



Fresno City College

Accreditation Follow-Up Report

Submitted by:

Fresno City College
1101 East University Avenue
Fresno, California 93741

Submitted to:

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

October 1, 2019

Certification

Date: October 1, 2019

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

From: Carole Goldsmith, Ed.D.
Fresno City College
1101 East University Avenue
Fresno, California 93741

The Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

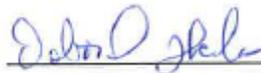
We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signatures:

Paul Parnell, Ph.D.
Chancellor, State Center Community
College District



Deborah Ikeda
President, State Center Community
College District, Board of Trustees



Carole Goldsmith, Ed.D.
President, Fresno City College



Karka Kirk
President, Academic Senate



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President, Classified Senate



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Report Preparation

In January 2018, the Fresno City College Institutional Self Evaluation Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC Self Study Evaluation Team subsequently visited Fresno City College in March 2018.

In a letter from the ACCJC dated June 13, 2018, Fresno City College was awarded full accreditation until 2025. The Commission letter included one compliance recommendation for the College and two compliance recommendations for the State Center Community College District.

At the College level, accreditation personnel responded to the Commission recommendations by convening a study and strategy meeting in November 2018. Attendees included the vice president of instruction, the vice president of student services, and the vice president of educational services and institutional effectiveness, the outcomes and assessment coordinator, and other relevant personnel. The product of that meeting was a matrix of plans and improvements, based upon the Commission recommendations, as well as self-identified improvement plans included in the College's Institutional Self-Evaluation Report (ISER) [Evidence: RP.1]. The results of that meeting were summarized in the response to the College Recommendations and will guide oversight of future progress on recommendations, as well as provide oversight for implementation of the Quality Focus Essay action plans.

At the District level, the District/College Functional Map identifies personnel evaluations and technology planning as the shared responsibilities of both the College and the District. Therefore, representatives from the District and each college in the District met to address these deficiencies [Evidence: RP.2, RP.3, RP.4].

A District-wide Accreditation Liaison Officers group, including the ALOs and faculty accreditation coordinators of all three colleges, met to discuss the compilation of the Follow-Up Report and determine the timeline and process for completion [Evidence: RP.5, RP.6, RP.7]. The District ALO group submitted a draft of the process and timeline to Chancellor's Cabinet for review and approval on October 15, 2018 [Evidence: RP.8]. The writing team, which includes representatives from all three colleges in the District, gathered information and evidence from the appropriