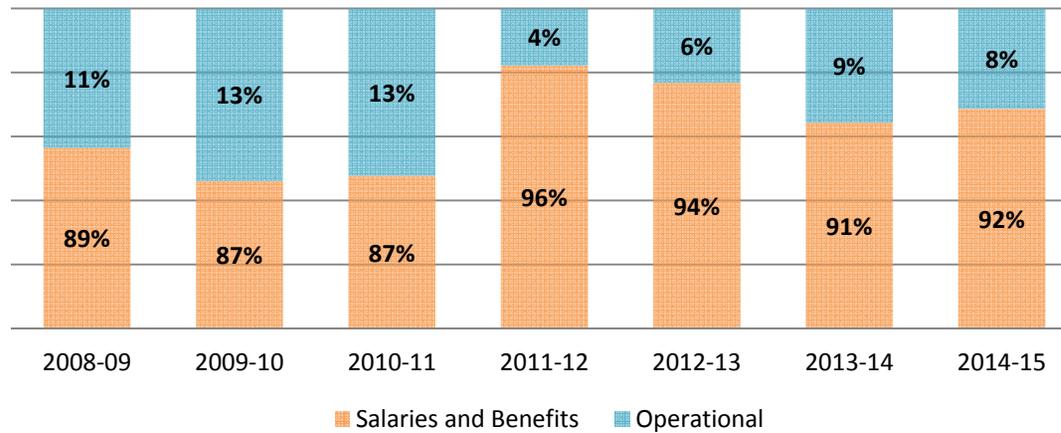
About 70% of FCC funds are allocated to instructional services, followed by institutional services, student services, and administrative services (see **Figure 21**).

**Figure 22: Allocations - General Fund (Instructional/Non-Instructional)**



Nearly 60% of general fund is allocated to instructional salaries and benefits (see **Figure 22**). About 35% are spent on non-instructional salaries and benefits. Operational constitutes less than 10% of general fund in recent years.

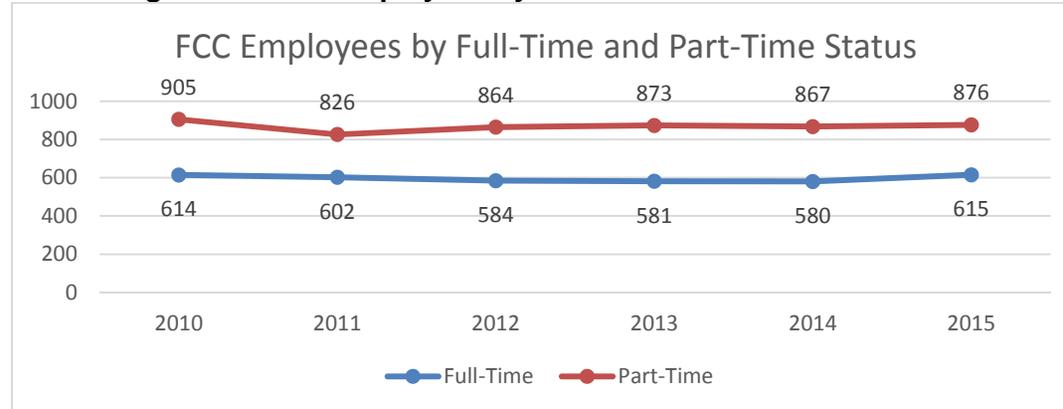
**Figure 23: Allocations - General Fund**



In most recent years, salaries and benefits constitute 92% of FCC expenses. In recent years, 8-9% has gone to operational expenses (see **Figure 23**).

**K. Human Resources**

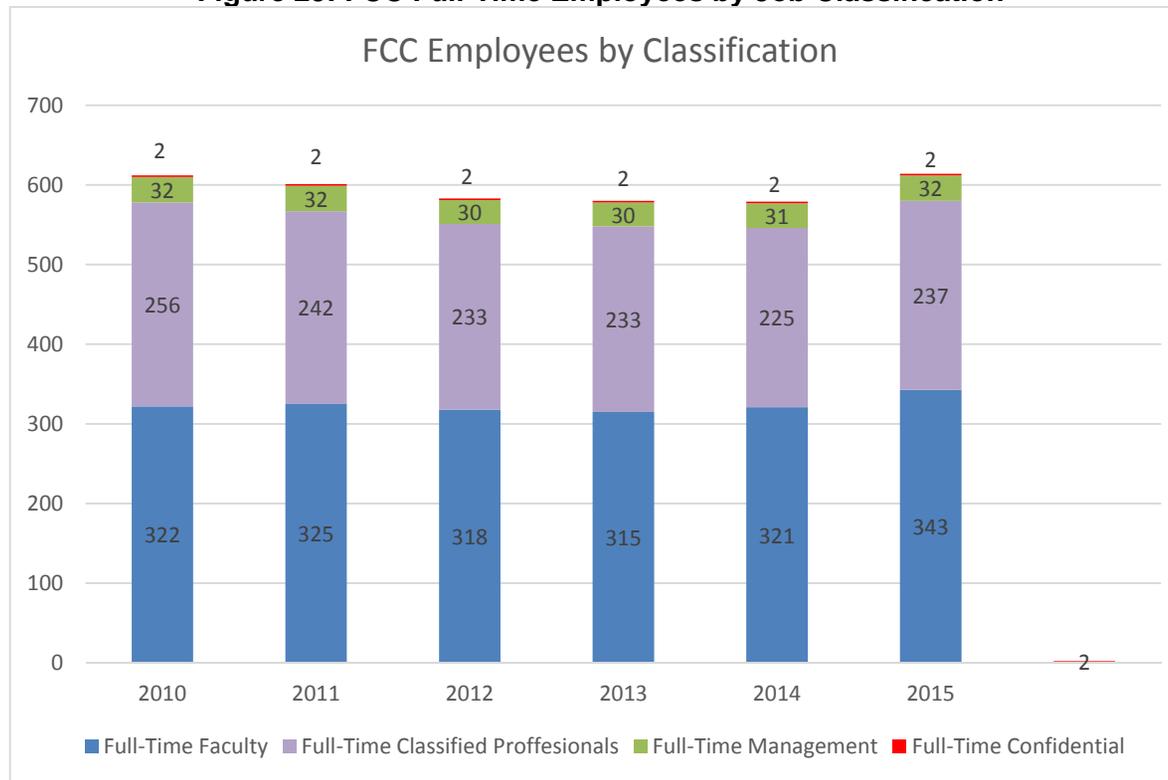
**Figure 24: FCC Employees by Full-Time and Part-Time Status**



Source: SCCCD District Human Resources, as of 3/22/2016. Categorically funded positions are not included.

The number of FCC full-time employees decreased between 2010 and 2014 (see **Figure 24**). Part-time employees had a drop in 2011, with increases in 2012 and 2013. In 2015, FCC saw an increase of 35 full-time employees, which restored the number of employees to the 2010 level.

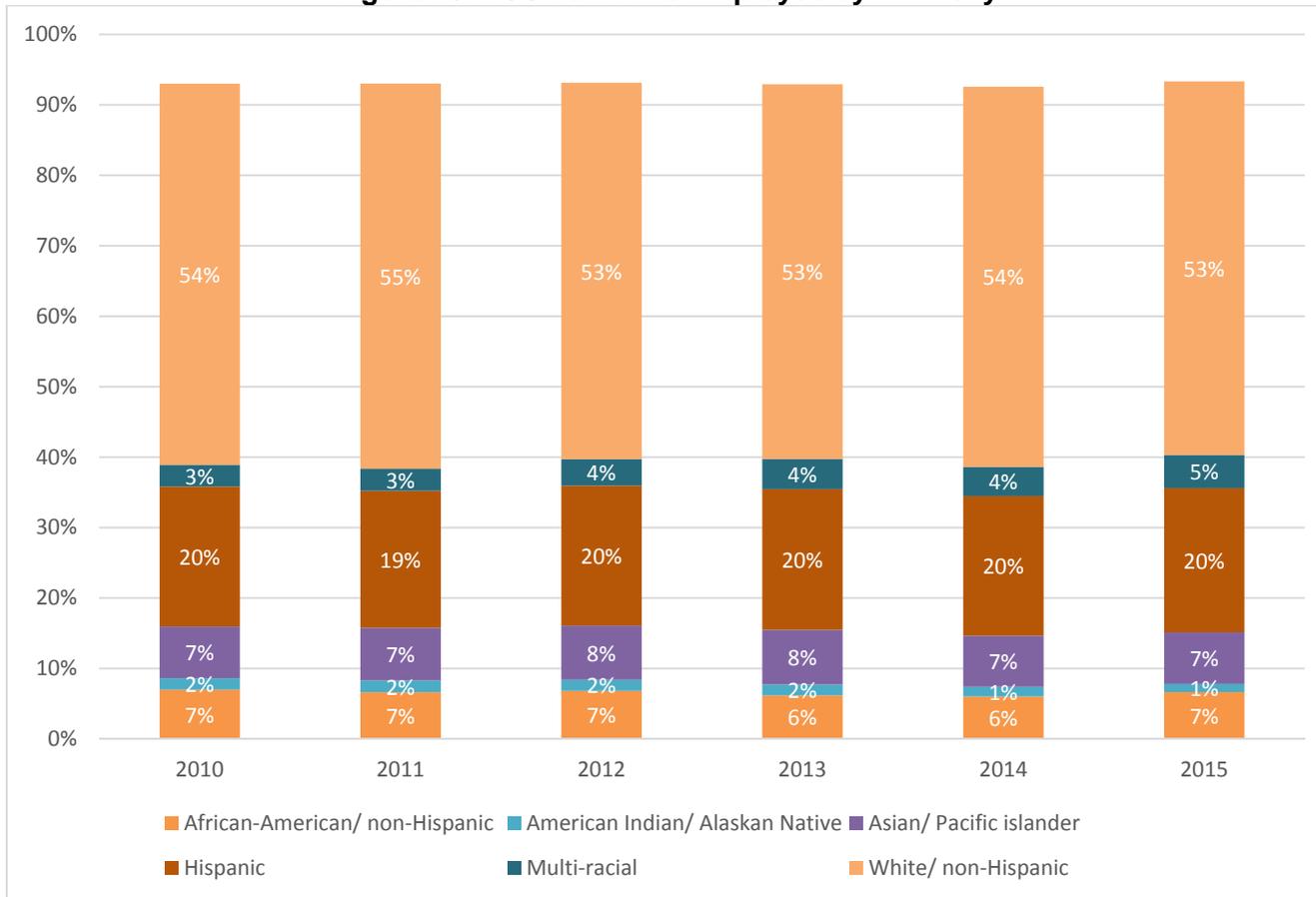
**Figure 25: FCC Full-Time Employees by Job Classification**



Source: SCCCD District Human Resources, as of 3/22/2016

**Figure 25** shows the job classifications of FCC full-time employees for the past six years. FCC employs over 300 full-time faculty members and is now above the 2010 level. It is important to note that the full-time faculty increased from 322 in 2010 to 343 in 2015, while full-time classified professionals decreased from 256 in 2010 to 237 in 2015. The institution will need to consider the impact on services provided to students if it does not address the discrepancy in restoring classified professional staffing to the 2010 level and possible impact on student success and closing achievement gaps.

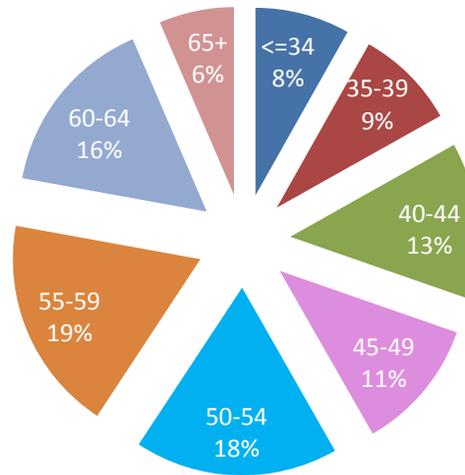
**Figure 26: FCC Full-Time Employee by Ethnicity**



Source: SCCCD District Human Resources, as of 3/22/2016

**Figure 26** provides data disaggregated by ethnicity for FCC full-time employees. The data reflects a fairly consistent pattern across the years in the percentages for all ethnic groups. It is important to note that the ethnic makeup of employees is not reflective of the Hispanic, White/non-Hispanic, and Asian/Pacific Islander student population. The data suggests that the college may want to consider strategies to ensure ethnic makeup of employees is representative of the student population.

**Figure 27: FCC Full-Time Employee by Age**



In terms of age distribution data in **Figure 27** show that of FCC full-time employees the largest age groups are 50-54 (18%), 55-59 (19%), and 60-64 (16%). These three groups constitute 53% of FCC full-time employees.

Human resource planning plays an important role in the vitality and effectiveness of our institution. A diverse and well qualified community of professionals increases the ability to provide quality educational opportunities for our students. The data indicates the need to prepare for pending potential retirements and attention to increasing diversity. The data suggests that the college may consider examining standard operating policies to ensure it is not reliant upon “institutional memory”. In this effort, FCC is in the initial phase of developing a Human Resource Plan. The college recognizes that professional development plays an important role in our ability to fulfill the mission of quality innovative educational programs and support services. The FCC Professional Development Plan provides direction for the institution as it seeks to achieve its mission. The plan strongly suggests that FCC hire a professional development coordinator. Hiring a professional development coordinator would facilitate the activities in the Student Equity Plan and Student Success and Support Program Plan which include activities for professional development.

#### **L. Employee And Student Satisfaction**

In its effort to engage in continuous improvement, Fresno City College conducts two important surveys that provide data on employee and student perception of the campus climate. The CCSSE - Community College Survey of Student Engagement and ESS - Employee Satisfaction Survey (Campus Climate Survey) are conducted every three years. The Institutional Research and Effectiveness Committee (IRE) analyze data from the

surveys and forwards actionable recommendations to the Strategic Planning Council (SPC). The SPC reviews the recommendations and forwards those it finds appropriate to the President. The President determines which, if any, actions the institution will pursue and assigns the responsibility for implementation. In spring 2015 both surveys were conducted. The results are posted on the FCC Institutional Research Survey Results web page (<http://fresnocitycollege.edu/index.aspx?page=1648>).

The IRE recommendations for the CCSSE survey covered areas related to new students, communication, adjunct faculty, student engagement, and professional development. The recommendations for the Campus Climate Survey covered areas related to communication, employee orientation and training, teamwork and cooperation, planning and decision-making, and the work environment. It is important to note that both surveys indicated the need to improve communication and provide professional development. This should be considered in the development of goals for this master plan.

### **III. STUDENT SERVICES DIVISION**

#### **A. Overview**

The Fresno City College Student Services Division offers a wide array of student support services provided by a variety of departments and programs. Many of these departments and programs are centrally located in the Student Services Building, including the Vice President of Student Services Office, Admissions and Records, College Relations, Financial Aid, Counseling, Transfer Center, Student Health Services, EOPS and International Students. In addition, a wide range of student services are provided by categorical and special programs such as DSP&S, Puente, USEAA, SYMBAA, and IDILE. These programs are designed to increase student success and educational goal completion for historically underserved populations.

The purpose of the Student Services Division is to foster student learning and achieve student success. The Division advocates for students by ensuring that student needs are considered in campus decision-making. In addition, the Division focuses on improving the delivery of services to students and promoting their social and personal development. Furthermore, Student Services supports campus-wide efforts to improve communication and collaboration within the division and the campus as a whole. Administrators, faculty, and classified professionals within the division are encouraged to participate in professional development activities that enhance their ability to promote a student learning environment and student success.

#### **B. Admissions And Records**

As stated in the 2013-2017 Fresno City College (FCC) Strategic Plan, Goal 1, "FCC will identify and implement collaborative and specific activities to support successful completion of our student's educational objectives." Admission & Records Office (A & R) supports this goal with the primary purpose of providing support services to students, faculty, classified professionals and the college administration for the ultimate goal of successful students.

The admissions and registration classified professionals provide support services for functions such as, receipt and processing of applications from potential or returning students, registration, and Web room assistance to faculty and students. The Records classified professionals provide support services in the areas of student records, student and faculty petitions, faculty records and grading, as well as processing requests for transcripts and verifications. The evaluations classified professionals receive and evaluate transcripts from other institutions, determine athletic eligibility, conduct audits to determine eligibility for degrees or certificates, and participate in the graduation ceremonies.

The A&R unit supports outreach activities of the college. Additionally, they collaboratively work with counseling, the Instructional Divisions and the State Center Community College District office to achieve common goals for student success. The A&R unit also supports the phone bank for the assistance of students, faculty, and staff. The unit is the official repository of student records.

### **C. Assessment Center**

The Fresno City College Assessment Center's primary function is to provide placement tests to incoming and continuing students. Additional services include the validation of computer competency in lieu of taking a computer course, and proctoring services to students taking courses not affiliated with FCC. The Assessment Center facilitates academic achievement by providing our students with knowledge of their academic aptitudes. A clearer awareness of their math and English skill levels better enables students to formulate and achieve their educational goals.

### **D. CalWORKS**

Fresno City College California Work Opportunities and Responsibility to Kids (CalWORKs) program provides comprehensive services to students who have a Welfare-to-Work contract and who are receiving cash aid through the Fresno County Department of Social Services (DSS). The mission is to help facilitate students' successful completion of their educational goals resulting in independence through gainful employment and self-sufficiency.

### **E. Career And Employment Center**

The Fresno City College Career and Employment Center (CEC) provides career and employment services to all current students and alumni, including those who earned a degree, a certificate, or transferred to a four year college/university. The CEC staff are available to assist counselors, faculty and collaborate with community partners and businesses.

### **F. College Relations**

The College Relations office at Fresno City College directs institutional efforts to increase community access to quality education programs and services through the provision of core matriculation services supporting student success. The office's mission is to optimize the enrollment of both traditional and re-entry students, while achieving diversity and excellence through service and collaboration. College Relations serves as an important post-secondary resource to high schools, adult schools, charter schools, continuation schools, private and public agencies, government programs, faith based organizations and other higher educational institutions throughout both the Central Valley and State-wide.

College Relations provides numerous services and implements various events designed to promote the college and recruit students. One such program is the Registration-to-Go (RTG) program, which is a collaborative district-wide effort. As part of RTG, College Relations serves nineteen comprehensive high schools and many alternate education schools in its local service area. A district team consisting of College Relations Specialists, Financial Aid classified professionals, Counselors, Education Advisors, Admissions officers, Assessment professionals, and other college campus support guides graduating high school seniors through the matriculation process that includes online application, financial aid assistance, assessment, orientation, and first semester counseling/advising and class registration. Many other activities are provided through the College Relations such as Ram Success new student information and advising services, High School Enrichment program, FCC Showcase, Student Ambassador Program, Campus Tours, and various community marketing/outreach events.

## G. Counseling

The Fresno City College (FCC) Counseling Department's vision is to provide a comprehensive support system that will enhance the academic, career, and transfer success of our diverse student population. The department provides programs and services that aim to positively influence student retention, persistence, success, and ultimately, achievement of an educational goal whether it is life-long learning, career development, and/or completion of a certificate, degree or transfer program. Services and resources are provided in different modalities including individual and group counseling, online counseling, small and large workshops, print and online media, and instruction through counseling courses.

The mission of the Counseling Department is to provide a comprehensive range of counseling services and programs that assist students in utilizing resources and prepare them for educational success by: 1) providing assistance, support, and advocacy; 2) facilitating and developing a clear educational plan that is consistent with the students' values and goals, and 3) working collaboratively with instructional faculty, administrators, and classified professionals. The FCC Counseling Department facilitates Counseling courses that teach college success, group dynamics, career development, and life planning.

**Table 36** demonstrates a 3-year data trend from 2010-2013 on the types of counseling services conducted and the number of students served in the FCC Counseling Department.

**Table 36: Counseling Department Students Served**

Services/Programs	2010-2011	2011-2012	2012-2013
Q&A (Academic year)	14,179	19,668	25,312
Drop-In	13,439	11,374	3,114*
In Person Appointments	3,703	3,771	10,686*
Online Counseling	1,884	2,578	2,616
Online Probation Workshops	5,246	5,508	3,972
Online Orientations	<i>New online orientation system being implemented. 11,214 students in 2007-2011.</i>		6,925
SEP Workshops and SEP Events	<i>Larger group SEP workshops were just being developed and implemented.</i>		74
Honors	138	128	202
Foster Youth	16	13	12
Athletes (Fall semester only)	316	275	364

*\*In Fall 2012, the Counseling Department discontinued "Drop-In" and replaced with "Same Day" appointments.*

## H. Disabled Students Programs & Services (DSP&S)

The Fresno City College Disabled Students Programs & Services offers a wide array of student support services provided by a variety of departments and programs. Many of these programs are centrally located in Building A, including the District Director of DSP&S, Counseling/Educational Advising, Learning Disability Assessment, and the Testing Center. In addition, a wide range of student services are provided by categorical and special programs such as the High Tech Center (HTC) Program, Transition to Independent Living and Education (TILE), College to Career (C2C), Transition to College (TTC) Program, Adaptive Physical Education (APE) Program, Adaptive Ornamental Horticulture Program (AQHP), and Special Classes (English, math, and Vocational). These programs are designed to increase student success and educational goal completion for historically under-served populations.

**Table 37: DSPS Students Served**

FCC DSPS Students Served	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Student Count	Student Count (%)								
Acquired Brain Injury	102	3.18%	90	2.90%	73	2.68%	66	2.50%	66	2.50%
Developmentally Delayed Learner	138	4.30%	130	4.19%	116	4.26%	94	3.56%	80	3.02%
Hearing Impaired	132	4.11%	128	4.13%	124	4.56%	119	4.50%	118	4.46%
Learning Disabled	886	27.62%	1,103	35.57%	1,142	41.97%	1,084	41.01%	1,120	42.34%
Mobility Impaired	366	11.41%	403	13.00%	363	13.34%	336	12.71%	322	12.17%
Other Disability	1,135	35.38%	794	25.60%	509	18.71%	519	19.64%	550	20.79%
Psychological Disability	386	12.03%	385	12.42%	338	12.42%	367	13.89%	336	12.70%
Speech/Language Impaired	1	0.03%	1	0.03%	2	0.07%	4	0.15%	7	0.26%
Visually Impaired	62	1.93%	67	2.16%	54	1.98%	54	2.04%	46	1.74%
<b>FCC DSPS Total</b>	<b>3,208</b>	<b>100.00%</b>	<b>3,101</b>	<b>100.00%</b>	<b>2,721</b>	<b>100.00%</b>	<b>2,643</b>	<b>100.00%</b>	<b>2,645</b>	<b>100.00%</b>

## I. Extended Opportunity Programs And Services (EOPS)

Extended Opportunity Programs and Services (EOPS) was established by the Legislature in 1969 through SB 164. The program began at Fresno City College in spring 1970 with the establishment of an office and the assignment of a coordinator. The program has operated continuously since that time. The program is heavily regulated by Title 5 of the California Code of Regulations (1987, Title 5, Chapter 2.5). The mission of EOPS is to assist eligible students to achieve their educational objectives and goals such as occupational certificates, associate degrees, and transfer to baccalaureate granting institutions. EOPS helps students affected by language, social and economic disadvantages, first generation college status, low achievers, high school dropouts, and limited English speaking populations. EOPS achieves its mission by providing academic and support counseling, financial aid and other support services to eligible students (see **Table 38**). EOPS also assists students in developing job skills pertinent to the local community.

EOPS provides additional services that are over and above those provided by the college to the general student population. EOPS practices an intrusive model of counseling that has a history of success. Under this model EOPS students are assigned a counselor and educational advisor. Students are required to meet with a counselor twice each semester and once with an educational advisor, for a total of three required meetings. During the first meeting students complete a Student Educational Plan (SEP) with the assistance of their counselor. All EOPS students are required to complete a Comprehensive SEP, which is updated and/or revised each semester of their participation in the program. Student's second required meeting occurs with an educational advisor during a mid-semester meeting for progress monitoring. The third required meeting is with their counselor to ensure they are prepared for finals, registered for the subsequent semester, to assess anticipated course success, and provide them with the opportunity to evaluate EOPS services and staff.

**Table 38: EOPS Number of Student Served (unduplicated headcount)**

EOPS Students Served	Fall					Spring				
	10FA	11FA	12FA	13FA	14FA	11SP	12SP	13SP	14AP	15SP
EOPS All	1154	1142	1138	1351	1285	965	1098	1026	1227	1162
EOPS Foster	27	19	69	56	38	20	14	67	48	33
EOPS First Gen	111	99	234	212	336	87	96	201	195	338
EOPS Veterans	79	90	63	60	37	71	86	49	56	28
EOPS DSPS	143	135	121	141	147	122	118	117	129	127

CARE/CAFYES

EOPS receives supplemental funding to support for the Cooperative Agencies Resources for Education (CARE) and the Cooperating Agencies Foster Youth Educational Support Program (CAFYES). Participants of these programs must be eligible to participate in EOPS first and before they can apply to receive services from either CARE and/or CAFYES.

EOPS students who are single, head of household parents receiving government cash aid are eligible for the Cooperative Agencies Resources for Education (CARE) program. CARE was established in 1982 via California Assembly Bill 3103. It is a unique educational program geared toward welfare recipients. In addition to receiving core services provided by EOPS, CARE is designed to support students with additional educational and financial support. (EOPS CARE Program Website). These are in the form of counseling, supplemental book grants, monthly meal cards, monthly bus passes or gas cards, transfer scholarships, and end of term cash grants.

On September 30, 2014 California's Governor Brown signed Senate Bill 1023 (SB1023), which created the Cooperating Agencies Foster Youth Educational Support Program (CAFYES) under the umbrella of EOPS. The intent of the program is to provide foster youth and former foster youth attending a California Community College with supplemental services in the form of "outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services (Lui. SB 1023, Chapter 771)." On November 18, 2015 State Center

Community College District was the only district in the Central Valley to be awarded funds. Fresno City College EOPS received \$1,107,212 in supplemental funding over a 3-year period, spring 2016 through 2017-18.

Spring 2016 EOPS enrolled 40 foster and former foster youth as the first cohort to participate in the CAFYES Program, now referred to as Promise Scholars. Eligible students are required to meet with their assigned counselor and/or educational advisor a minimum of five times per semester. Three of those meetings meet their EOPS requirements. In addition to core EOPS services Promise Scholars receive a supplemental book grant, monthly meal card, and bus pass or gas card. In addition, students can receive assistance with minor automotive repairs and receive an end of term supplemental cash grant. Promise Scholar students also receive one-on-one tutoring.

## **J. Financial Aid**

The Fresno City College Financial Aid department provides services to current students, parents, high school seniors, high school counselors, and community members. The purpose of the department is to remove financial barriers for students who wish to pursue a higher education.

The mission of the Financial Aid department is to be committed to our students and the pursuit of their educational goals, while also encouraging and supporting one another in professional growth. As the bridge between the Department of Education-Federal Student Aid Division and students, the department provides monetary resources needed for students to access higher education. The department is required to follow all federal, state, and institutional policies to ensure the institution remains in compliance and also supports students in achieving their goals.

The Financial Aid department disburses approximately \$57,000,000 per year in student aid to over 20,000 students. The department receives and processes 40,000 financial aid applications each year. The institution participates in the federal Pell grant, Direct loan, Supplemental Educational Opportunity Grant (SEOG), and Federal Work Study (FWS) programs. The operation also includes state aid programs consisting of the Board of Governor's Fee Waiver, Cal-Grant, Chafee Grant, and Bernard Osher Scholarships. In addition, the FCC financial aid department works closely with the SCCC Foundation on awarding scholarships. The department awards approximately \$240,000 in scholarships each year. Scholarship recipients are recognized at a ceremony each year for their academic excellence and resiliency in overcoming difficult obstacles.

The Financial Aid department hosts and/or participates in nearly 100 workshops annually. A series of Student Success workshops relating to financial aid are hosted each semester and open to all current students. Many outreach workshops are offered on local high school campuses as well as Cash for College workshops which allow high school seniors the opportunity to enter to win a \$1,000 scholarship. The department also hosts a Saturday event every February for all current students, prospective students, and parents to attend for assistance in applying for student aid.

## **K. IDILE Program**

In the Yoruba language of Nigeria, the word Idile (eh-dee-lay) means "the extended family." This belief in the extended family was the premise for the FCC Idile Program. The Idile Program began in the 1970s to address African- American student recruitment and success in retention, graduation and transfer to four-year universities. The programs key goals are to help students achieve academic success, foster leadership skills, promote positive self-identity, and encourage cultural and community involvement through African American culture and history. While the emphasis of the Idile program is African American student success, Idile welcomes, encourages, and supports students from all backgrounds.

The Idile curriculum is currently a one-year interdisciplinary learning community with coursework in English, African American Studies, and Counseling. The program targets thirty students each year who are eligible for English one level below college English (Engl-125 and 126). Additional program components are specialized counseling, field trips to four-year universities, mentoring, and community cultural experiences. Previous Idile students receive continued assistance with course selection, educational plans, college applications, and scholarship applications until they complete their FCC college goal. Graduating students are recruited as mentors for the upcoming Idile cohort.

#### **L. International Students Program**

The International Student Program at Fresno City College was established in 1966 to accommodate and process students from around the world who sought to study in the United States in order to enhance and further their educational experiences. This institution is committed to providing our international students with every opportunity afforded to our domestic students. The administration supports supplemental services for international students by offering the best counseling services, the most up-to-date information regarding BICE (the Bureau of Immigration and Customs Enforcement) regulations, and classified professionals dedicated to the success of international students at Fresno City College. Fresno City College has welcomed students representing as many as forty-five countries during any given semester for the last several years. The enhancement of a diverse enrollment population offers all students a lifelong interactive learning experience.

#### **M. Psychological Services**

The purpose of the Psychological Services department is to meet the mental health needs of members of the college community. The population served is quite diverse in ethnicity, culture, socioeconomic status, presenting problems, and age. The services encompass a number of areas including: personal growth, crisis assistance, problems in living, relationship and family issues. A wide range of pathological problems are addressed with students from varied socio-economic backgrounds, with a large number being ethnic minorities from low socioeconomic status addressing cultural identity and stress related issues.

Psychological Services provides services to students via the utilization of clinical or counseling psychology doctoral interns, post-doctoral and trainees. It continues to hold the distinction of being the only American Psychological Association (APA) accredited internship program at a Community College. It is accredited as part of its membership in the Central California Psychology Internship Consortium (CCPIC), whose last accreditation visit was in the fall of 2013. The APA's Committee on Accreditation (COA) granted the consortium a full 7 year accreditation, which is longest time the agency accredits programs.

#### **N. Puente Program**

Puente is an academic support program that prepares students for transfer to a four-year institution. The program is part of a statewide model, supported by the University of California Office of the President and the CCCCO. Puente is an interdisciplinary program with collaboration between the Humanities and Counseling Departments. One English instructor and one Counselor co-coordinate the program annually. The mission of the program is to serve educationally disadvantaged students who plan to enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. Enrollment in the Puente Program is open to any student who is interested in transferring to a four-year institution and meets the pre-college writing and reading placement level. Students understand the commitment to participate in all program elements including: mentoring activities, learning community of classes, and program field trips.

The program is based on a three-component model: Writing, Counseling and Mentoring. The English courses provide a supportive and stimulating environment for students by offering curriculum that integrates Mexican-American/Latino and other multicultural literature. The counseling courses assist students with the transition to the college environment and give students the opportunity to explore major/career paths. The counselor works closely with the students to develop a student educational plan. The mentoring activities focus on connecting students with professionals in the local community who serve as role-models for the Puente students.

**O. Student Activities**

Student Activities is primarily responsible for the social, cultural and civil development of the student body at Fresno City College. These responsibilities includes leadership and guidance of the Associated Student Government (ASG), the Inter-Club Council (ICC), social/cultural events and programs, leadership development and service learning. Additionally, Student Activities strives to engage the student body in co-curricular activities through oversight of the student lounge, the game room, intramural sports, guest speakers, and student-run events and functions. Finally, Student Activities is committed to the maintenance and development of strong relationships with the campus administration, faculty, classified professionals, alumni and the local community.

**P. Student Health Services**

The Student Health Services department is comprised of a Masters’ Degree prepared coordinator/Registered Nurse (RN) with both a full time Nurse Practitioner prepared RN and Masters prepared part time RN. There is a full time secretary, and additional hours of student workers. . The department is open from 8 a.m. through 5 p.m. Monday through Friday. We do not close the department for lunch. As demonstrated in

**Table 39** a considerably higher number of students are seen in the first months of each semester. The yearly totals have been fairly consistent each year with the exception of 2014-2015. The increase in that year is most likely due to the office being open an additional 2 hours each day. It will be important to monitor the data and determine the impact of additional operating hours.

The department provides a variety of services including immunizations, TB skin tests, flu shots, minor injury and some illness evaluation/treatment/referral. In addition we can do screenings such as blood pressures, Hearing and Vision. We also provide health promotion information, communicable disease control, crisis intervention, pregnancy testing and assistance with referrals for immunization titers, chest x-rays, and work/school physicals.

The nurses act as a guest speaker for class presentations throughout the semester and during outreach activities as well.

**Table 39: Student Health Services –Students Served (duplicate head count)**

	2010-11	2011-12	2012-13	2013-14	2014-2015
<b>July</b>	483	465	485	505	563
<b>Aug</b>	1289	1353	1629	1381	1714
<b>Sept</b>	938	971	805	825	961
<b>Oct</b>	664	617	622	408	916

	2010-11	2011-12	2012-13	2013-14	2014-2015
<b>Nov</b>	436	469	372	384	388
<b>Dec</b>	314	306	268	253	337
<b>Jan</b>	1217	1274	1298	1008	1308
<b>Feb</b>	610	678	581	704	640
<b>Mar</b>	534	543	344	558	479
<b>April</b>	294	285	438	340	444
<b>May</b>	412	483	510	520	579
<b>June</b>	435	409	440	488	522
<b>Year Total</b>	7626	7853	7792	7374	8851

### Q. SYMBAA Program

The SYMBAA Program (Strengthening Young Men by Academic Achievement) is designed to specifically address the academic performance and psychosocial aspects of African American male students. The program emphasizes the development of academic, social, and interpersonal skills for a student population that is traditionally underrepresented and underachieving. The program has two cohorts each year and serves thirty African American male students in each cohort who place into English two levels below transfer-level English (Engl-252 and Engl-262). Students receive a one-year coordinated program of coursework, specialized counseling, and tutorial services. The SYMBAA program includes a two-semester learning community that offers coordinated curriculum from the Social Sciences, Humanities, and Student Services Divisions and continued counseling while they are attending Fresno City College. Students also participate in field trips to four-year universities and cultural activities in the community.

### R. Transfer Center

The Fresno City College Transfer Center operates within the Counseling Department's broader mission to promote and support student services, and resources in assisting students matriculating to baccalaureate institutions. Our priority emphasis is on the preparation and transfer readiness of historically underrepresented student populations. To ensure and support the mission of FCC, the primary functions of the center include:

- Providing transfer counseling in developing student educational planning for transfer
- Coordinating with baccalaureate institutions a monthly calendar of outreach services
- Administering the Transfer Admission Guaranteed Programs (TAG) for transfer preparation to the University of California campuses (Davis, Santa Cruz, Santa Barbara, Merced, Irvine, and Riverside)
- Ensuring that students receive accurate and current transfer requirements and campus-specific information
- Accessing and facilitating transfer information through technology
- Monitoring and supporting student progress to the point of transfer
- enhancing the public image and increasing the visibility of our programs and services by promoting through press releases, announcements, and other marketing strategies
- Utilizing and fostering relationships with four year colleges and universities to promote a positive image of Fresno City College

### **S. TRIO (Upward Bound/Student Support Services)**

Fresno City College participates in two of the eight Federal TRIO programs. TRIO was coined to describe the first three federal programs that emerged from the Economic Opportunity Act of 1964, Higher Education Act, and Higher Education Amendments. Upward Bound (UB) is a pre-college TRIO Program fully funded by the U.S. Department of Education (ED). It is designed to assist low income and first generation college-bound students to further their education beyond high school. The program provides assistance in acquiring the academic skills and motivation to succeed in high school and transition into college. The goal is to increase the rates which participants enroll in and graduate from college. UB has been on Fresno City College campus since 1989 serving schools from the Fresno Unified School District. It currently provides services for 82 participants at partnering high schools: Edison, Fresno, Hoover, McLane and Roosevelt.

Student Support Services is also a program funded through ED and serves 152 first generation, low-income, and disabled students. It provides academic support and guidance to help FCC students meet the challenges in obtaining a certificate, a degree, and transferring to a four-year college. Workshops in study skills, college success, financial aid, and financial literacy are provided as well as visits to four-year campuses.

### **T. USEAA Program**

The USEAA Academic Program strives to increase the number of FCC Southeast Asian students who transfer to four-year universities or institutions. USEAA stands for United Southeast Asian-American (pronounced “you see ah”) which is reflective of the diversity of the students in the program. The Southeast Asian student population comprises approximately 12-13% of the overall FCC student population. Southeast Asian or Southeast Asian-American families have backgrounds from the Cambodian, Hmong, Laotian, and Vietnamese cultures. The students in these group are underrepresented, underprepared, and underserved. Most of them are usually the first persons in their families to enter colleges compared to other ethnic groups.

The USEAA Academic Program is a collaborative effort between the Counseling and English Departments that integrates academic curriculum and counseling services with an emphasis on Southeast Asian cultures and experiences and has a mentor component. The program staff or team members include two part-time counselors, one program coordinator (50% time), and two English instructors. The program has two cohorts each year. The program accepts 30 students into each cohort group but serves an average of 120 students (both current and former). Students take English-125, English-126, and Counseling-53 in the fall and English 1A and Counseling-48 in the spring. While in the program, students have the opportunity to explore and grow by engaging in sponsored activities such as field trips to four-year universities, study groups and speaker forums, and student leadership and development. In addition, the program also creates opportunities for students to receive additional experiences by pairing with mentors of a similar background on campus and in the community. Students can participate in extra-curricular activities such as student clubs, student government, volunteers, etc. Although the program is a year-long, it continues to serve current and all former students until they successfully transfer. The program is open to all students regardless of ethnicity.

### **U. Veterans Resource Center**

The primary responsibility of the Fresno City College Veteran Resource Center is to act as the liaison between the students, the school, and the Veterans Administration. It is the responsibility of this office to certify student veterans in accordance with Veteran Administration regulations so that the veterans receive their educational benefits accurately and in the approved manner. Reporting students' attendance, grades, and

monitoring students' progress in a timely manner is the additional responsibility of this office in order to keep the college and the student from incurring any liability for overpayment of benefits.

The over-all comprehensive goal of the Veterans Resource Center at Fresno City College is to provide a veteran-friendly campus and to ensure that veterans are aware of their educational options. It is vital that, in the coming years, we continue to institute innovative programs for the veterans on the FCC campus. The Veterans Resource Center seeks to enhance the learning experience of the veterans who have made the life-changing decision to return to school to train for a new career.

The Veterans Resource Center collaborates with other departments to assist veterans that have recently returned from active duty that may need additional assistance as they adjust to civilian life. Working with the Financial Aid Office, the Psychological Services Office, the Tutorial Center, and the Disabled Students Programs and Services the college seeks to provide wrap around services that enable students to achieve their educational goals.

In January 2015 the Veterans Resource Center was moved to a newly remodeled location. The new location provides additional square footage that houses the following services for veterans:

- Veterans Certification Office
- Tutorial Services
- Counseling Services
- Psychological Services
- Conference Room
- Six Computer Stations
- Area for relaxing and socializing with other veterans

## **V. Trends**

The environmental scan data provides insight regarding trends that should be considered in decision making for Student Services:

- Projection that high school graduates in Fresno County will stay relatively flat in the next 10 years
- Lower male student enrollments
- Gaps in GPA and success rates
- Adult and non-traditional population with low level of educational attainment
- CCCCO State-Wide initiatives

The Division will need to continue its focus on working collaboratively and meaningfully with the Instructional Division and other key campus offices to focus on increasing student access and success. One major project that will require extensive collaboration is the creation of a comprehensive First Year Experience Program. All projects and activities need to be linked to the FCC Strategic Plan, and other key plans such as the Student Success and Support Program (Matriculation) Plan, FCC Student Success Plan, and the FCC Student Equity Plan.

The Division can anticipate that significant increases in funding for Student Success and Support Program (SSSP) plan and Student Equity plan will have peaked in 2014-15 and stabilize for the next ten years. Opportunities for additional significant funding will likely be limited (with the exception of EOPS) as the economy is projected to slightly improve through 2018. Yet, as the economy ebbs and flows, we must anticipate that beyond 2018 the college will experience stress to its budget due to the volatility associated with the state economy.

It is anticipated that changes in technology, due to the colleges' participation in the CCCCO state-wide initiatives, for the next ten years will greatly impact the delivery of student services and program demands will likely shift. These changes in technology need to be parallel to impending changes in on-line and distance education. It is assumed that FCC will expand its course offering on-line and the college will experience a significant increase in enrollment in on-line and hybrid courses. As on-line enrollments increase, so must the expansion of resources dedicated to serving on-line students in areas such as assessment, admissions and records, financial aid, and counseling services.

Technology will also impact the way in which the college manages and communicates with students including maintaining student records through document imaging and providing students the opportunity to self-advise through a degree audit. An increased amount of student communications will occur through video in a more expeditious manner than now.

The college can also expect a greater number of students enrolling who are older than 25 years of age as a result of the stabilization of prospective students who are high school graduates and an increased number of distance education course offerings.

The Division will need to ensure that it keeps up with technological changes that will impact the delivery of student services. It will be important to continually assess and evaluate student needs and interests in order to maximize enrollment and student success. Moreover, it was proposed in the State Center Community College District Facilities Master Plan that FCC will build a multi-story Student Center next to the Cafeteria. If this is implemented in the future, it will have significant implications for several departments and programs within or associated with the Student Services Division. These include Student Activities, Associated Student Government, Tutorial Center, Food Services, Bookstore, Psychological Services, Student Health Services, College Relations, Special Programs, and TRIO.

## **IV. LEARNING SUPPORT SERVICES**

### **A. Overview**

The Library & Student Learning Support Services division is under the oversight of the Office of Instruction. Due to the unique structure of the division it is important to provide a section that details the integral learning supports services it provides in addition to its academic courses. The division is comprised of two primary departments: the Library and the Student Learning Support Services. The Student Learning Support Services includes the Tutorial Center and the Writing and Reading Center. The division is located in the building designated as the Library and Media Center/Learning Resources Center (LRC).

The LRC and Library building houses the supplemental learning resources for faculty and students, and includes the Library, Media Center, Tutorial Center, Writing and Reading Center, EOP&S Tutorial Lab, Student Success Computer Lab, Disabled Students Programs and Services High Tech Computer Lab, Assessment Center, Financial Aid Lab, Career Employment Center, and Technology Support Services.

Hours of operation for the Library & Student Learning Support Services have fluctuated over the past few years. Hours of operation for the past two years have been approximately 170 hours weekly, including Saturdays, up from a low in 2008 of 135 hours.

## **B. Library Services**

The Library is the second oldest building on campus and serves over 500,000 users every year. Currently the department has five full time and three part-time librarians, and seven classified professional members. There is one administrator for the division.

The Library offers a variety of services including; circulation of books, periodicals, videos/dvd's, reserve materials for classes, college archives, a 36 station computer lab, inter-library loans, quick print stations, one-on-one instruction in research techniques (RAP), classroom Bibliographic Instruction (BI), Library Skills courses (LIBSKL1 and 2), and Library Technology Courses (LITEC).

During the last seven years, there appears to be a shift away from the usage of print materials (books) for research papers. More instructors now ask students to use peer-reviewed articles to support their papers as opposed to books. In addition, an analysis of the bibliographic requests shows that instructors consistently chose the EBSCO host periodical database for their bibliographic instruction sessions as the main point of instruction and to a lesser degree the library catalog search/orientation.

In one-on-one instruction sessions, librarians more frequently chose periodical databases rather than the library catalog and thus, influence the student's choice of type of format to use for the information required. A decided shift away from the purchase of print materials began in approximately 2008-2009. The library currently subscribes to over 100,000 eBooks and has purchased perpetual access rights to 34,000 eBooks. In addition, the library subscribes to more than 35 online databases that include periodicals, government documents and archival materials. In the last seven years the print periodical collection has been downsized from over 300 titles to 120 titles. As of July 2014 the print book collection has been downsized from 84,000 to approximately 60,000 items.

With the recent recovery of the of the state's budget, the services of the library have increased. Additional hours of operation are being considered along with plans for delivery of additional services, including 24/7 online research and catalog assistance from librarians and tutors.

In addition to circulation of the collection, the library offers two other services for direct instruction of students: the Research Assistance Program (RAP), and Bibliographic Instruction (BI). RAP is a one-on-one session between a student and a librarian focusing on research techniques. RAP's have remained relatively stable over the past five years (average 184 sessions per year) with the exception of the 2012-2013 year when it declined by over 16%. The Bibliographic Instruction service provides instruction on usage of the library's resources. This service is based upon instructor request and is tailored to the instructor's curricular needs. The service has fluctuated over the past five years based upon demand by instructors and the availability of librarians to provide the service. Both RAP's and BI's are based upon requests from students and faculty and as such may fluctuate each semester. In addition to the challenge of changing demand by students and faculty, these requests for services must be scheduled around the primary duty of the librarians, which is to provide assistance at an instruction desk in the library. Given the resignation and retirement of two full time librarians, these services may be reduced in the future unless the remaining vacant position can be filled.

### **C. Student Learning Support Services**

The Student Learning Support Services (SLSS) as a department has three full-time classified professional members, three part-time faculty, and three full-time faculty coordinators. SLSS has undergone an extensive transformation beginning about 2007. Two new faculty coordinators began their tenure shortly before and shortly after this year bringing with them major philosophical and programmatic changes. These changes included an improved efficiency in the use of resources by improving tutor training, increasing group tutoring, acquiring additional one-time or ongoing funding, and developing high-impact programs and services.

Positive change has created challenges and sufficient space for peer-assisted learning has been and continues to be the chief difficulty. Major strides have been made, however, and several classrooms are now being used exclusively by the department. In addition, several instructional divisions have provided rooms irregularly, with Math, Science & Engineering providing a classroom for biology tutoring every semester.

### **D. Tutorial Center**

The Tutorial Center offers free comprehensive peer facilitated academic support services to assist students in developing and strengthening the necessary study skills and knowledge required to reach their academic goals. The support services include: drop-in tutoring, Extending the Class (ETC) group tutoring, and the options to check out laptops, calculators, and text books while in the Tutorial Center. In addition to day to day services, the Tutorial Center also offers eight math test prep workshops throughout the semester to help prepare students for the math placement test.

The Tutorial Center has seen dramatic increases in the number of student contact hours from fall 2009 through spring 2016 semesters. Because of student need, the Tutorial Center has increased weekly hours and continuously participates in Ram Slam. There are currently 55 tutors who can tutor several subjects. The Tutorial Center was voted The People's Choice for the best Tutorial Center in both 2015 and 2016.

As a result of student success of students in ETC classes, the number of students participating in the Extending the Classroom (ETC) program has increased. Research suggests that ETC has been very effective in promoting student success and retention. There are currently 36 leaders and mentors to tutor over 87 sections and the program will continue to grow and help with student success. By identifying high risk courses, ETC provides an avenue for all students to receive preventative and targeted methods to succeed academically.

### **E. Writing And Reading Center**

The Writing and Reading Center (WRC) currently serves approximately 1,400 students per semester. During fall 2014, the WRC provided supplemental instruction (Peer-Assisted Study Sessions). This additional classroom has allowed us to provide group tutoring for basic skills, EMLS courses, and special programs such as USEAA, SYMBAA, IDILE, Network, and PUENTE.

Additionally, the WRC provides tutoring in the Health Science division several days a week to assist students with research, APA format, and reading comprehension. The WRC also offers workshops twice a week on various topics related to reading and writing. The Online Writing Center (OWC) is also a service the WRC provides to students who cannot visit the Center face-to-face. Over the past few years, it has grown tremendously and has impacted staffing.

## **F. Peer Assisted Study Sessions (Program And Center)**

Peer Assisted Study Sessions (PASS) is an embedded tutoring program and center specifically focused on serving students enrolled in English, EMLS, linguistics, literature, and varied courses that primarily involve reading and writing. PASS embeds tutors in the classroom and schedules group tutoring sessions throughout the week. Students are also encouraged to drop into the PASS Center for group or one-on-one sessions during open hours. PASS also offers PASS Online Tutoring, which provides online services from PASS tutors during open hours and Net Tutors during closed hours (online services are synchronous and 24/7). PASS serves all levels of English and EMLS including students from all special programs and various classes unattached to special programs. PASS served 900 unique students in fall 2015 with over 8300 visits and 11,050 contact hours. PASS provides holistic services, such as Brain Food (food for students during tutorial sessions). PASS is an equity driven program and significantly supports disproportionately impacted student groups.

## **G. Trends**

Enrollment and course sections offered through the Library & Student Learning Support Services division have increased over the past five years. Average class size has declined slightly. Course enrollments and program growth are dependent on increasing offerings and availability of staff. The Library Technology (LITEC) program is consistently above 90% retention and averages 80% success. The expansion of the LITEC program will require sourcing students from outside the service area and the librarians are proposing this be achieved through program certification with the American Library Association.

Other sections offered through the Library & Student Learning Support Services division are courses for Tutorial training and will grow as the need for additional tutors grows. As technology has increased the availability of resources from off-campus, academic libraries have increasingly become a destination for study rather than a place to house and access resources. FCC students appear to be no different. Recent FCC student surveys show that 80% of those students coming to the library's physical space do so to "find a quiet place to study", or to use the computer lab. In response to this trend, librarians are purchasing access to additional electronic databases and eBooks, implementing a 24/7 chat service with librarians and repurposing and revitalizing existing space and print collections.

In spring 2013, librarians engaged the services of a library space consultant. From the consultant's analysis of the current space and open forums with faculty, classified professionals and students, the librarians are currently implementing several projects that will meet students' needs and expectations of current services and library space. These projects include the moving of several print collections to other locations in the library, establishment of quiet study destination space, installation of additional plug-in spaces for personal laptops, and the downsizing of older print materials to create additional study space.

As part of the campus wide effort to improve student success, librarians are re-focusing on the importance of educating students in information literacy. Information literacy skill building is provided through face-to-face interactions with a student upon the student's request, bibliographic instruction requested by an instructor for a group of students, or requested research assistance session requested by a student with a librarian. Currently one to three sections of Library Skills 1 and 2 are offered each semester. Additional sections of Library Skills 1 and 2 will be offered each semester, in addition to adding the one or both courses to the summer Bridge Program and other special programs. In addition, librarians are seeking out opportunities to engage students in different environments outside the library.

In fall 2014, a collaborative effort between the Allied Health, Physical Education and Athletics (APA) Division, the Reading/Writing Center and the Library opened a remote site in the Health Science building for librarian and reading/writing assistance for nine hours a week. This is an ongoing project and will be seen as a possible model for future collaboration with other divisions.

The division will continue to work closely with Student Services to ensure alignment of services with the SSSP, Student Success Plan, and Student Equity Plan. Particular attention will be given to addressing equity gaps as indicated in the Student Equity Plan and to monitoring trends in student success.

## V. ACADEMIC DIVISIONS

### A. Overview

The Office of Instruction (OI) provides administrative oversight for all academic programs as distributed throughout the nine instructional divisions of the college. The nine divisions of the college are divided very roughly along discipline lines. The OI provides support for the development and redesign of curriculum, the development and measurement of Student Learning Outcomes, and adjunct faculty employment and payroll. The OI oversees the following divisions:

- Allied Health, Physical Education and Athletics (APA)
- Applied Technology (AT)
- Business (BUS)
- Career Technology Center/ Workforce Development (CTC)
- Fine, Performing and Communication Arts (FPCA)
- Humanities (HUM)
- Library (LIB)
- Math, Science and Engineering (MSE)
- Social Sciences (SOC)

The APA Division includes:

- Contemporary Health
- Dental Hygiene
- Health Information Technology
- Medical Assistant - Clinician
- Physical Education- Athletics
- Radiologic Technology
- Recreation Leadership
- Registered Nursing
- Respiratory Care Practitioner

The Allied Health programs offer courses required to fulfill degree requirements and to prepare students for licensure in various allied health occupations. The Physical Education department provides courses required of students who wish to complete an associate's degree as well as courses in Recreational Leadership and Athletics. The division supports athletic teams who compete on a local, regional, and state level.

The AT Division includes:

- Air Conditioning
- Architectural Drafting
- Automotive Collision Repair Technology
- Automotive Technology
- General Motors Technology GM ASEP
- Cisco
- Computer Aided Drafting and Design
- Computer Aided Manufacturing
- Construction
- Electrical Systems
- Graphic Communications
- Networking/Computer Technician
- Photography
- Welding/Metal Fabrication

The AT Division provides experiences which serve to guide students' classroom to employment transition, employment upgrade and transfer to other educational institutions. To ensure that courses are in keeping with current occupation and industrial practices and requirements, joint management and employee advisory committees are set up in each occupation in which courses are offered. Transfer college programs in architecture and industrial technology are available. Apprenticeship training and trade extension classes, in addition to other fields of study offered by the Division, are also available in the evening programs.

The BUS Division includes:

- Accounting
- Business Administration/Marketing
- Business & Technology
- Computer Information Technology/Decision Science
- Paralegal/Real Estate

The BUS Division offers transfer and occupational programs designed to meet the needs of students transferring to a 4-year college or university and those seeking career training and retraining to immediately enter the workforce. Each department offers multiple degree and certificate programs to meet the educational needs of students. The division offers approximately 177 different courses averaging 261 different sections per semester over the last five years. Of those course offerings, 32% are vocational and 68% are non-vocational, 87% are transferable and 13% are non-transferable. In addition to traditional, 18-week classes, the division also offers online, hybrid, accelerated courses, short-term

certificate programs, and a 25-Month Program, offered in the evenings and Saturdays which is designed for working adults to achieve an associate in arts in Business Administration.

The CTC Division includes:

- Police Academy and Administration of Justice
- Fire Academy and Fire Technology classes, which includes EMT and Paramedic programs
- Maintenance Mechanic
- Engine Repair/Engine Performance
- Warehouse Technician
- Auto Collision Repair

Career & Technology Center/Workforce Development Division was created in July 2012. Before the creation of the Career & Technology Center/Workforce Development Division, Workforce Development included the Training Institute and CalWORKs. In addition to providing administrative support to Training Institute and CalWORKs, Workforce Development provided specialized support to students referred to FCC through the Workforce Investment Boards, provided a connection point for various community organizations to the College and operated several grant funded initiatives. The programs at Career & Technology Center (CTC), Police, and Fire were under the Applied Technology Division. The mission of the Career & Technology Center/Workforce Development Division is to provide short term career and technical education programs. The purpose of the Division is to provide experiences that prepare and guide students into employment. The Division provides hands-on training opportunities for students preparing to enter a technical career field and to in-service employees looking for enhanced skills. Classes and programs are created and updated to reflect the job market. Students are given the opportunity to train with industry professionals, often in real-time job situations.

The FPCA Division includes:

- Art
- Music
- Theatre
- Dance
- Communication
- Film
- Journalism

The FPCA organizational structure supports both general education and vocational training. The FPCA Division supports the mission of the college through innovative instructional programs, lifelong learning, diverse populations, supportive services and collaborative partnerships. The division also provides oversight of the division's main office, the Theatre Box Office and the Art Space Gallery. With a high profile within the college and local community, FPCA continues to support the mission of providing students excellence in their preparation for transfer to 4-year colleges and universities, the attainment of certificate or associate degrees, vocational training to support entry into the workforce, and exposure to a diverse range of enriching co-curricular events.

The HUM Division includes:

- Composition English
- Foreign Languages
- Letters
- Linguistics/EMLS
- Preparatory English
- Reading

The HUM Division offers courses which enrich students' lives, through improving basic skills in reading and writing; courses that meet general education requirements; and courses of study to complete various associate degrees, certificates, and lower division transfer requirements. An integrated program of study in the humanities provides students with a foundation in the liberal arts that prepares them for further study in many different disciplines. The varied courses in the division examine the breadth of human experience through the study, analysis, and discussion of creative writing, composition, reading, literature, foreign languages, and philosophy in their cultural and historical contexts. The purpose and function of the HUM Division is to provide an organizational structure for a variety of courses and programs within the disciplines of the Humanities. These programs include both basic skills non-transfer and transfer/general education credit levels. The division offers approximately 300 class sections each semester, not including summer sessions, with approximately 9,000 full and part time students enrolled in courses each semester.

The MSE Division includes:

- Biology (Life Science)
- Chemistry
- Mathematics (Mathematics, Computer Science)
- Earth and Physical Sciences (Geography, Geology, Engineering, Physics, and Astronomy)

The MSE Division offers courses for fulfilling requirements in its own programs as well as programs offered by other divisions. Many of the courses are for students in transfer programs. These include courses which fulfill lower division requirements for majors as well as courses taken for general education. The transfer programs prepare students for continued study at four-year colleges and universities. Pre-professional lower division curricula are available with majors in fields such as biology, biotechnology, chemistry, dentistry, engineering, forestry, geology, horticulture, mathematics, nursing, medicine, veterinary medicine, physics, pharmacy, and physical therapy. Honors classes are available as well. Special classes in biology, chemistry, mathematics, and physical science are offered for students who need to develop skills in these subjects before taking more advanced courses.

The SOC Division includes:

- Anthropology
- Economics
- Geography
- Cultural and Women's Studies
- History
- Political Science
- Child Development

- Psychology
- Education
- Criminology
- Human Services
- Sociology
- Food and Nutrition
- Food Service Management (including Culinary Arts)

The purpose and function of the SOC Division is to provide an organizational structure for a variety of courses and programs within the disciplines of the social sciences (broadly defined). These courses and programs include both general education and vocational training. Approximately 72% of the courses offered in the division are general education classes (history, political science, psychology, sociology, etc.). The remainder of the courses (approximately 28% of the classes offered) are vocational, some of which lead to employment opportunities after only a few classes. In terms of student headcount, in the fall of 2012, 31.65% of the division's students were enrolled in occupational education courses. Numerous grant opportunities allow the division to work with special populations. Additionally, the division provides training to food service workers through the Cal Pro-NET Center and is the administrative head of the FCC Child Development Center.

### **B. Grants, Supports, And Partnerships**

Academic affairs encompasses numerous grants and programs. Under the various divisions there was over \$3,400,000 in grant funded activities in the 2013-2014 academic year not including lottery and instructional equipment monies. The majority of the funding is dedicated to salaries and benefits (\$2,006,451 or 58.81%) for the college to provide additional services to its students and the community. These grants include a federal block grant to provide reduced tuition to the FCC Child Development Center for low income parents, running the Cal Pro NET center, money from the state Chancellor's Office for economic development in auto technology and nursing, and a small grant from the National Science Foundation.

Additionally, the Office of Instruction, through its divisions, collaborates with Student Services to facilitate the Puente Program. Other programs modeled after Puente to support disproportionately impacted students on campus include Idile and SYMBAA (for African American Students) and USEAA (for Asian American Students).

The Office of Instruction also supports the Leon S Peters Honors Program on campus. The program is currently funded by the L.S. Peters Foundation and serves high academic performing students seeking specially selected curriculum structured to transfer students to University of California or California State University campuses.

Three of the four instructional divisions offering large vocational programs have dedicated counselors (funded with Perkins monies) to support vocational students. Social Sciences, in collaboration with Fresno State, houses several Social Work Interns who assist students with life issues. Similarly, Psychological Services assists students with problems which are more behavioral and psychological in nature.

The Tutorial Center and The Writing and Reading Center (under the auspices of the Library and Learning Support Services division) provide tutors and other academic support for students in all disciplines. Additionally, in MSE, chemistry, math, biology, physics, and geology offer faculty-based tutoring (termed GRASP-- **GR**oup **AS**sistance **P**rogram). The Allied Health programs have dedicated academic counselors, and

athletics has “The Zone,” a mandatory study skills and computer lab for athletes. All of these activities are geared toward providing support for students and college programs.

Additionally, Fresno City College is very proud of the partnerships and collaborative relationships it has formed with local public and private entities. These partnerships provide internships, clinical sites, mentorships, as well as contacts for FCC students once they enter the job market. This includes very strong working relationships with Fresno Unified School District, Fresno County Office of Education, Fresno Pacific University, California State University, Fresno and numerous local businesses and industry including:

- AC Delco Professional Service Centers
- AMSOIL, Inc.
- Automotive Service Council (ASC) Chapter 25
- Bureau of Automotive Repair
- California New Car Dealers Association
- Canon Explorers of Light Series
- Central Valley Business Incubator Project.
- Central Valley GM Parts & Service Manager’s Club
- Central Valley Health Network
- Community Medical Centers
- Digital Challenge
- EOC Conservation Corps
- Fresno Philharmonic
- Fresno Workforce Investment Board on Contextualized Learning
- Fresno/Clovis New Car Dealers Association
- General Motors Corporation
- Greater Fresno Area Chamber of Commerce
- Health Impact
- Horn Photo
- Hy-lond Golden Living Centers
- National Alternative Fuels Training Consortium (NAFTC)
- Nikon Ambassador Program
- PG&E
- Plumbers, Pipe and Refrigeration Fitters Union Local 246
- Regional Jobs Initiative
- San Joaquin Valley Air Pollution Control District
- St. Agnes Medical Centers
- The California Partnership for the San Joaquin Valley

- The Nursing Leadership Coalition of the Central San Joaquin Valley
- The Tuning School
- Valley Children's Hospital
- Valley Clean Air Now (CAN)

**C. Enrollment, FTES And Fill Rates**

As reflected in **Table 40**, enrollment at FCC has been steadily decreasing, with 14% fewer students (duplicated headcount) in the 2014-15 academic year than the 2009-10 academic year (excluding summers).

**Table 40: Duplicated Headcount by Semester and Division**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	9,598	10,156	8,678	9,139	9,119	8138	9,881	9,077	9,069	8,861	8,737	7,760
AT	4,801	4,949	3,816	4,079	4,074	3736	4,111	4,213	3,828	3,665	3,837	3,777
BUS	8,723	7,686	5,941	6,454	6,423	5621	6,797	6,713	6,352	6,339	5,787	4,937
COUNS	813	818	839	1,142	1,037	1201	712	903	954	712	765	861
CTC	3,580	2,115	1,234	1,452	1,199	2112	2,154	1,871	1,510	1,942	1,360	4,450
DSPS	455	370	428	401	391	347	576	500	537	586	453	460
FPCA	8,135	7,474	5,785	6,725	6,545	6462	7,395	6,564	6,350	6,469	6,388	6,618
HUM	9,732	9,478	8,166	9,290	9,188	9815	8,964	8,464	8,426	8,391	8,874	9,142
LRC	110	82	94	125	136	163	59	123	155	156	227	206
MSE	10,960	10,079	8,025	9,597	9,773	10663	9,799	9,184	9,093	9,319	9,645	9,652
OI	2,719	77	1,726	3,561	76	705	4,041	3,343	30	3,689	4,077	2,607
SOC	16,922	16,553	14,641	14,734	15,167	14324	17,523	15,345	14,533	14,319	14,310	13,572
<b>Total</b>	<b>76,548</b>	<b>69,837</b>	<b>59,373</b>	<b>66,699</b>	<b>63,128</b>	<b>63,287</b>	<b>72,012</b>	<b>66,300</b>	<b>60,837</b>	<b>64,448</b>	<b>64,460</b>	<b>64,042</b>

This data suggests that the college should consider strategies to reverse this trend as headcounts are linked to FTES generation. As **Table 41** indicates, the FTES generated by the college has also been falling over the past five years. From the 2009-10 academic year to the 2014-15 academic year, the college lost over 1900 FTES (excluding summers). All divisions experienced this drop except COUNS, CTC, HUM and LRC, but those increases do not offset the loss by the other divisions.

It is important to note that there may be several factors contributing to the decline in FTES for some divisions. For example APA and FPCA were affected by the legislated repeatability limit, which restricts the number of times students are allowed to repeat a course.

**Table 41: FTES by Semester and Division**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	1,045	1,104	926	981	894	852	1,099	991	924	929	856	823
AT	698	683	568	595	585	531	616	572	559	533	571	547
BUS	982	886	683	735	742	652	787	756	728	724	665	587
COUNS	60	71	52	77	77	92	41	59	48	46	48	53
CTC	292	233	192	233	179	236	250	360	324	315	342	455
DSPS	57	49	60	57	57	50	61	55	55	58	48	48
FPCA	944	890	689	758	769	756	852	783	719	719	744	780
HUM	1,270	1,242	1,041	1,158	1,203	1,274	1,165	1,097	1,059	1,042	1,153	1,181
LRC	8	7	7	10	9	11	4	11	8	12	13	15
MSE	1,682	1,544	1,259	1,477	1,516	1,665	1,545	1,447	1,427	1,456	1,518	1,550
OI	41	67	3	64	84	13	70	54	497	609	83	82
SOC	1,711	1,676	1,471	1,488	1,547	1,476	1,764	1,542	1,445	1,447	1,444	1,374
<b>Total</b>	<b>8,790</b>	<b>8,452</b>	<b>6,951</b>	<b>7,633</b>	<b>7,662</b>	<b>7,608</b>	<b>8,254</b>	<b>7,727</b>	<b>7,793</b>	<b>7,890</b>	<b>7,485</b>	<b>7,496</b>

The reduction in FTES is a major concern and must be addressed by the college. As can be seen by a comparison of FTES and sections offered (**Table 41 and 42**) there is not a direct comparison between the number of sections offered and the amount of FTES generated. This may be due to several factors. First, the number of seats in a section varies widely across campus. This variation may be actual (there are only a certain number of seats in a classroom) or imposed (some courses have artificial caps in place due to the course content and requirements). Some divisions, due to the type of courses offered, simply cannot generate the same amount of FTES as others. For example, many allied health programs (in the APA division) are limited by licensure or clinical sites to very few students per class. Similarly, the hard sciences (MSE division) are limited to the number of lab stations available and must also consider safety concerns. On the other hand, most SOC division classes are lecture based and are limited only by the number of seats in a classroom.

**Table 42: Sections offered by Division**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	297	331	312	336	301	299	312	314	323	317	301	325
AT	202	226	187	188	172	170	182	194	188	172	175	183
BUS	324	272	223	246	242	228	234	225	245	245	228	230
COUNS	33	33	26	41	45	51	26	35	29	32	39	41
CTC	89	63	64	63	51	78	69	65	74	74	81	114
DSPS	17	13	15	17	16	16	27	18	17	26	25	25
FPCA	294	258	210	232	232	251	256	238	220	225	234	278
HUM	320	322	300	330	331	354	294	293	314	307	327	353

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
LRC	4	3	4	5	5	6	2	4	8	7	8	10
MSE	299	283	250	285	301	335	265	263	284	279	292	292
OI	7	7	4	7	6	6	4	4	4	3	3	2
SOC	351	364	331	347	331	354	356	349	325	314	349	374
<b>Total</b>	<b>2,237</b>	<b>2,175</b>	<b>1,926</b>	<b>2,097</b>	<b>2,033</b>	<b>2,148</b>	<b>2,027</b>	<b>2,002</b>	<b>2,031</b>	<b>2,001</b>	<b>2,062</b>	<b>2,227</b>

A second reason for the variation between sections offered and FTES generated is due to fill rates. As **Table 43** illustrates, some divisions have consistently higher fill rates. **Table 43** also illustrates that FCC's fill rates have been decreasing over the past five years. The fill rate reduction must also be addressed by the college.

**Table 43: Fill Rates by Division**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	101%	95%	88%	96%	87%	83%	107%	90%	91%	91%	82%	70%
AT	85%	82%	68%	82%	89%	77%	89%	60%	75%	82%	82%	72%
BUS	84%	86%	90%	80%	75%	68%	83%	88%	74%	69%	69%	59%
COUNS	94%	94%	107%	88%	82%	80%	94%	99%	87%	77%	70%	74%
CTC	72%	41%	46%	51%	63%	90%	44%	37%	45%	48%	55%	90%
DSPS	99%	121%	111%	82%	99%	75%	76%	95%	74%	72%	65%	71%
FPCA	89%	92%	89%	92%	81%	77%	92%	85%	85%	86%	80%	68%
HUM	102%	99%	94%	105%	94%	93%	104%	97%	97%	98%	92%	84%
LRC	92%	87%	28%	84%	85%	98%	98%	92%	60%	72%	86%	76%
MSE	111%	108%	98%	100%	96%	92%	115%	107%	97%	101%	99%	93%
OI	68%	72%	70%	64%	54%	60%	113%	124%	91%	107%	87%	110%
SOC	93%	88%	87%	85%	87%	80%	94%	86%	91%	91%	82%	72%
<b>Total</b>	<b>94%</b>	<b>91%</b>	<b>87%</b>	<b>89%</b>	<b>86%</b>	<b>82%</b>	<b>96%</b>	<b>86%</b>	<b>87%</b>	<b>85%</b>	<b>81%</b>	<b>76%</b>

FCC typically uses its summer schedule to regulate its FTES. When the college has met its FTES allocation from the state, summer schedules are usually downsized. When the college has not met its FTES allocation or if there is reason to pursue growth, the summer schedule is typically increased (see **Table 44**). This pattern is illustrated in **Table 45** which shows the dramatic decrease in summer enrollments beginning in 2011 when the state's budget crisis required a downsizing of community college enrollments. An exception to this is in APA, which had an unusually high number students (compared to other divisions). This is due to a nursing grant which required student acceleration in the program. This summer scheduling is not continuing for the nursing program and summer enrollment for the APA division is expected to drop significantly.

**Table 44: FTES - Summer Total**

Division	Summer					
	09SU	10SU	11SU	12SU	13SU	14SU
APA	246	310	138	298	231	339
AT	68	65	12	14	22	29
BUS	242	162	70	53	97	114
COUNS	2	14	6	1	4	6
CTC	264	190	165	181	206	158
DSPS	13	0	0	8	6	5
FPCA	163	143	72	47	48	87
HUM	299	276	98	118	125	202
LRC	3	0	0	4	4	5
MSE	480	406	215	200	196	375
OI	0	40	0	16	19	17
SOC	366	250	117	123	116	264
<b>Total</b>	<b>2,146</b>	<b>1,855</b>	<b>892</b>	<b>1,063</b>	<b>1,074</b>	<b>1600</b>

**Table 45: Summer Sections and Enrollments by Division**

Division	Summer Sections						Enrollment Total					
	09SU	10SU	11SU	12SU	13SU	14SU	09SU	10SU	11SU	12SU	13SU	14SU
APA	82	108	48	126	111	128	2,164	2,701	1,118	2,489	3,124	3,088
AT	26	19	5	6	9	11	455	400	135	126	170	243
BUS	88	53	20	17	31	41	1,951	1,252	550	444	768	921
COUNS	2	7	2	1	6	5	65	183	168	108	113	144
CTC	20	17	17	33	35	23	831	645	599	441	502	797
DSPS	5	0	1	3	2	2	92	0	1	46	41	32
FPCA	57	45	19	14	13	31	1,369	1,199	733	466	482	809
HUM	80	72	28	35	37	63	2,175	2,067	852	1,067	1,073	1,634
LRC	1	0	0	1	3	3	29	0	0	35	67	77
MSE	86	81	40	39	41	83	3,029	2,721	1,525	1,319	1,303	2,431
OI	0	2	3	3	2	2	1	1	0	853	987	1,507
SOC	71	50	25	24	24	77	3,404	2,591	1,132	1,240	1,146	2,481
<b>Total</b>	<b>518</b>	<b>454</b>	<b>208</b>	<b>302</b>	<b>314</b>	<b>469</b>	<b>15,565</b>	<b>13,760</b>	<b>6,813</b>	<b>8,634</b>	<b>9,776</b>	<b>14,164</b>

#### D. Degrees And Certificates

Fresno City College offers over 100 associate degrees, over 90 certificates of achievement and nearly 75 other certificate programs. In recent years there have been new degrees for transfer, using the transfer model curriculum (TMC) required by the state Chancellor's office. This includes new associate degree programs in history, communications, business administration, child development, mathematics, political science, and theatre arts. However, even with these guarantee transfer degrees, the number of degrees awarded at the college continues to fluctuate (see **Table 46**).

**Table 46: Degrees by Division By Semester**

Division	Fall						Spring						Summer					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP	09SU	10SU	11SU	12SU	13SU	14SU
APA	156	113	78	152	122	103	168	233	178	243	197	183	52	106	46	116	119	149
AT	18	16	12	9	19	22	20	21	21	29	28	33	4	4	6	9	11	11
BUS	21	32	30	27	42	65	74	51	65	78	66	99	11	18	16	10	13	13
CTC	6	3	5	2	4	6	7	10	7	5	3	2	2	1	5	2	1	2
FPCA	4	5	4	4	8	15	12	6	7	19	30	37	2	4	1	3	1	8
HUM	95	65	36	36	17	20	137	83	52	28	27	32	67	52	31	10	10	9
LRC	0	0	1	2	1	1	1	2	0	5	3	1	0	2	2	0	0	0
MSE	3	8	15	20	24	21	15	21	29	55	41	50	3	9	9	12	8	9
SOC	140	111	89	113	93	102	241	202	192	195	202	197	118	91	55	50	50	63
<b>Total</b>	<b>443</b>	<b>353</b>	<b>270</b>	<b>365</b>	<b>330</b>	<b>355</b>	<b>675</b>	<b>629</b>	<b>551</b>	<b>657</b>	<b>597</b>	<b>634</b>	<b>259</b>	<b>287</b>	<b>171</b>	<b>212</b>	<b>213</b>	<b>264</b>

Likewise, the number of certificates awarded by the college also fluctuates (see **Table 47**). As mentioned in section II.F it should be noted that the district automatically issued a significant number of certificates during 2011-12 for students who earned enough units and who qualified for certificates but did not apply for them. The attempt was to promote degree/certificate completion. However, this effort may impact student's financial aid status; therefore, it is on hold pending further discussion.

**Table 47: Transcribed Certificates by Division and Semester**

Division	Fall						Spring						Summer					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP	09SU	10SU	11SU	12SU	13SU	14SU
APA	3	3	1	5	1	0	2	7	2	11	2	0	0	3	1	4	6	8
AT	64	62	63	55	57	71	39	59	106	52	75	92	28	55	35	41	24	148
BUS	77	57	44	45	51	48	93	66	479	76	89	57	48	41	25	33	33	322
CTC	73	94	133	103	119	39	133	181	140	121	91	63	112	60	42	7	22	40
DSPS	0	4	5	2	1	6	9	11	157	9	14	7	0	0	0	3	1	15
FPCA	1	0	0	0	1	4	0	2	3	3	2	4	1	0	1	0	0	35
HUM	0	1	1	1	0	2	1	0	16	0	7	2	1	0	0	0	0	2
LRC	0	1	1	2	7	3	3	3	5	8	4	3	1	0	3	4	4	0

Division	Fall						Spring						Summer					
	0	0	4	2	1	1	28	33	30	30	25	3	0	0	0	2	0	3
OI	0	0	4	2	1	1	28	33	30	30	25	3	0	0	0	2	0	3
SOC	55	51	45	53	82	57	75	88	176	79	88	76	63	46	36	37	31	294
<b>Total</b>	<b>273</b>	<b>273</b>	<b>297</b>	<b>268</b>	<b>320</b>	<b>231</b>	<b>383</b>	<b>450</b>	<b>1,114</b>	<b>389</b>	<b>397</b>	<b>307</b>	<b>254</b>	<b>205</b>	<b>143</b>	<b>131</b>	<b>121</b>	<b>867</b>

To further understand concerns regarding these trends, the college may want to examine data for degrees and certificates which are currently in the catalog and have not had any students earn them in the past five to ten years. For example, Network Security, Wireless Networks (AT), and Film (FPCA) have not had any graduates in the past five years. The college needs to investigate why students are not applying for degrees and certificates and if appropriate, consider deleting these programs so that students are cognizant of viable degrees. This would focus the college's resources on programs which are producing degrees and certificate completers. Similarly, an audit of certificates should be completed to determine their relevance in the labor market.

### E. Staffing

**Table 48** delineates current staffing levels for each division. Staffing levels are based in part on the various activities a division supervises (APA, for example, supervises Athletics, which requires additional classified professionals) and the number of classes a division offers (which requires more fulltime and adjunct faculty).

**Table 48: Spring 2013 Staffing (XX0 only)**

	APA	AT	BUS	CTC	FPCA	HUM	LRC	MSE	SOC
Administrators	2	1	1	2	1	1	1	1	1
Full-Time Faculty	39	25	34	4	31	42	8	49	41
Adjunct Faculty	97	269*	61	1	51	94	7	47	89
Classified Professionals	12	11	4.5	8	5	3.5	10.5	7	16.5
Student	22	0	0	0	44	0	40	0	10
<b>Total</b>	<b>172</b>	<b>306</b>	<b>100.5</b>	<b>15</b>	<b>132</b>	<b>140.5</b>	<b>66.5</b>	<b>104</b>	<b>157.5</b>

*\*Note: High number associated with Fire Academy and Police Academy now part of CTC.*

### F. Full Time Equivalent Faculty (FTEF)

**Table 49** delineates the full-time equivalent faculty by semester and division. This is a workload measure which indicates the number of faculty (full-time and adjunct) combined who teach a full load. For example, one full-time faculty teaching five three-unit classes equals one FTEF. Five adjunct faculty each teaching one three-unit class also equals one FTEF.

**Table 49: FTEF - FCC Total**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	83.6	87.0	85.3	90.3	81.6	80.0	78.7	81.2	82.7	83.8	81.5	81.8

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
AT	46.7	49.3	43.8	44.3	40.1	40.6	42.0	45.0	44.7	41.7	39.8	40.8
BUS	73.3	63.8	52.7	57.6	57.2	52.4	53.5	53.7	58.1	57.0	53.7	53.3
COUNS	3.8	4.1	2.9	6.1	6.6	7.6	2.9	3.9	4.3	4.3	5.3	5.2
CTC	15.3	16.5	14.4	12.6	13.1	23.8	15.2	19.7	24.7	22.8	25.0	29.6
DSPS	3.9	3.4	3.3	4.2	3.4	3.8	4.9	4.1	3.5	4.0	3.9	4.6
FPCA	60.9	54.2	45.0	50.3	48.9	52.2	52.2	49.2	47.5	48.0	47.9	58.3
HUM	83.5	83.2	78.2	86.4	87.6	93.8	75.4	75.7	81.7	78.8	86.0	94.2
LRC	0.7	0.6	0.7	0.8	0.8	0.9	0.3	0.9	0.8	1.1	1.1	1.5
MSE	79.6	76.4	68.7	79.2	82.5	90.2	73.1	72.5	77.8	77.1	81.0	82.9
OI	0.5	0.5	0.5	0.5	0.5	0.5	0.1	0.1	0.1	0.1	0.1	0.3
SOC	73.5	74.7	70.2	71.2	70.7	73.1	73.7	71.5	68.6	67.6	71.3	75.7
<b>Total</b>	<b>525.2</b>	<b>513.7</b>	<b>465.8</b>	<b>503.6</b>	<b>492.9</b>	<b>518.8</b>	<b>471.9</b>	<b>477.5</b>	<b>494.7</b>	<b>486.5</b>	<b>496.6</b>	<b>528.1</b>

As **Table 49** indicates, HUM and MSE have the heaviest FTEF load, followed closely by APA and then SOC. It might be expected that these divisions would also be carrying the highest FTES load. As indicated in previous tables 24, 25, 26 (section [C: ENROLLMENT, FTES AND FILL RATES](#)) however, this is not the case. MSE and SOC carry the weight in FTES, while HUM comes in third and APA fourth. Enrollment caps in place for the Allied Health classes in APA and writing classes in HUM may serve as an explanation for the FTES load.

### G. Efficiency Measures

Fresno City College has determined that the benchmarks for efficiency are 17.5 for FTES/FTEF and 525 for WSCH/ FTEF. For the past several years FCC's efficiency has also been on the decline. **Table 50** illustrates the FTES/FTEF for the college and by division. Spring semesters do not have the declines that are evident in the fall semesters. This may be due to last-minute schedule adjustments that are made once fall enrollments are realized. Although some divisions (MSE and SOC) consistently are above the benchmark (even though MSE does have numerous classes which have their capacities limited by lab stations), all other divisions are consistently below the benchmark. Although there are various reasons for this (for example, many of the classrooms used by BUS are computer labs and have only 30 seats), the BUS division was able, in the spring of 2010, to hit 14.7. Similarly, AT, in the fall of 2009 was able to hit 14.9. Both of these divisions should then have the capacity to be at these levels.

**Table 50: FTES/FTEF**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	12.5	12.7	10.9	10.9	10.8	10.6	14.0	12.2	11.2	11.1	10.5	10.1
AT	14.9	13.9	13.0	13.4	14.4	13.1	14.7	12.7	12.5	12.8	14.3	13.4
BUS	13.4	13.9	13.0	12.8	12.7	12.4	14.7	14.1	12.5	12.7	12.4	11.0

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
COUNS	15.9	17.5	18.2	12.7	11.4	12.1	14.3	15.2	11.1	10.7	9.1	10.1
CTC	19.1	14.1	13.3	18.5	13.6	9.9	16.5	18.3	13.1	13.8	13.7	15.4
DSPS	14.6	14.3	17.9	13.5	16.8	13.3	12.5	13.2	15.6	14.3	12.3	10.5
FPCA	15.5	16.4	15.3	15.1	15.2	14.5	16.3	15.9	15.1	15.0	15.5	13.4
HUM	15.2	14.9	13.3	13.4	13.5	13.6	15.5	14.5	13.0	13.2	13.4	12.5
LRC	11.3	11.8	10.6	11.6	11.7	12.3	11.8	12.8	9.6	11.3	11.5	10.3
MSE	21.1	20.2	18.3	18.6	18.1	18.5	21.1	20.0	18.3	18.9	18.7	18.7
SOC	23.3	22.4	21.0	20.9	21.4	20.2	23.9	21.6	21.0	21.4	20.3	18.2
<b>Total</b>	<b>16.7</b>	<b>16.5</b>	<b>14.9</b>	<b>15.2</b>	<b>15.3</b>	<b>14.7</b>	<b>17.5</b>	<b>16.2</b>	<b>15.8</b>	<b>16.2</b>	<b>15.1</b>	<b>14.2</b>

The WSCH/FTEF indicates an even greater decline in efficiency for the college. **Table 51** displays the WSCH/FTEF by semester and division. Once again, only MSE and SOC exceed the benchmark for WSCH/FTEF, although both of these divisions too have seen their numbers decline. All other divisions are well below the benchmark.

**Table 51: WSCH/FTEF**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	375	381	326	326	325	319	419	366	335	332	315	302
AT	448	416	389	403	431	392	440	381	375	383	430	402
BUS	402	417	389	383	380	373	441	423	376	381	371	330
COUNS	476	524	546	380	343	363	429	457	334	321	273	304
CTC	574	422	398	555	408	297	495	548	393	415	411	461
DSPS	438	428	536	404	503	400	375	397	468	429	369	315
FPCA	465	493	459	452	456	435	489	477	454	449	466	402
HUM	456	448	399	402	405	408	464	435	389	397	402	376
LRC	338	354	317	347	350	369	353	385	289	338	346	310
MSE	634	606	550	559	543	554	634	599	550	566	562	561
SOC	699	673	629	627	641	606	718	647	631	642	608	545
<b>Total</b>	<b>502</b>	<b>494</b>	<b>448</b>	<b>455</b>	<b>458</b>	<b>440</b>	<b>525</b>	<b>485</b>	<b>473</b>	<b>487</b>	<b>452</b>	<b>426</b>

One way to work around low capacities due to physical limitations (i.e. there are not enough seats in the classroom to meet the benchmarks) is to offer classes online, which, at least theoretically, have no seat limits. However, FCC has not fully utilized this option, as **Table 52** indicates.

Indeed, the FTES/FTEF ratio is actually lower for online classes than the college's overall numbers and less than the ratio of face-to-face classes alone (see **Table 53**). No division is meeting the benchmark of 17.5 for online classes.

**Table 52: FTES/FTEF – Online**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	11.1	10.2	9.8	11.1	12.8	10.4	11.5	11.0	10.7	10.5	10.8	10.6
AT	8.3	8.6	7.0	44.0	8.5	N/A	10.5	8.2	9.0	12.8	N/A	12.4
BUS	8.6	8.5	7.9	8.4	8.4	8.4	9.7	8.5	7.8	9.6	8.9	9.1
COUNS	N/A	N/A	N/A	9.7	9.3	11.0	N/A	N/A	10.9	N/A	N/A	N/A
FPCA	8.9	8.5	9.5	10.8	9.4	9.7	11.0	10.4	10.0	10.6	10.7	9.7
HUM	10.4	10.2	9.5	10.6	10.8	11.2	11.5	10.1	11.4	11.6	12.0	10.2
LRC	11.0	12.2	12.2	12.8	12.2	11.8	10.9	13.1	11.9	12.5	12.4	10.5
MSE	15.5	11.6	9.8	14.7	12.8	14.6	12.4	16.8	13.4	14.9	10.8	15.0
SOC	14.4	13.1	10.4	13.1	13.4	15.0	13.6	15.1	12.2	17.1	16.6	15.4
<b>Total</b>	<b>10.3</b>	<b>9.7</b>	<b>8.9</b>	<b>10.6</b>	<b>10.2</b>	<b>10.6</b>	<b>11.0</b>	<b>10.5</b>	<b>9.4</b>	<b>10.9</b>	<b>10.5</b>	<b>11.0</b>

**Table 53: FTES/FTEF - Face to Face**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	12.5	12.7	10.9	10.9	10.8	10.7	14.0	12.2	11.2	11.1	13.5	10.0
AT	15.0	13.9	13.0	13.1	14.4	13.1	14.7	12.7	12.5	12.8	14.3	13.4
BUS	14.3	15.0	14.3	13.9	13.8	13.6	15.6	15.4	13.9	13.6	13.5	11.5
COUNS	15.9	17.5	18.2	13.2	11.6	12.1	14.3	15.2	11.2	10.7	9.1	10.1
CTC	19.1	14.1	13.3	18.5	13.6	9.9	16.5	18.3	13.1	13.8	13.7	15.4
DSPS	14.6	14.3	17.9	13.5	16.8	13.3	12.5	13.2	15.6	14.3	12.3	10.5
FPCA	15.8	16.7	15.5	15.2	15.3	14.6	16.4	16.1	15.3	15.1	15.7	13.5
HUM	15.4	15.1	13.4	13.5	13.6	13.7	15.6	14.6	13.0	13.3	13.5	12.7
LRC	13.4	8.7	4.8	9.5	9.8	11.6	15.3	9.2	7.1	6.1	9.6	9.9
MSE	21.2	20.4	18.5	18.7	18.3	18.6	21.3	20.0	18.4	19.0	19.0	18.8
SOC	23.8	22.8	21.3	21.1	21.6	20.4	24.2	21.8	21.3	21.5	20.4	18.3
<b>Total</b>	<b>17.1</b>	<b>16.8</b>	<b>15.2</b>	<b>15.4</b>	<b>15.5</b>	<b>14.9</b>	<b>17.8</b>	<b>16.4</b>	<b>16.1</b>	<b>16.5</b>	<b>15.3</b>	<b>14.4</b>

## H. Trends

As indicated by the environmental scan data and previous overview, nearly all of Fresno City College's indicators (efficiency measures, enrollments, degrees and certificates) have been on a gradual decline with a small up-tick beginning in the 2012-2013 academic year. If the 2010 - 2011 academic year is used as a college-wide benchmark, there is much ground that the college needs to make up in order to be on firm footing. When identifying specific activities to address goals related to these trends, the institution should consider further disaggregation of the data (time of day, modality, etc.).

### Student Success

Student success measures have seen small increases, particularly successful completion numbers (see Environmental Scan, Section F. [Student Success, Degrees, Certificates and Transfers](#)). This increase is across all ethnicities. An examination of success measures by individual disciplines also indicates that the college's overall increase is not due to increases in just a few areas. Rather, college-wide, nearly all disciplines are showing increases in student success.

Although the trend indicates an increase in student success, the Student Equity Plan provides substantial evidence that the institution must focus on closing the success gaps for student populations identified in the plan. The Instructional Divisions, working in collaboration with the Student Services Division, will need to closely monitor the progress of success indicators within the plan and make adjustments as needed to ensure the divisions provide an equitable environment that allows all students the opportunity to achieve their academic goals.

### Enrollment, FTES, Fill Rates

Although FCC for several years had a declining trend in the number of sections offered, in spring 2014 an increase began. **Table 54** indicates that the reversal has resulted in a 6% increase from 2010-11. Over this timeframe, FCC increased the number of face-to-face sections by 4% (see **Table 55**) and online sections by 31% (see **Table 56**).

**Table 54: Number of Sections by Division**

Division	# of All Sections		
	2010-11	2014-15	% Difference
APA	753	752	0%
AT	439	364	-17%
BUS	550	499	-9%
COUNS	75	97	29%
CTC	145	215	48%
DSPS	31	43	39%
FPCA	541	560	4%
HUM	687	770	12%
LRC	7	19	171%
MSE	627	710	13%

Division	# of All Sections		
	2010-11	2014-15	% Difference
OI	13	10	-23%
SOC	763	805	6%
<b>Total</b>	<b>3,878</b>	<b>4,092</b>	<b>6%</b>

**Table 55: Number of Sections by Division F2F only**

Division	# of Sections - Face to Face		
	2010-11	2014-15	% Difference
APA	735	724	-1%
AT	433	363	-16%
BUS	466	406	-13%
COUNS	75	96	28%
CTC	145	215	48%
DSPS	31	43	39%
FPCA	527	545	3%
HUM	669	730	9%
LRC	2	7	250%
MSE	621	694	12%
OI	10	10	0%
SOC	736	769	4%
<b>Total</b>	<b>3,715</b>	<b>3,878</b>	<b>4%</b>

**Table 56: Number of Sections by Division Online only**

Division	# of Sections - Online		
	2010-11	2014-15	% Difference
APA	18	28	56%
AT	6	1	-83%
BUS	84	93	11%
COUNS	0	1	N/A
FPCA	14	15	7%
HUM	18	40	122%
LRC	5	12	140%
MSE	6	16	167%
OI	3	0	-100%

Division	# of Sections - Online		
	2010-11	2014-15	% Difference
SOC	27	36	33%
<b>Total</b>	<b>163</b>	<b>214</b>	<b>31%</b>

This increase in sections is largely due to attempts to reverse decreasing FTES. Between the 2010-2011 academic year and the 2014-2015 academic year FCC decreased its overall FTES by nearly 7% (from 16,178 to 15,102). As seen in **Table 57**, the decrease was across nearly all divisions, with BUS and APA losing the most (25 and 20 percent respectively). Of the instructional divisions, only CTC, HUM, LRC and MSE saw an increase in FTES generated.

**Table 57: FTES Change**

Division	FCC Total		
	2010-11	2014-15	% Difference
APA	2,095	1,675	-20%
AT	1,255	1,078	-14%
BUS	1,643	1,238	-25%
COUNS	130	144	11%
CTC	593	691	16%
DSPS	104	98	-5%
FPCA	1,672	1,537	-8%
HUM	2,339	2,455	5%
LRC	18	26	42%
MSE	2,991	3,215	8%
OI	121	95	-21%
SOC	3,218	2,851	-11%
<b>Total</b>	<b>16,178</b>	<b>15,102</b>	<b>-7%</b>

The decrease in FTES is most evident in face-to-face classes. As seen in **Table 58**, all instructional divisions lost FTES in their face-to-face classes except CTC, HUM, LRC and MSE. The BUS division lost nearly 30% of its FTES over this timeframe in its face-to-face classes. The division was able to make up some of this loss in its online classes (BUS increased its FTES in online classes by 9%).

**Table 58: FTES Change F2F Only**

Division	Face to Face		
	2010-11	2014-15	% Difference
APA	2050	1612	-21%
AT	1247	1074	-14%
BUS	1466	1044	-29%
COUNS	130	144	11%
CTC	593	691	16%
DSPS	104	98	-5%
FPCA	1643	1503	-8%
HUM	2287	2343	2%
LRC	1	6	427%
MSE	2957	3139	6%
OI	120	95	-21%
SOC	3138	2739	-13%
<b>Total</b>	<b>15734</b>	<b>14488</b>	<b>-8%</b>

All divisions with the exception of AT were able to recapture some FTES through online offerings (see **Table 59**). This suggests, online classes are one way to address the decline of enrollments and FTES at the college, but attention must be given to increasing the success rate for students enrolled in online classes.

**Table 59: FTES Change Online Only**

Division	Online		
	09-10	14-15	% Difference
APA	45	63	40%
AT	8	3	-58%
BUS	177	194	9%
COUNS	0	1	N/A
FPCA	30	34	12%
HUM	52	112	115%
LRC	17	20	15%
MSE	34	76	124%
OI	0	0	N/A
SOC	80	112	39%
<b>Total</b>	<b>444</b>	<b>614</b>	<b>38%</b>

**Table 60: Enrollments, FTES and Fill Rates**

FCC Total	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
<b>Sections</b>	2,237	2,175	1,926	2,097	2,033	2,148	2,027	2,002	2,031	2,001	2,062	2,227
<b>Enrollment</b>	76,548	69,837	59,373	66,699	63,128	63,287	72,012	66,300	60,837	64,448	64,460	64,042
<b>FTES</b>	8,790	8,452	6,951	7,633	7,662	7,608	8,254	7,727	7,793	7,890	7,485	7,496
<b>Fill Rates</b>	94%	91%	87%	89%	86%	82%	96%	86%	87%	85%	81%	76%

Finally, there exists a clear relationship between the number of sections, enrollments, FTES and fill rates (see **Table 60**). Although the number of sections offered is on the rise, enrollments, FTES and fill rates are trending down over the past five years. This trend suggests the college may need to identify strategies to increase fill rates for all divisions (see **Table 61**).

**Table 61: Fill Rates - FCC Overall by Division**

Division	Fall						Spring					
	09FA	10FA	11FA	12FA	13FA	14FA	10SP	11SP	12SP	13SP	14SP	15SP
APA	101%	95%	88%	96%	87%	83%	107%	90%	91%	91%	82%	70%
AT	85%	82%	68%	82%	89%	77%	89%	60%	75%	82%	82%	72%
BUS	84%	86%	90%	80%	75%	68%	83%	88%	74%	69%	69%	59%
COUNS	94%	94%	107%	88%	82%	80%	94%	99%	87%	77%	70%	74%
CTC	72%	41%	46%	51%	63%	90%	44%	37%	45%	48%	55%	90%
DSPS	99%	121%	111%	82%	99%	75%	76%	95%	74%	72%	65%	71%
FPCA	89%	92%	89%	92%	81%	77%	92%	85%	85%	86%	80%	68%
HUM	102%	99%	94%	105%	94%	93%	104%	97%	97%	98%	92%	84%
LRC	92%	87%	28%	84%	85%	98%	98%	92%	60%	72%	86%	76%
MSE	111%	108%	98%	100%	96%	92%	115%	107%	97%	101%	99%	93%
OI	68%	72%	70%	64%	54%	60%	113%	124%	91%	107%	87%	110%
SOC	93%	88%	87%	85%	87%	80%	94%	86%	91%	91%	82%	72%
<b>Total</b>	<b>94%</b>	<b>91%</b>	<b>87%</b>	<b>89%</b>	<b>86%</b>	<b>82%</b>	<b>96%</b>	<b>86%</b>	<b>87%</b>	<b>85%</b>	<b>81%</b>	<b>76%</b>

## Trends in Summer

For the past several years summer schedules have been built primarily to augment the FTES of the college. Typically, classes offered are those general education classes that will fill and can generate FTES without much cost (as all faculty are paid on schedule C). Efficiency measures in the summer tend to be low (see **Table 62**) and fill rates also tend to be lower than during the academic year (see **Table 63**). This data suggest that the college may want to consider specific enrollment strategies for summer sessions.

**Table 62: FTES Summer Face to Face and Online**

Division	Summer Face to Face						Division	Summer Online					
	09SU	10SU	11SU	12SU	13SU	14SU		09SU	10SU	11SU	12SU	13SU	14SU
APA	242	310	137	298	227	334	APA	5	0	1	0	4	5
AT	66	62	11	13	21	29	AT	2	2	2	1	2	0
BUS	195	132	58	39	66	72	BUS	47	30	12	14	30	42
COUNS	2	14	6	1	4	6	COUNS	0	0	0	0	0	0
CTC	264	190	165	181	206	158	CTC	0	0	0	0	0	0
DSPS	13	0	0	8	6	5	DSPS	0	0	0	0	0	0
FPCA	143	139	72	44	44	81	FPCA	20	4	0	3	4	6
HUM	284	270	95	118	125	183	HUM	15	6	3	0	0	19
LRC	0	0	0	0	0	1	LRC	3	0	0	4	4	4
MSE	458	406	215	200	196	375	MSE	21	0	0	0	0	0
OI	0	40	0	16	19	17	OI	0	0	0	0	0	0
SOC	358	250	117	123	116	250	SOC	9	0	0	0	0	14
<b>Total</b>	<b>2,024</b>	<b>1,812</b>	<b>875</b>	<b>1,041</b>	<b>1,032</b>	<b>1,512</b>	<b>Total</b>	<b>122</b>	<b>42</b>	<b>17</b>	<b>22</b>	<b>43</b>	<b>88</b>

**Table 63: Fill Rates Summer**

Division	09SU	10SU	11SU	12SU	13SU	14SU
AT	56%	59%	49%	68%	98%	63%
BUS	72%	71%	85%	83%	78%	70%
COUNS	189%	91%	112%	40%	62%	88%
CTC	30%	30%	23%	25%	33%	63%
DSPS	60%	N/A	1%	65%	81%	68%
FPCA	82%	90%	94%	89%	94%	73%
APA	88%	91%	63%	78%	78%	86%
HUM	91%	95%	95%	88%	91%	79%
LRC	97%	N/A	N/A	93%	68%	86%
MSE	100%	94%	96%	95%	88%	79%
SOC	81%	82%	84%	82%	80%	54%
<b>Total</b>	<b>80%</b>	<b>82%</b>	<b>73%</b>	<b>66%</b>	<b>67%</b>	<b>71%</b>

Fill rates in summer are higher for online classes than face-to-face classes for some divisions (see **Table 64**). The college may want to consider further investigation to determine factors that influence this pattern. This trend also suggests that the college might consider offering more online classes in the summer to boost FTES, as mentioned previously, attention must be given to increasing the success rate for students enrolled in online classes.

**Table 64: Fill Rates Summer F2F and Online**

Division	Fill Rates - Face to Face					
	09SU	10SU	11SU	12SU	13SU	14SU
AT	56%	58%	48%	68%	96%	63%
BUS	73%	69%	91%	80%	72%	66%
COUNS	189%	91%	112%	40%	62%	88%
CTC	30%	30%	23%	25%	33%	63%
DSPS	60%	N/A	1%	65%	81%	68%
FPCA	81%	91%	94%	89%	94%	73%
APA	88%	91%	64%	78%	78%	87%
HUM	91%	95%	95%	88%	91%	79%
LRC	N/A	N/A	N/A	N/A	38%	100%
MSE	100%	94%	96%	95%	88%	79%
SOC	81%	82%	84%	82%	80%	54%
<b>Total</b>	<b>80%</b>	<b>82%</b>	<b>73%</b>	<b>65%</b>	<b>66%</b>	<b>71%</b>

Division	Fill Rates – Online					
	09SU	10SU	11SU	12SU	13SU	14SU
AT	42%	80%	100%	64%	108%	N/A
BUS	69%	79%	68%	90%	91%	77%
COUNS	N/A	N/A	N/A	N/A	N/A	N/A
CTC	N/A	N/A	N/A	N/A	N/A	N/A
DSPS	N/A	N/A	N/A	N/A	N/A	N/A
FPCA	90%	73%	N/A	89%	103%	69%
APA	77%	N/A	30%	N/A	72%	58%
HUM	82%	91%	84%	N/A	N/A	81%
LRC	97%	N/A	N/A	93%	80%	80%
MSE	105%	N/A	N/A	N/A	N/A	N/A
SOC	63%	N/A	N/A	N/A	N/A	47%
<b>Total</b>	<b>77%</b>	<b>80%</b>	<b>70%</b>	<b>88%</b>	<b>89%</b>	<b>69%</b>

**Trends in Efficiency**

As mentioned previously, efficiency measures have also been falling, and for some divisions the rate of decrease has been precipitous. Remembering that FCC has set the benchmark for FTES/FTEF at 17.5 and WSCH/FTEF at 525, only two divisions (MSE and SOC) consistently meet and exceed these benchmarks. Although, as discussed previously, some divisions are limited in their efficiency due to actual or artificial caps on classes and/or courses, divisions ought to be able to meet at least their highest previously captured mark (e.g. in FTES/FTEF, AT: 14.9; APA: 14; HUM 15.5). Similarly, when looking at WSCH/FTEF, division should be able to meet previously captured marks (e.g., AT: 448, BUS: 441, etc.). In order to reverse the trends in enrollment and efficiency, all divisions will need to strive to meet, exceed, or continue to exceed benchmarks.

An analysis at the division level indicates that there are several programs that need to be carefully evaluated for their additive value to the college and the community. In the Applied Technology division, both CAM and Architecture have been experiencing very low enrollments for the past several years. In the Business division courses throughout the Business Technology and Computer Information Technology departments have been experiencing low enrollments as well. The Cultural Studies program, and in particular, Asian American Studies, in the Social Sciences division has been seeing a decrease in enrollments for the past three years. Finally, EMLS in the Humanities division has been experiencing serious enrollment declines for over five years. Declining enrollment has impacted efficiency as well as FTES generation.

## **OTHER TRENDS**

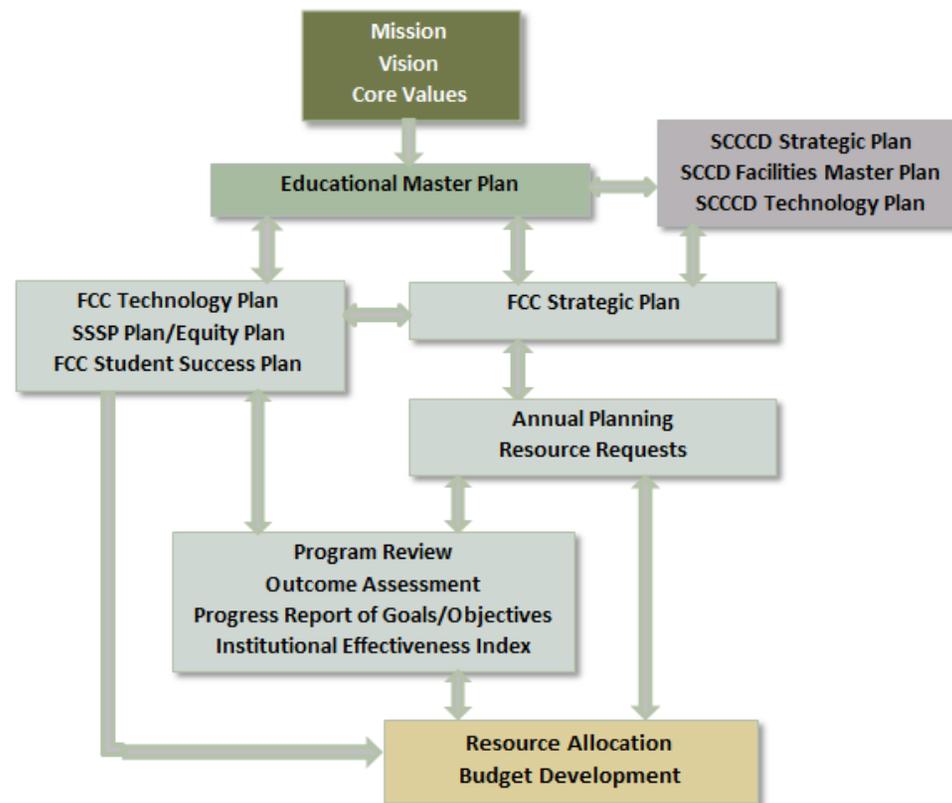
### **Volatility in enrollments**

There are several factors discussed in the external scan as well as the structure of funding of the California Community Colleges which will continue to impact enrollments. The external scan illustrates high school graduation rates will be relatively flat for the next several years. As the economy improves, typically community college enrollments decrease. Fluctuation in the economy affect budget allocations and influence how many classes FCC can offer. The external scan provides evidence that a large percentage of local residents have low levels of education, which provides FCC the opportunity to strategically market to increase enrollment of older students. This strategy could offset the expected flat growth rate for high school graduates. In addition, strategies to increase student persistence would also provide greater stability to enrollment numbers. As mentioned in section II.I Financial Aid, the changes in regulations regarding Financial Aid may have a significant impact on enrollment and the institution will need to closely monitor the academic standing status to ensure students are not consistently on academic probation.

## VI. INTEGRATION OF EDUCATIONAL MASTER PLAN WITH EXISTING PLANNING

Fresno City College presently benefits from planning that is both operational and strategic in nature. This Educational Master Plan seeks to incorporate existing work at Fresno City College by offering a fresh look at the realities in the college's dynamic internal and external environment and to offer a set of recommendations based on research. Recommendations emanating from this Educational Master Plan will require additional consideration in the course of existing and future planning. Accordingly, this Educational Master Plan offers a framework and focused guidance for the college as it faces the future, but does not replace existing plans. The following chart depicts how this plan, beginning with the FCC Mission, Vision, and Core Values, integrates with other existing college and district plans.

### Integration of FCC Educational Master Plan with Other Plans



## A. District Planning

Integration with district planning plays an important role in the ability of FCC to fully implement its Educational Master Plan. The District's role in the decision making process directs campus constituents as they determine how to align district and college plans and resource allocation. District plans related to strategic planning, facilities, and technology strongly influence the development of college plans. The alignment of strategic plans is essential as it directs the colleges focus. Because of the significant resource allocation necessary for facilities and technology, transparency and alignment of planning is essential.

FCC constituents participate on district planning committees and councils. Active participation ensures campus involvement in the decision making process and establishes channels for communicating decisions that impact future planning.

## B. FCC Integrated Planning Process

Current planning at the college is guided by the Strategic Planning Council (SPC) whose members are drawn college-wide from faculty, classified professionals, students, and administrators. The SPC has eight advisory committees which provide recommendations on college planning. The SPC has implemented a cycle of planning requiring annual plans that allow for a longer time horizon for complicated strategies as well as the opportunity to assess progress over multiple points of time. The use of annual unit plans has produced a noticeable clarity in the planning process. The Council is responsible for reviewing the progress and accomplishments of the units and committees and serves as the umbrella participatory governance committee for the college. The flow chart below indicates the planning processes and how they are integrated with the resource allocation and assessment processes.

### Fresno City College Integrated Planning Process



### **C. Current College Goals And Objectives**

Taken from the College Strategic Plan, the goals and objectives of Fresno City College represent the central focus of the institution's work and serve as the primary indicators of how the college is fulfilling its mission, vision, and core values. Fresno City College goals and objectives were updated in 2013 by the SPC and are evaluated annually. The goals and objectives are as follows:

#### **Student Success**

##### **Goal 1: FCC will identify and implement collaborative and specific activities to facilitate successful completion of our students' educational objectives.**

- 1.1 By Spring 2014, the college will update, approve, and implement priority student success recommendations detailed in the FCC Educational Master Plan and those contained in the FCC Student Success Plan.
- 1.2 As noted in the Enrollment Management Plan, by spring 2015, the college will begin to define, and publish common annual student success benchmarks.
- 1.3 The college will continue to work with feeder schools to identify innovative methods of enhancing matriculation.
- 1.4 By Spring 2015, the college will identify and support existing efficient and cost effective methods of improving basic skills preparation.
- 1.5 By Fall 2014, the college will identify baseline student services and priority activities to include in the creation and implementation of college and districtwide student services delivery plans.
- 1.6 By Fall 2014, the college will create and implement a Student Involvement Plan that identifies successful methods of engaging students in campus and community activities that enable them to enhance learning opportunities beyond the classroom and further engage in the betterment of their community.
- 1.7 The college will continue to analyze enrollment, retention, success rate patterns and other transfer general education course data to identify and implement strategies that lead to increased retention and successful completion.
- 1.8 The college will continue to analyze enrollment, retention, success rate patterns and other career and technology course data to identify and implement strategies that lead to increased retention and successful completion.

#### **Access**

##### **Goal 2: FCC will identify access barriers and create strategies to mitigate them.**

- 2.1 By Spring 2014, the college will complete writing and begin implementation of recommendations contained in the Enrollment Management Plan.
- 2.2 By Fall 2013, the college will work with the district to implement districtwide recommendations regarding priority registration.
- 2.3 By Fall 2014, the college will identify methods of improving course scheduling to efficiently move students through successful completion.
- 2.4 By Fall 2014, the college will identify and address gaps and barriers to student support services.
- 2.5 By Fall 2015, the college will inventory existing outreach, recruitment, co-curricular and career awareness activities for every academic and student support program to identify best practices, duplication, and opportunities.

## Quality

### **Goal 3: FCC will provide the highest quality instructional programs utilizing current and emerging methodologies, pedagogies, and technologies as appropriate.**

- 3.1 By Fall 2013, the college will ensure that all administrators, faculty, and classified professionals are provided ample opportunities for professional development.
- 3.2 By Fall 2015, the college, in coordination with sister campuses, will develop a comprehensive Basic Skills Delivery Plan for the college and the district.
- 3.3 By Fall 2013, the college will define and identify Signature Programs and criteria to create models of excellence.
- 3.4 By Spring 2014, the college will identify and promote opportunities for districtwide collaboration, program coordination and development.
- 3.5 Faculty will continue to identify appropriate courses to enhance cross-district coordination of curriculum.
- 3.6 By Fall 2014, the college will implement a Distance Learning Plan that identifies online and hybrid best practices, student support services, student success benchmarks, and effective delivery methods.
- 3.7 By Spring 2014, the college will implement a campus wide technology plan and address technology gaps.
- 3.8 By Fall 2014, the college will ensure that student success, student learning outcomes, and program review objectives are integrated and support FCC's mission, vision, and strategic goals.

## Partnerships

### **Goal 4: FCC will strengthen existing and create new community partnerships with educational, business, and other entities to ensure our region is receiving quality services to meet its economic, cultural, and social needs.**

- 4.1 By Fall 2014, every program and student support service will identify activities that enhance partnerships with educational, business, and/or local community organizations as appropriate.
- 4.2 By Spring 2015, every program and student support service will systematically assess the community need for its respective program/service and refine student learning outcomes as appropriate.
- 4.3 By Spring 2015, every occupational related program and support service will inventory, identify, and increase the number of quality work experience, apprenticeship, job shadowing, service learning, and/or internship experiences as appropriate.

## Values

### **Goal 5: FCC will provide a culture where its core values are visible in the activities and interactions of all administrators, faculty, classified professionals, and students.**

- 5.1 By Fall 2014, the college will enhance its efforts to recognize individuals who epitomize FCC's core values.
- 5.2 By Spring 2014, the college will identify existing activities and new opportunities that promote FCC's core values.
- 5.3 By Spring 2015, the college will provide campus wide training on excellence and innovation.

## **Communication**

### **Goal 6: FCC will effectively communicate with its constituent groups and external communities.**

- 6.1 By Spring 2014, the college will perform an annual shared governance audit to ensure the college and district are engaged in open communication and encouraging participation from all constituent groups.
- 6.2 The college will continue to implement its campus wide communication plan and continually identify additional methods to enhance campus, district, and external communications.
- 6.3 By Fall 2013, the college will initiate discussions that provide feedback and recommendations on opportunities to enhance campus-to-campus and campus-to-district collaboration.

## **Institutional Effectiveness**

### **Goal 7: FCC will collaborate with SCCCD to create strategic alignments in our planning and organizational processes.**

- 7.1 By Fall 2013, the college will collaborate with the district in ensuring shared governance is practiced consistently in decision-making.
- 7.2 By Spring 2014, the college will collaborate with the district and respective committees to update and improve safety and security communication and education.
- 7.3 By Fall 2014, the college will collaborate with the district to create and implement a parking plan that supports the mission of FCC.
- 7.4 By Spring 2014, the college will participate in districtwide decision-making regarding program development (including signature programs), implementation, and expansion.
- 7.5 FCC will continue to implement and update the Campus Facilities Master Plan.
- 7.6 By Spring 2015, the college will create a Human Resource Plan that reflects the needs of the college.
- 7.7 By Spring 2014, the college will fully implement its Research Agenda to enable every department to utilize the information as part of its program development and decision-making.
- 7.8 By Fall 2014, the college will work with all internal constituent groups to develop and implement annual program review summaries that concisely monitor and report progress toward campus and district strategic goals.

## **Accountability**

### **Goal 8: FCC will demonstrate fiscal integrity by being prudent stewards of our resources.**

- 8.1 By Spring 2014, FCC will create and implement an education module on understanding the college and district budget and budgeting processes.
- 8.2 FCC will continue to improve methods of ensuring financial accountability and resource stewardship.
- 8.3 FCC will continue to work collaboratively with the SCCCD grants office and with external partners to increase funding opportunities that support student success.

#### D. Program Review

The Fresno City College program review process utilizes a 5 year cycle that allows instructional and administrative units the opportunity to analyze evidence and reflect upon successes and areas for improvement. The Program Review Committee (PRC) is responsible for maintaining the process by which instructional and administrative units systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes. The PRC reviews final instructional and administrative program review self-studies, evaluates self-studies to determine a program's status, level of funding, and those recommendations for requested resources to be forwarded to the Strategic Planning Council (SPC), and provides an annual report of its activities and actions to the College President, the constituencies, and the SPC.

Through the program review process goals and activities are identified and depending upon the nature of the goal, an action plan (resource request) may be submitted. The annual unit plan provides a means of recording and tracking progress and identifies alignment with the FCC Strategic Plan. An annual summary of the strategic objectives and annual unit plan goals is reviewed by the SPC. This provides the institution with valuable information on areas identified through the program review process as being a priority for instructional and administrative units.

**Table 65** demonstrates the number of annual unit goals aligned with strategic goals (annual unit goals may be aligned with more than one strategic goal). The data indicates that the majority of annual unit goals align with the strategic goal that addresses student success. A substantial number of annual unit goals also address access, quality, and partnership. This suggest that the goals for this Educational Master Plan should be primarily focused on efforts that directly affect student success, access, quality, and community partnerships.

**Table 65: Unit Plan Goal Alignment with Strategic Plan Goals**

Strategic Plan Goal	2014-15	2015-16
Goal 1 - Student Success	132	116
Goal 2 - Access	74	89
Goal 3 - Quality	72	100
Goal 4 - Partnership	41	40
Goal 5 - Values	7	7
Goal 6 - Communication	5	9
Goal 7 - Institutional Effectiveness	11	19
Goal 8 - Accountability	22	25

## E. Outcomes And Assessment

A contributing factor to student success is the consistent identification, assessment, and evaluation of outcomes at Fresno City College. This process is fostered through the Outcomes Assessment Committee (OAC). The committee is comprised of individuals from administration, faculty, classified professionals, and students. The college has identified Institutional Student Learning Outcomes (ISLOs), Program Student Learning Outcomes (PSLOs), General Education Student Learning Outcomes (GE SLOs), Course Student Learning Outcomes (CSLOs), Student Services Outcomes (SSOs), and Administrative Unit Outcomes (AUOs).

Fresno City College's ISLOs are based on the college mission and represent what is expected of students upon completion of their time at FCC. The measurement of ISLOs occurs through survey data, employee assessment of goals, and program mapping. The college utilizes ACT survey data by mapping ACT survey questions to ISLOs. Based upon analysis of data the Outcomes and Assessment Committee makes recommendations to the Strategic Planning Council and reports on those recommendations to college constituency groups.

The college designed a process for general education outcome development and assessment. General Education Student Learning Outcomes were developed and approved by FCC's Curriculum Committee. Originally all courses that contribute to a GE area were mapped to one or more of the GE outcomes. As changes occurred with General Education requirements the courses that contributed were re-evaluated and necessary changes were made to re-align with the GE Area or the courses were removed from the GE area. As a result of ongoing dialog about outcomes on campus a new process was developed. Currently, in order for a course to qualify as a general education course, it must meet the Curriculum Committee's identified GE SLOs; with this new process mapping to GE SLOs is no longer a requirement.

Faculty develop PSLOs and CSLOs and teach according to the outcomes, assess outcomes, reflect on assessment data, and then make necessary changes to outcomes. FCC has designed outcomes and assessment research to impact planning in Program Review and Curriculum, but the process is cyclical and mutually inclusive. Faculty develop student learning outcomes as a result of going through a 5-year curriculum review process, but that process is informed by their 5-year program review in which faculty assess outcomes. During program review, area faculty reflect on their course and program level outcomes research to determine their plan for the future. Faculty use this data to substantiate requests for anticipated future needs in the effort to encourage student learning. These requests may include anything from new faculty, to instructional technology, and even to space needs. After the reflective process of program review, programs may make changes to curriculum in their 5-year curriculum review. The Institutional standard for outcomes research is that all outcomes for all courses and degrees/certificates be assessed at least once within a program review cycle; programs reflect on student learning every semester, whether they are measuring or discussing results of the assessment process (see **Table 66**).

The process for Administrative and Student Service Units is similar in that employees in their respective units are responsible for identifying, assessing, and reflecting on their outcomes. This discussion is recorded and used to substantiate the program review self-study. Outcomes research is used to inform the annual unit plan goals.

**Table 66: 2015 SLO Status**

Outcomes	Total Offered	Total Assessed	Percent Assessed
Institutional (ISLO)	4	4	100%
Program (PSLO)	241	181	75%
General Education (GE SLO)	378	378	100%
Course (CSLO)	1283	909	71%
Student Services (SSO)	23	17	74%
Administrative (AUO)	0	0	0%

Potential Goals:

- Utilize TracDat to improve communication about outcomes research.
- Develop an Outcomes Assessment page on the FCC Website.
- To encourage student success, foster more communication with students about outcomes.
- Develop summative assessment tools for degree and certificate outcomes research.
- Identify areas for disaggregation of data that is meaningful for the college and aids student achievement.
- Develop a clear process for GE SLO identification and assessment.

**F. Institutional Effectiveness Index (IEI)**

To assist in the assessment of institutional effectiveness, FCC developed an index with baseline data and outcome measure goals. FCC Institutional Effectiveness Index (IEI) was first implemented in 2013-14 to measure and communicate the extent to which the college achieves and implements its goals and objectives. The IEI is a performance measurement system adopted by the Institutional Research and Effectiveness Committee (a participatory governance committee) as a way to enhance the existing college-wide planning process. The IEI uses a set of core performance indicators that define and measure institutional effectiveness. The IEI translates the college's mission, vision, core values into meaningful indicators which are directly linked to college goals and objectives. The IEI provides a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and objectives. The IEI uses outcome measure targets that are established through a collaborative process of research, analysis and negotiation among the various constituency groups across the college. These outcome measure goals provide the means for assessing institutional goals and adjusting objectives for meeting these goals.

**G. SSSP, Student Equity, And Basic Skills**

The Student Success and Support Program plan, Student Equity plan, and Basic Skills initiative play a significant role in college planning. Evidence based inquiry is used in the development of the plans and data provides the college with direction regarding which strategies it should consider implementing in order to improve student success and close equity gaps. Close coordination between the plans is required and necessary to ensure effective support services are provided and appropriate use of resource allocation. All of the plans indicate the need to provide ongoing professional development, which supports the Professional Development Plan recommendation to hire a full time Professional Development Coordinator.

## VII. PLANNING ASSUMPTIONS AND STRATEGIC DIRECTIONS

### A. Overview of Planning Assumptions

Planning assumptions use the information from the environmental scan and the college's mission, vision, core values to establish a foundation for the Educational Master Plan. The assumptions developed below will help guide Fresno City College's efforts to respond to changes in its internal and external environments.

- Residents of Fresno County have low levels of income and education. As a result, a better life through higher education should be advocated for those who need higher education to achieve financial self-sufficiency.
- Planning that is integrated throughout all aspects of the institution is a necessity for the college to approach its future effectively. Planning should be student focused.
- While overall enrollment at Fresno City College has fluctuated in the last few years, the college relies on enrollment growth as a source of funding.
- Planning documents should be clear, concise, coherent, aligned and/or integrated with other plans, and available to all major stakeholder groups so as to facilitate integration and ownership across the institution.
- California Community College allocations have been increasing over the last several years, including significant increases to categorical programs, i.e. student equity funds, SSSP funds, and programs developed to serve underrepresented students.
- Fresno City College has an innovative and creative spirit that is evident throughout the institution in the form of unique model programs and services dedicated to providing every student with an avenue to success.
- Fresno City College will continue to document and share institutional effectiveness measures in the format required by the state and accrediting bodies, but will also need to demonstrate its contributions in new and creative ways that promote student success.
- Fresno City College will continue to develop educational pathways to improve student access, retention, achievement, and college completion goals toward career technical education certificates, associate degrees and transfer to four-year institutions.
- The college will continue to integrate technology to increase efficiency, broaden student learning and knowledge as well as student access to anytime, anywhere support services and resources.
- Diverse learners will continue to represent a high proportion of the college's student population in the future, therefore, their needs and interests must be considered fully and addressed appropriately.
- With limited education options for underrepresented and underprepared students, and increased categorical funding for special populations, the college will need to identify comprehensive strategies to respond to the needs of these populations.
- Fresno City College will maintain its' "culture of evidence" while growing its "culture of inquiry" in which faculty/classified professionals use data more effectively and efficiently to improve teaching and learning.
- The need for workforce development programs, skills certificates, and other programs with fewer general education requirements will increase.
- There continues to be a need to form community partnerships with local industry, service providers, high schools, community-based organizations, and governmental organizations.
- Existing facilities will need to be renovated to accommodate student need. Maximizing present facilities with creative scheduling (i.e. offering more online classes) and course content will need to occur.

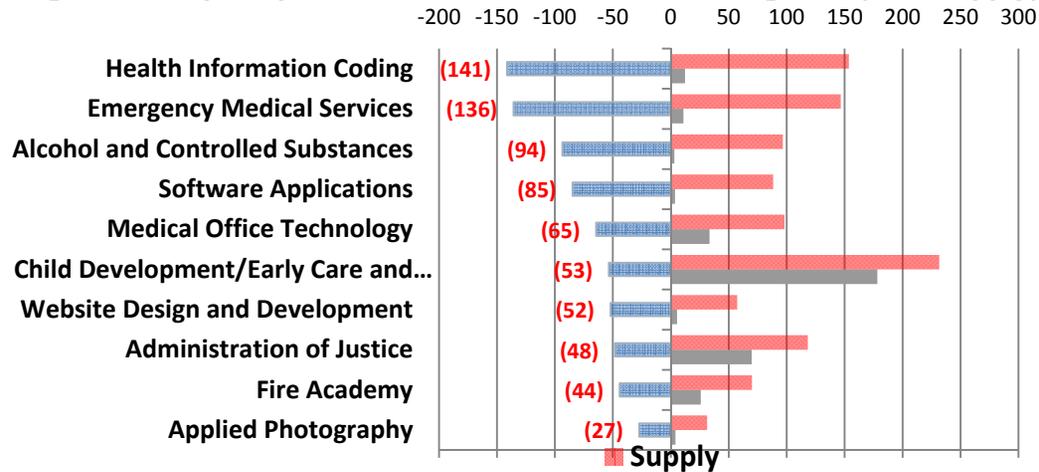
## **B. Existing Programs to Strengthen/Program Viability**

Analyses of emerging demographics, community needs assessment, labor market projections, and enrollment trends leads to conclusions about which programs the college already operates that ought to be strengthened. This strengthening can be accomplished in joint efforts by program faculty and instructional administrators to pursue curricular enhancements based on competencies, alterations to class scheduling, delivery formats, and development of classes that more closely meet labor market demands, or offer classes in new locations.

Additionally in spring 2015, FCC contracted Economic Modeling Specialists International (EMSI) to conduct a gap analysis of all FCC's academic programs. The analysis is based on labor market projections and workforce needs, analysis of local demographics, and degree/certificate completions in the area. If a program has an oversupply of specific education completers in the service area, the program is considered to have a surplus which should be carefully monitored in the future. In other words, the campus is educating a workforce that is leaving our region after program completion due to a lack of jobs. In contrast, if a program has an undersupply of specific program completers, the program is considered to have a gap. Undersupply of specific program completers may lead to missed opportunities for economic growth and forces local businesses to find necessary human capital outside of our region. In other words, the region's education institutions are not providing the necessary workforce, thereby shifting the burden on the industries to find workers in other economies to fill the needed occupations. For some of our degree programs, the labor market demands change quickly. For example, in many of the Allied Health programs, including nursing, changes in health care delivery and payment mechanisms are expected to dramatically increase the demand for skilled workers.

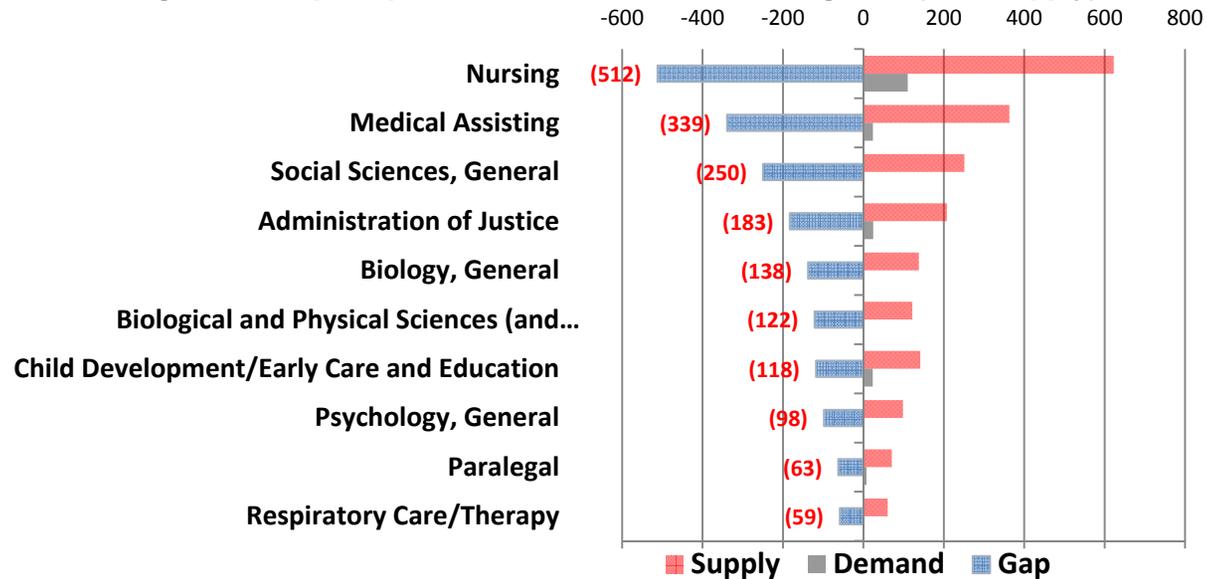
**Figure 28** provides an illustration that summarizes the top 10 surpluses for FCC postsecondary certificate level programs. There are 14 programs at FCC that are training for occupations with a significant surplus of workers. Health Information Coding has a surplus of 141. Although FCC only produces one completer a year for the 12 annual openings, other regional institutions add another 153 completers a year, resulting in the large surplus. Emergency Medical Services is second with a surplus 136 completers; followed by Alcohol & Controlled Substances (94) and Software Applications (85). It is likely that the additional annual openings in areas outside of the FCC Service Area are being filled by FCC completers. These certificate programs should be monitored carefully and program continuance addressed appropriately in the near future.

**Figure 28: Top Surpluses in FCC Certificate Level Programs (over supply)**

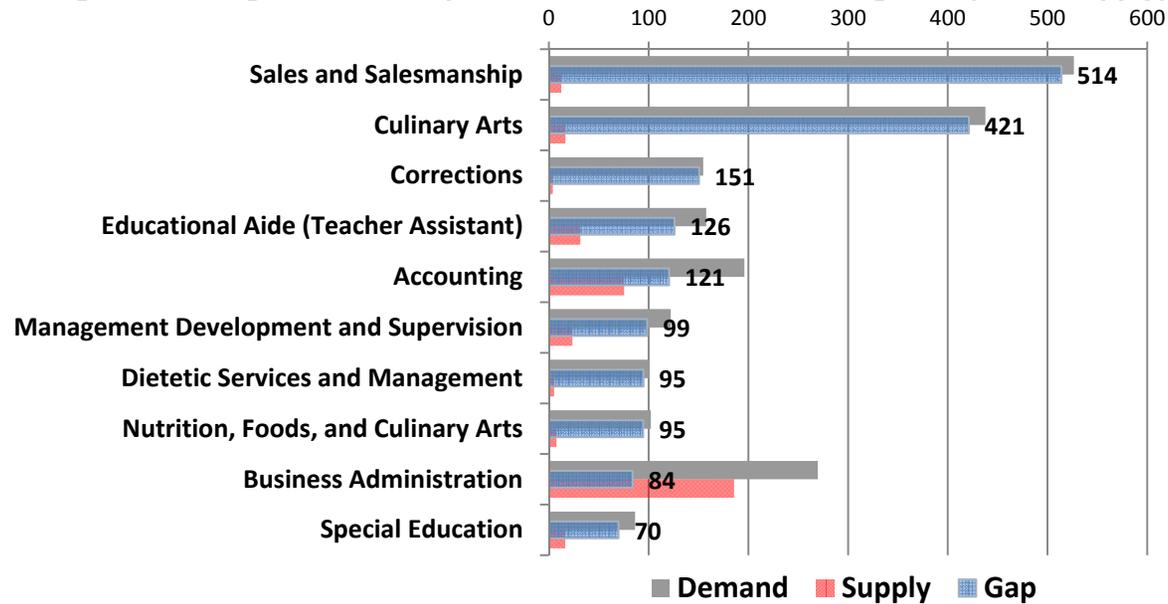


For the FCC service area, there are 17 associate level programs with a significant surplus (see **Figure 29**). As alluded to earlier, it is highly likely that FCC completers are finding jobs outside the FCC service area.

**Figure 29: Top Surpluses in FCC AA/AS Level Programs (over supply)**

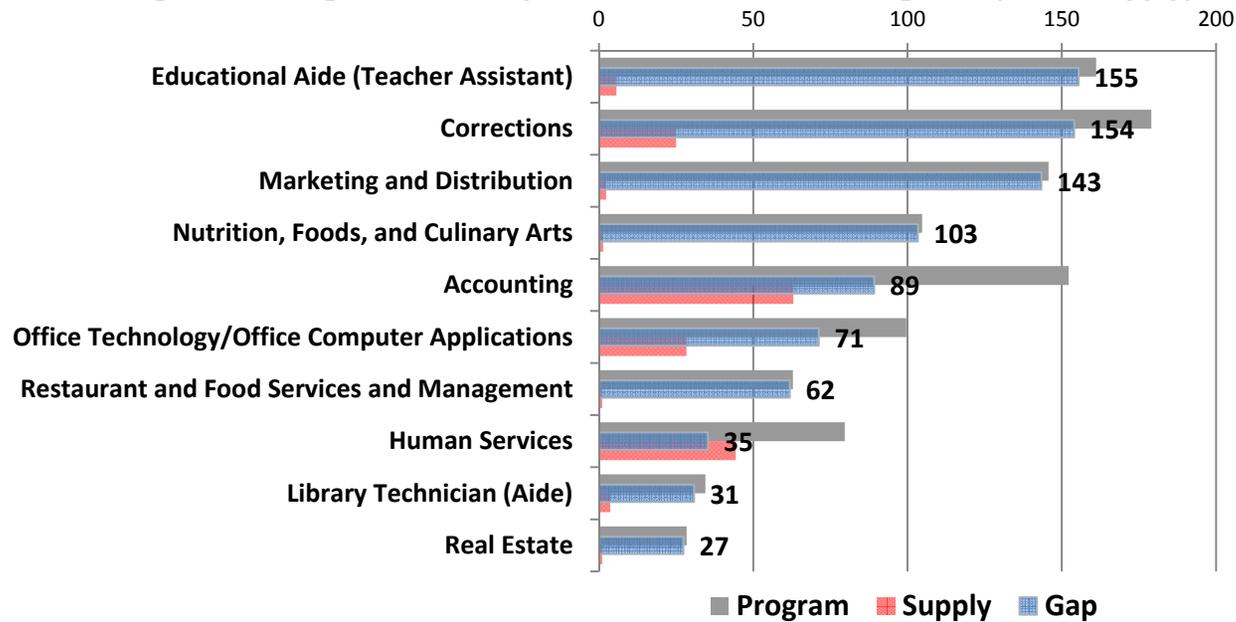


**Figure 30: Programs with Gaps in FCC Certificate Level Programs (under supply)**



**Figure 30** provides an illustration that summarizes the top 10 gaps for FCC certificate level programs. Sales & Salesmanship has the largest gap. There are 526 annual openings but only 13 average annual completers (all from FCC). Culinary Arts (gap of 421; median hourly wage \$10.50) and Corrections (gap of 151; median hourly wage \$48.17) are the second and third largest gaps.

**Figure 31: Programs with Gaps in FCC AA/AS Level Programs (under supply)**



Many of the programs that were training for undersupplied occupations at the certificate level are still undersupplied at the Associate's degree level (see **Figure 31**). Educational Aide (Teacher Assistant) is the largest gap (155; median hourly earnings \$13.49). Corrections (gap of 154; median hourly earnings \$48.17) and Marketing & Distribution (gap of 143; median hourly earnings \$12.28) are the second and third largest gaps. Nutrition, Foods, & Culinary Arts has the fourth largest gap, but is associated with lower paying occupations (\$9.99 median hourly earnings).

### C. New Programs to Explore

**Table 67** illustrates programmatic areas of opportunity. Developing new programs is neither easy nor inexpensive. It is recommended that high cost programs be developed in conjunction with business, industry, or public sector partners. Several of the recommended programs can be built from existing programs and by combining faculty expertise. There are also programs that would be new endeavors for the college and ought to be pursued most logically when there are strong partnerships, especially in the medical field. All suggestions require further development and should be used only as a starting point in a rational process of program development. The college should also prepare for the introduction of other programs not on this list but that emerge as new opportunities. In addition some CTE programs, such as Nursing, may begin developing Baccalaureate programs as the CCCCO has now begun the Baccalaureate Pilot Program.

In addition to monitoring how well FCC's current educational programs are serving the local labor market, it is helpful to understand the fields of opportunity for new program offerings. **Table 67** lists 29 programmatic areas of opportunity that can fill gaps in the labor market by

postsecondary vocational certificates and associate's degrees. These selected occupations present unmet annual openings by completions within the region. Blue collar occupations like heavy & tractor-trailer truck drivers, general maintenance & repair workers, and industrial machinery mechanics appear to be undersupplied in the FCC Service Area. Skilled trades such as electricians; plumbers, pipefitters, & steamfitters; and carpenters are other areas of opportunity. Phlebotomists and dispensing opticians are also undersupplied. Wage rates are in a range between \$12.63 for light truck or deliver services drivers to a high of \$39.62 for electrical power-line installers & repairers.

The other five areas of opportunity are at the associate's degree level. Medical & clinical laboratory technicians have the largest gap but also pay only \$16.93 an hour. Another healthcare related occupation, diagnostic medical sonographers, has a small gap but high wages (gap of 8; median hourly earnings \$41.15). Medical equipment repairers, chemical technicians, and agricultural & food science technicians are three other potential areas of opportunity at the associate's degree level.

**Table 67: Programmatic Areas of Opportunity**

SOC	SOC Title	Average Annual Openings	Average Annual Completers	Gap	Median Hourly Earnings	Education Level
53-3032	Heavy and Tractor-Trailer Truck Drivers	318	113	205	\$17.41	Certificate
49-9071	Maintenance and Repair Workers, General	159	0	159	\$17.06	Certificate
47-2111	Electricians	65	0	65	\$21.74	Certificate
49-9041	Industrial Machinery Mechanics	77	13	64	\$22.40	Certificate
47-2152	Plumbers, Pipefitters, and Steamfitters	52	0	52	\$23.01	Certificate
47-2031	Carpenters	46	0	46	\$17.72	Certificate
53-3033	Light Truck or Delivery Services Drivers	92	50	42	\$12.63	Certificate
33-9099	Protective Service Workers, All Other	40	0	40	\$13.07	Certificate
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	39	0	39	\$20.59	Certificate
49-9051	Electrical Power-Line Installers and Repairers	32	0	32	\$39.62	Certificate
47-2073	Operating Engineers and Other Construction Equipment Operators	31	2	30	\$27.83	Certificate
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	23	0	23	\$28.54	Certificate
49-9052	Telecommunications Line Installers and Repairers	22	0	22	\$31.83	Certificate
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	20	0	20	\$20.46	Certificate
51-8031	Water and Wastewater Treatment Plant and System Operators	19	0	19	\$22.48	Certificate
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	24	8	17	\$23.51	Certificate
49-3041	Farm Equipment Mechanics and Service Technicians	18	2	16	\$18.52	Certificate
47-2021	Brick masons and Block masons	16	0	16	\$25.56	Certificate

SOC	SOC Title	Average Annual Openings	Average Annual Completers	Gap	Median Hourly Earnings	Education Level
31-9097	Phlebotomists	14	0	14	\$14.93	Certificate
49-9043	Maintenance Workers, Machinery	15	2	13	\$14.79	Certificate
53-3022	Bus Drivers, School or Special Client	37	25	13	\$14.49	Certificate
47-2211	Sheet Metal Workers	13	0	13	\$21.88	Certificate
49-2011	Computer, Automated Teller, and Office Machine Repairers	11	0	11	\$16.19	Certificate
29-2081	Opticians, Dispensing	12	1	11	\$16.91	Certificate
29-2012	Medical and Clinical Laboratory Technicians	13	3	10	\$16.93	Associate
29-2032	Diagnostic Medical Sonographers	9	1	8	\$41.15	Associate
49-9062	Medical Equipment Repairers	8	0	8	\$21.00	Associate
19-4031	Chemical Technicians	7	0	7	\$14.27	Associate
19-4011	Agricultural and Food Science Technicians	8	1	7	\$17.02	Associate

#### D. FTES Growth Projections

Educational programs at Fresno City College reflect the strong transfer and general education orientation of enrolled students. While a number of students enroll in basic skills courses and career and technical education (CTE) programs, over 60% of students attending FCC state their goal upon entrance is to transfer to a four-year college or university. Therefore, transfer offerings and CTE offerings will have potential to grow in the future.

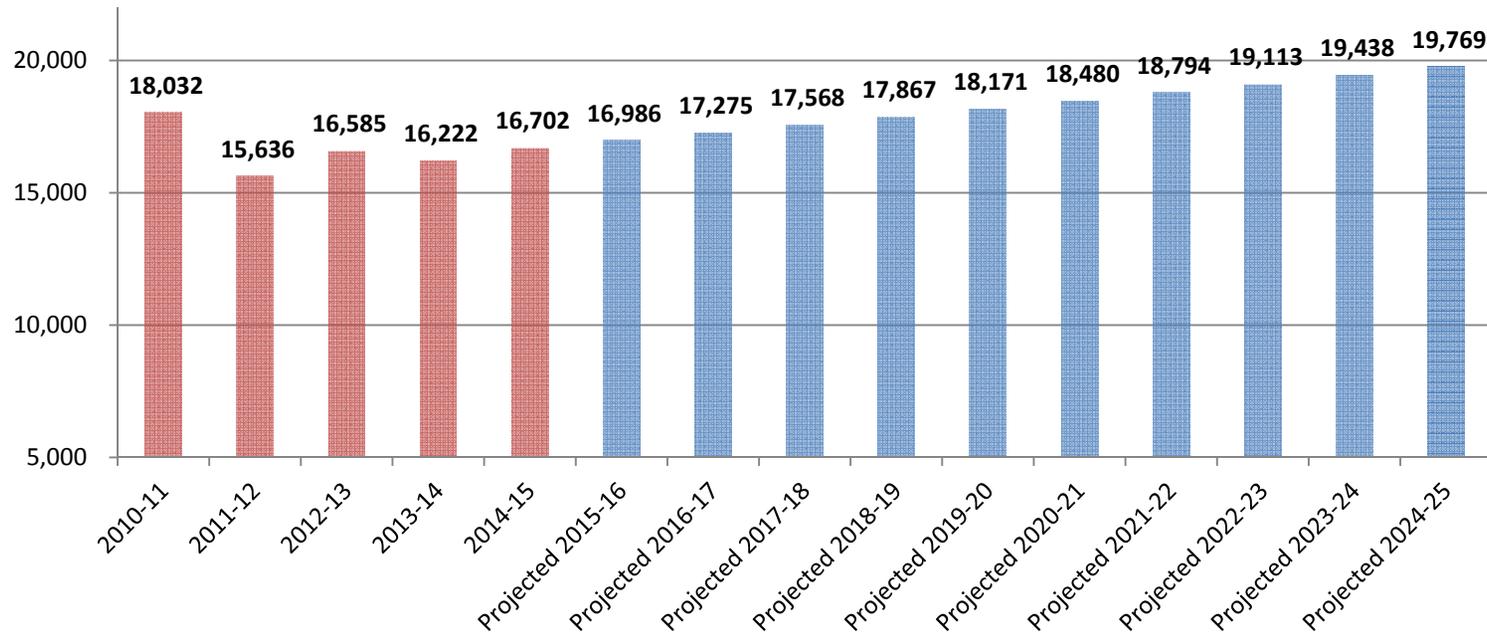
Student Services and other support services continue to be vital to the success of students at the college. Effective assessment of skill levels at the time of enrollment, course placement, counseling, tutoring, and education planning are important components of student success. The substantial numbers of students who enter college with English and mathematics skills below collegiate level continues to be high at Fresno City College.

In order to determine the future capacity of Fresno City College, a growth model was developed based on internal and external environmental scan data. The college campus is currently landlocked at its location. Besides growing distance education offerings, without additional instructional facilities, the college is anticipated to reach its instructional capacity soon.

One of the primary drivers for determining future growth is growth in the service area population. Fresno County is expected to see population growth of 5% over the next 10 years (source: EMSI data as of December 2015). The current Fresno County population is 974,931. It is projected that the population will reach 1,024,742 by 2025. Another factor that will contribute to FCC enrollment growth is the low educational attainment in the county. According to EMSI data, over 70% of Fresno County population does not have a college degree. FCC has the potential to increase adult or non-traditional students.

Historical census data for Fresno City College reveals a pattern of enrollment fluctuation. The annual FTES data for the past five years indicates a decline from the peak due to budget reduction in 2011-12. FTES has been growing 2-3% annually since then. Without additional instructional facilities, it is anticipated that the college will grow at 1.7% per year in the next ten years. By 2024-25, FCC will generate about 19,769 FTES representing an 18% growth from 2014-15 (see **Figure 32**).

**Figure 32: FTES Projection**



It should be noted that the projection of growth is subject to a large number of unknown variables which may include economic swings, shifts in industry employment, state budget turmoil, and possible new facilities/sites.

Although the college has added many classes in recent semesters, the class fill rate has been declining. This suggests that Fresno City College should examine its enrollment strategies in light of current declining demand. Strategic enrollment management involves close collaboration between instruction and student services in long-range planning, academic program development, marketing and recruitment, retention/persistence, and career planning and placement. The college is already engaged in significant strategies, including, among other efforts, learning communities, Summer Bridge, special programs, and early registration to students who have completed an education plan.

Strategies should include:

- Rethink scheduling so classes are scheduled to meet the needs of students and enhance degree/certificate/transfer completion
- Increase online offerings to sustain growth for the college and increase access to non-traditional students
- Encourage students to take more units initially targeting and converting 12-unit to 15-unit loads
- Create an efficient enrollment process for students
- Increase summer course offerings
- Increase dual enrollment and high school enrichment with local secondary schools
- Examine the desirability of noncredit classes as a vehicle for delivering short-term training to business/industry

Environmental scan data indicates that Fresno City College is serving a population with lower educational attainment compared to California and national levels. As mentioned previously, over 70% of Fresno County population does not have a college degree and about 26% of Fresno County population is living in poverty. Therefore, FCC has a large potential to grow enrollment in adult or non-traditional student and low income populations through planned and coordinated marketing and outreach efforts targeting various populations.

### **E. Facilities Planning**

Facilities planning is the first and the most important step in the sustainable growth of Fresno City College. The State Center Community College District 2012-2025 Districtwide Facilities Master Plan provides a blueprint for the future of FCC facilities planning. It serves as the foundation of subsequent plans for the allocation of campus facilities resources and planning for enrollment growth. Established in 1910, Fresno City College (FCC) was the first community college in California. The thriving campus is located on 103 acres with historic buildings, and a diverse student population of more than 21,000 enrolled each semester.

The architectural character that defines FCC and reinforces its sense of place is comprised of two main themes:

- A. Historic architecture of the original structures -The Old Administration Building, the Library and the Bookstore
- B. Late modern architecture developed during the second wave of campus expansion that took place in the 1970's

The Old Administration Building (OAB) and the Library are two of the campus's original structures and remain today. Each is noteworthy not only because of the importance of their respective functions in the life of the college but because of their contribution to a rich architectural heritage that exists within the community. In the early 1960's the campus expanded to the north by the addition of the Cafeteria and Gymnasium.

Throughout the 1970's the campus facility was expanded through the addition of a series of new academic and administrative buildings. During this period of architectural history, modern architecture was widely accepted as an appropriate expression for the architecture of academia. What is termed today as the "Late Modern" style was chosen for new buildings on the FCC campus. During the late modern period, the architecture of the past was viewed as largely unimportant and in opposition to the notion of progress. Furthermore, late modernism opposed anything nostalgic, ornamental, or traditional. Respect for a building's context was considered as sentimental and counter to forward cultural momentum.

While the two most prominent historic campus buildings are the OAB and the Library, the Bookstore is another original building that remains in use. Designed in a Mediterranean style compatible with the character of the OAB and Library, the Bookstore remains a vital and functional part of the fabric of the campus. The late modern buildings are all designed with common composition, massing, materials and colors and appear to have been designed to all match one another. Together, they are compatible with the architecture of the historic buildings and do not appear as divergent. The modern buildings together create a cohesive almost mundane palate across the campus with punctuation provided by the historic buildings. With essentially two different building styles represented on campus, the historic and the late modern, there is a clear distinction between the original campus buildings and the buildings from the campus expansion period of the 1970's.

Based on the State Center Community College District 2012-2025 Districtwide Facilities Master Plan, following is a summary of potential future facilities developments for FCC:

### **Limited Parking**

The current enrollment at Fresno City College at this time is over 21,506 with about 1,000 full-time and part-time employees. The number of available parking stalls is 2,976; therefore, the number of available parking stalls was 0.132 stalls per student/employee and this ratio does not account for restricted stalls (i.e. ADA, staff, and motorcycle) which most students are not able to utilize. Research has found that the ideal parking ratio for a community college campus is 0.18 stalls per school population (representing 536 additional parking stalls for FCC if student population is kept the same). School population includes students, faculty, and employees. Research also found that the parking capacity at FCC is currently below the ideal supply. It has been determined that lack of convenient parking and inefficient traffic patterns present significant impediments to student access and overall student success caused by frustration in finding parking and arriving late to classes.

To sustain enrollment growth, FCC has to further increase parking capacity.

FCC needs to identify and implement short-term and long-term strategies including:

- Possible bond measures to fund a multi-story parking structure
- Purchase properties north of the college for additional parking lots
- Offer overflow parking by Ratcliffe Stadium
- Provide free parking and shuttle service to staff who park behind Ratcliffe (semester-by-semester agreement and special tag).

### **Land Locked**

When the initial campus buildings were sited on what is now the FCC campus, McKinley Avenue was considered the outskirts of the city. As the residential neighborhoods and commercial districts surrounding the campus developed and matured, the campus has become landlocked and expansion opportunities are limited. Over time, multi-family residential properties to the north of campus have been acquired by State Center Community College District to facilitate campus expansion.

FCC is now considered an inner-city/urban campus and as such expanding into undeveloped land is no longer an option. With no additional land area on which to accommodate new buildings or additional parking, alternative development patterns must be considered if the campus population is to grow. To meet the needs of projected future growth of the campus, the Master Plan proposes to densify the campus by identifying single story structures in the academic core and either removing or replacing them with multi-story buildings.

Another critical limitation of the landlocked nature of the FCC campus is the relationship between full-time enrollment (FTE) and parking. With limited land available, the college and district must consider other options as potential solutions to the dilemma of limited land area and a growing campus population, such as new sites off campus. The district is moving a comprehensive campaign of 2016 bond measures to fund facility needs. For this campaign, a west side campus and southeast site for FCC are proposed.

It was also proposed in the 2012 District Facilities Master Plan that the District Office function should be relocated to a new facility. The new location will be determined by the District Office.

### **Lack of Student Life Amenities**

The State Center Community College District 2012-2025 Districtwide Facilities Master Plan indicates that services needed by students for social interaction, spaces conducive to casual interface, and activities that support student life and ultimately, student success, are currently lacking. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened “college atmosphere” on the FCC campus. Furthermore, it has been observed that when students are more engaged in clubs, programs, and other extra-curricular activities, it demystifies college and they are less likely to drop out. To meet the needs of the student body for an enhanced college experience, the Facilities Master Plan proposes development of a more comprehensive Student Center. A more comprehensive Student Center will provide for additional student activities and programs that will galvanize a stronger connection between students and the campus.

### **Modernization/New Facilities/Improvements**

In the 2012 Facilities Master Plan, campus buildings were identified for modernization in the Facilities Master Plan: Math/Science, Student Services, Art/Home Economics, Cafeteria, Gymnasium complex, District Office and Campus Maintenance Facilities.

During the review of the project to submit to the state Chancellor’s Office for initial review, the Math Science Building modernization became a request not for modernization, but for a completely new building. The new building will have state- of- the- art laboratory and lecture space and address deficiencies in chemical storage, limited prep areas, inefficient layouts, technology infrastructure deficiencies, accessibility and ongoing problems with the building’s elevators.

The Art and Home Economics Building modernization will address the fragmented nature of the building’s layout and accessibility. It has been stated by faculty that rooms are too small for current teaching modalities. Aesthetic improvements have been cited as a deficiency as well. On the 2016 Bond ADA issues are listed. For Fresno City College a new elevator for this building would be the highest ADA priority. The nearest elevator for the Art Home Economics building is located in the Music Speech building. It has also been recommended that the college address the outdated term “Home Economics”.

The Cafeteria modernization and Student Center expansion will focus primarily on accessibility, toilet room upgrades and improved student recreation, tutorial services and study areas currently housed in the Cafeteria along with a consolidation of student activities.

The Gymnasium modernization will address the need for a new gym floor, new shower/locker facilities and overall building system upgrades. Additionally, Title IX issues related to gender inequity in athletics must be further analyzed and addressed during modernization.

During 2014 campus and community discussions, the decision was made to leave the Child Development Center in its current location and not relocate it across Blackstone to the current Police Academy location. This will allow children safe access to the campus. It will also help the students that have their children in the center to more easily access the services. The current facilities do not meet the needs of the students that are observing at the center. The Child Development Faculty are spread across the campus due to lack of faculty space near the center.

As new facilities are designed consideration should be given to the needs of the programs, making rooms as flexible for multi-use as possible, maximizing energy efficiency and providing sufficient storage for both technology and custodial needs.

### **SAFETY AND SECURITY**

To enhance the educational experience and safety of students, safety and security must be a high priority. Improved lighting inside and outside of buildings will help students and staff feel safer. The security presence should also be enhanced to include additional FOB locations, Security Cameras, and security personnel. As new buildings are designed, an emphasis on how buildings will be secured should be considered.

### **F. Technology Planning**

Information technology continues to be a key component in how faculty/classified professionals and students receive support. The rapid development of new technologies has created the opportunity to revise, improve, and expand the learning environment for students. The Educational Master Planning, aligning with districtwide planning, seeks to provide recommendations to improve learning experiences for students through the use of current technologies. The learning environment has changed considerably in education over the past few years and it is speculated that the classroom technology of the future will be much different from today.

Fresno City College's Technology Support Services (TSS) and Technology Advisory Committee (TAC) lend oversight to the development and investment of Information Technology resources that support excellence in teaching and learning. In collaboration with the District's Information Technology Department, the TSS also recommends technology-mediated systems and solutions that enable users to efficiently and effectively leverage academic and administrative support services. The charge of the TSS is to support and assist the college's mission with regard to technology decisions. This includes platforms, operating systems, software, microcomputers, infrastructure, the ability to advance reliable technology acquisition processes, scheduled replacements and the re-allocations of equipment.

Based on the districtwide and FCC Technology Plans, FCC will

- Transform FCC's infrastructure and application services to better meet user needs and support college goals through identification, testing, and adoption of new information technology that will support the college mission
- Enhance the use of technology and maximize the resources to better serve the needs of the students and the college community.
- Establish a planning and implementation structure that improves the delivery of technology to all college facilities.
- Conduct an ongoing assessment and evaluation process to provide a basis for review and updating of goals, programs, and services served by technology.
- Enhance the use of technology to facilitate effective organizational operations and decision-making within the college.

- Provide equitable access to technology for all campus constituency groups as appropriate
- Ensure network access and stability
- Ensure and implement dedicated technology funding
- Provide direction and recommendations to increase the efficiency and effectiveness of campus processes
- Act in an advisory capacity to assist all constituencies with campus technology initiatives

## **G. Human Resource Planning**

FCC has a clear process for identifying human resource needs and engages constituency groups through the SPC advisory Human Resource Committee. The operating agreement indicates that the Human Resource Committee shall:

1. Identify human resource needs, evaluate human resource proposals, and prioritize human resource allocations incorporating program review, strategic planning, and any other relevant information.
2. Review and/or evaluate human resource requests for management, classified, and certificated positions.
3. Prioritize the requests it has received.
4. Recommend human resource prioritization to the Strategic Planning Council.

Following the FCC Integrated Planning Process, the first step in evaluating the need for a new faculty or classified position begins with Program Review. The Program Review process provides constituents the opportunity to examine data to determine the need for a new position. Program review documentation provides evidence that allows Program Review committee members to determine if requests for new faculty and classified professional positions should be supported. If the committee does not support the request, programs may still submit a request.

Requests for new faculty and classified professional positions are forwarded annually to the HR committee. The HR committee reviews separately the faculty and classified/management request documentation. The committee uses different rubrics for evaluation and ranking of faculty and classified/management requests. Program and/or division representatives come before the committee to present information in support of their request. The list is then forwarded to SPC and the college President for consideration.

As indicated previously in the Environmental Scan [Human Resources](#) section there are several factors that will influence planning. Many of Fresno City College's faculty and classified professionals may retire in the next 10 years. Over 41% of full-time faculty and administrators (certified and classified) and 30% of full-time classified professionals are over age 55. FCC needs to develop a human resource succession plan to prepare for this. In addition, strategies need to be considered to recruit qualified candidates from underrepresented populations. With the expectation of increased FTES, prioritization will need to be placed on hiring for areas that demonstrate a significant contribution to the growth and efficiency indicators.

## **VIII. RECOMMENDATIONS FOR LONG TERM GOALS**

This section of the Educational Master Plan discusses broad interrelated recommendations for long term goals for Fresno City College to pursue in next 10 years. The District Strategic Planning Council developed four areas of focus for planning: educational excellence, community collaboration, fiscal stability and institutional effectiveness, and leadership in higher education. To align with the District, this plan used the four

focus areas in developing the goals. These long term goals should operate at a macro level since they do not fall exclusively in the domain of one division or office and will require a strong partnership between instruction, student services and administrative services.

### **A. Educational Excellence**

Fresno City College is committed to providing innovative and effective programs and services that meet the needs of our region and producing the highest rates of successful students in California (graduation, transfer, and job readiness).

#### *Objectives:*

- 1.1. FCC will close retention, success and GPA gaps for our students by 5% and implement programs targeting high risk populations including men of color.
- 1.2. FCC will increase overall six-year transfer rate by 3%.
- 1.3. FCC will develop outreach strategies to enhance partnerships with local high schools and expand dual/concurrent enrollment.
- 1.4. FCC will implement the SCCCDC Facilities Master Plan that calls for additional parking, modernization of the MSE building and a Student Center on the FCC campus.
- 1.5. FCC will increase overall student retention, success, and persistence by 3%.
- 1.6. FCC will enhance short-term career readiness/occupational programs.
- 1.7. FCC will develop clear educational pathways leading to employment, an advanced degree or transfer.
- 1.8. FCC will create an Outcomes and Assessment Plan.
- 1.9. FCC will provide the resources necessary to create and implement innovative strategies that support the Basic Skills Initiative.

### **B. Community Collaboration**

Fresno City College will engage in strengthening community partnerships to increase community engagement and meet and/or support the educational needs of our region (industry, business, non-profits, public schools, government institutions).

#### *Objectives:*

- 2.1. FCC instructional and administrative programs will establish baseline goals to increase relevant community collaboration goals.
- 2.2. FCC will explore the need for a department of community education and collaboration to serve as an employer resource to better meet employer needs and increase student job readiness.
- 2.3. FCC will encourage participation in relevant community events, boards, committees, and industry associations in an effort to foster relationships, improve program development, and enhance student engagement opportunities.
- 2.4. Based upon values statements, FCC will improve internal and external customer service to ensure a welcoming campus to internal constituents, students, and visitors.

### **C. Fiscal Stability and Institutional Effectiveness**

Fresno City College will maintain fiscal stability and accountability through strategic integrated planning, resource allocation and development, and strive to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation (grants, scholarships, fund raising).

*Objectives:*

- 3.1 FCC will continue to improve methods of ensuring financial accountability and resource stewardship.
- 3.2 FCC will continue to work collaboratively with the SCCCDC grants office and with external partners to increase funding opportunities that support student success.
- 3.3 FCC will develop strategic enrollment strategies to sustain growth every year.
- 3.4 FCC will explore further development of non-credit instruction.
- 3.5 FCC will develop and implement strategies to ensure the campus follows environmentally responsible practices.
- 3.6 FCC will collaborate with the district office to develop a cycle to review practices/policies/procedures to ensure they are current, relevant, utilized, efficient, and consistently implemented.
- 3.7 FCC will create a Human Resource Plan.

**D. Leadership in Higher Education**

Fresno City College is committed to provide innovative educational programs, meaningful student support services, and responsive community partnerships that are recognized on a local, state, and national level.

*Objectives:*

- 4.1. FCC will develop a branding campaign and methods for measuring the effectiveness of the comprehensive marketing plan.
- 4.2. FCC will develop venues to communicate campus success, professional development, recognition of skills, and key accomplishments both internally and with the community-at-large.
- 4.3. FCC will design and implement effective faculty engagement strategies for both full time and adjunct to enhance quality instruction and student success.
- 4.4. FCC will hire a professional development coordinator to ensure that all administrators, faculty, and classified professionals are provided ample opportunities for professional and leadership development.

## IX. IMPLEMENTATION OF GOALS

This section of the Educational Master Plan provides a metrics that demonstrates the collaboration necessary to fully implement the goals and objectives of this plan. Each of the goal objectives include the identification of stakeholders and campus committees involved in the implementation. Relevant documentation demonstrates the integration of institutional plans and related data or evidence within specific sections of the Educational Master Plan that substantiate the need for the objective. In addition, responsible parties for ensuring the plan is fully implemented are identified.

<b>EDUCATIONAL EXCELLENCE</b>										
Goal 1: Fresno City College is committed to providing innovative and effective programs and services that meet the needs of our region and producing the highest rates of successful students in California (graduation, transfer, and job readiness).										
<b>Goal 1</b>		<b>Who will be involved?</b>					<b>Relevant Documentation</b>		<b>Responsibility</b>	
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
1.1	FCC will close retention, success and GPA gaps for our students by 5% and implement programs targeting high risk populations including men of color.	x	x	x	x		<ul style="list-style-type: none"> <li>• Equity</li> <li>• Academic Success</li> </ul>	<ul style="list-style-type: none"> <li>• Equity</li> </ul>	<ul style="list-style-type: none"> <li>• II.C</li> <li>• II.F</li> <li>• II.G</li> <li>• II.H</li> <li>• II.K</li> <li>• III.V</li> <li>• IV.F</li> <li>• V.H</li> </ul>	<ul style="list-style-type: none"> <li>• VPI</li> <li>• VPSS</li> </ul>
1.2	FCC will increase overall six-year transfer rate by 3%.	x	x		x		<ul style="list-style-type: none"> <li>• Equity</li> <li>• Academic Success</li> <li>• SSSP</li> </ul>	<ul style="list-style-type: none"> <li>• Equity</li> <li>• SSSP</li> <li>• Student Success</li> </ul>	<ul style="list-style-type: none"> <li>• II.F</li> <li>• III.V</li> <li>• V.D</li> <li>• VI.F</li> </ul>	<ul style="list-style-type: none"> <li>• VPI</li> <li>• VPSS</li> </ul>
1.3	FCC will develop outreach strategies to enhance partnerships with local high schools and expand dual/concurrent enrollment.	x	x		x	x	<ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• II.E</li> <li>• III.V</li> <li>• VI.D</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> <li>• VPSS</li> <li>• Academic Senate</li> <li>• Curriculum Committee</li> </ul>

**EDUCATIONAL EXCELLENCE**

Goal 1: Fresno City College is committed to providing innovative and effective programs and services that meet the needs of our region and producing the highest rates of successful students in California (graduation, transfer, and job readiness).

Goal 1		Who will be involved?					Relevant Documentation		Responsibility	
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
1.4	FCC will implement the SCCCDC Facilities Master Plan that calls for additional parking, modernization of the MSE building and a Student Center on the FCC campus.				x		• Facilities Committee	• SCCCDC Facilities Master Plan	• VI.A • VII.E	• VPAS • Facilities Committee
1.5	FCC will increase overall student retention, success, and persistence by 3%.	x	x	x	x		• SPC • IRE	Strategic Plan	• II.F • VI.D • VI.F	• VPI • VPSS • Deans
1.6	FCC will enhance short-term career readiness/occupational programs.	x		x	x	x	• SPC • Program Review Committee	Strategic Plan	• II.B • III.V • V.H • VI.D	• VPI • Deans • Academic Senate • Curriculum Committee
1.7	FCC will develop clear educational pathways leading to employment, an advanced degree or transfer.	x	x		x	x	• Equity • SPC • SSSP	• SSSP • Student Success • Strategic Plan	• II.B • II.C • II.F • VII.B • VII.C	• VPI • VPSS • Deans
1.8	FCC will create an Outcomes and Assessment Plan.	x	x		x		• Outcomes and Assessment		• VI.E	• Outcomes and Assessment Committee • VPI
1.9	FCC will provide the resources necessary to create and implement innovative strategies that support the Basic Skills Initiative.	x				x	• Academic Success • Equity	• BSI • Equity • SSSP • Student Success	• II.C • II.F • II.G • II.I • IV.D • IV.E • IV.F • VI.D	• VPI • VPSS • Deans

**COMMUNITY COLLABORATION**

Goal 2: Fresno City College will engage in strengthening community partnerships to increase community engagement and meet and/or support the educational needs of our region (industry, business, non-profits, public schools, government institutions).

Goal 2		Who will be involved?					Relevant Documentation		Responsibility	
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
2.1	FCC instructional and administrative programs will establish baseline goals to increase relevant community collaboration	x	x		x	x	• SPC	• Strategic Plan	• VI.D	• VPs • Deans
2.2	FCC will explore the need for a department of community education and collaboration to serve as an employer resource to better meet employer needs and increase student job readiness.	x			x	x	• SPC	• Strategic Plan	• II.B • VI.D	• VPI • VPSS • Deans
2.3	FCC will encourage participation in relevant community events, boards, committees, and industry associations in an effort to foster relationships, improve program development, and enhance student engagement opportunities.	x	x	x	x	x	• SPC	• Strategic Plan	• VI.D	• VPIs • Deans
2.4	Based upon values statements, FCC will improve internal and external customer service to ensure a welcoming campus to internal constituents, students, and visitors.	x	x		x		• SPC	• Strategic Plan	• II.L • VI.D	• President • VPs • Deans

**FISCAL STABILITY AND INSTITUTIONAL EFFECTIVENESS**

**Goal 3:** Fresno City College will maintain fiscal stability and accountability through strategic integrated planning, resource allocation and development, and strive to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation (grants, scholarships, fund raising).

Goal 3		Who will be involved?					Relevant Documentation	Responsibility		
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
3.1	FCC will continue to improve methods of ensuring financial accountability and resource stewardship.				x		<ul style="list-style-type: none"> <li>• Budget Advisory</li> <li>• SPC</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• II.J</li> <li>• V.G</li> <li>• V.H</li> <li>• VI.B</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Advisory</li> <li>• VPAS</li> </ul>
3.2	FCC will continue to work collaboratively with the SCCC grants office and with external partners to increase funding opportunities that support student success.	x			x		<ul style="list-style-type: none"> <li>• SPC</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• II.J</li> <li>• V.B</li> </ul>	<ul style="list-style-type: none"> <li>• VPs</li> </ul>
3.3	FCC will develop strategic enrollment strategies to sustain growth every year.				x		<ul style="list-style-type: none"> <li>• Enrollment Management</li> </ul>		<ul style="list-style-type: none"> <li>• II.A</li> <li>• II.D</li> <li>• II.E</li> <li>• II.I</li> <li>• V.C</li> <li>• V.H</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Management</li> <li>• VPI</li> <li>• VPSS</li> </ul>
3.4	FCC will explore further development of non-credit instruction	x			x		<ul style="list-style-type: none"> <li>• Program Review</li> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• II.A</li> <li>• II.B</li> <li>• VI.D</li> </ul>	<ul style="list-style-type: none"> <li>• VPI</li> <li>• Deans</li> </ul>
3.5	FCC will develop and implement strategies to ensure the campus follows environmentally responsible practices				x		<ul style="list-style-type: none"> <li>• Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• VI.C</li> </ul>	<ul style="list-style-type: none"> <li>• VPAS</li> <li>• Facilities Committee</li> </ul>

**FISCAL STABILITY AND INSTITUTIONAL EFFECTIVENESS**

**Goal 3:** Fresno City College will maintain fiscal stability and accountability through strategic integrated planning, resource allocation and development, and strive to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation (grants, scholarships, fund raising).

<b>Goal 3</b>		<b>Who will be involved?</b>						<b>Relevant Documentation</b>	<b>Responsibility</b>	
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
3.6	FCC will collaborate with the district office to develop a cycle to review practices/policies/procedures to ensure they are current, relevant, utilized, efficient, and consistently implemented.	x	x		x		• SPC	• Strategic Plan	• II.L • VI.A	• VPs
3.7	FCC will create a Human Resource Plan.	x	x		x		• Human Resource • SPC	• Strategic Plan	• II.K • V.E • V.F • VII.G	• Human Resource Committee

**LEADERSHIP IN HIGHER EDUCATION**

**Goal 4:** Fresno City College is committed to provide innovative educational programs, meaningful student support services, and responsive community partnerships that are recognized on a local, state, and national level.

<b>Goal 4</b>		<b>Who will be involved?</b>						<b>Relevant Documentation</b>	<b>Responsibility</b>	
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
4.1	FCC will develop a branding campaign and methods for measuring the effectiveness of the comprehensive marketing plan.	x	x		x	x	• Enrollment Management	• Strategic Plan	• II.E	• PIO
4.2	FCC will develop venues to communicate campus success, professional development, recognition of skills, and key accomplishments both internally and with the community-at-large.	x	x	x	x	x	• SPC	• Strategic Plan	• II.L • VI.D	• President • VPs

**LEADERSHIP IN HIGHER EDUCATION**

**Goal 4:** Fresno City College is committed to provide innovative educational programs, meaningful student support services, and responsive community partnerships that are recognized on a local, state, and national level.

Goal 4		Who will be involved?					Relevant Documentation		Responsibility	
Objective		Faculty	Classified Professionals	Students	Administration	Community	Relevant Committee	Relevant Plans	Related Data/Evidence	Responsible Party for Implementation
4.3	FCC will design and implement effective faculty engagement strategies for both full time and adjunct to enhance quality instruction and student success.	x			x		<ul style="list-style-type: none"> <li>Professional Development</li> <li>Academic Senate</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>II.K</li> <li>II.L</li> <li>VI.D</li> </ul>	<ul style="list-style-type: none"> <li>VPI</li> <li>Deans</li> </ul>
4.4	FCC will hire a professional development coordinator to ensure that all administrators, faculty, and classified professionals are provided ample opportunities for professional and leadership development.	x	x		x		<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Equity</li> <li>SSSP</li> </ul>	<ul style="list-style-type: none"> <li>II.K</li> <li>II.L</li> <li>VI.D</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Committee</li> <li>VPs</li> </ul>

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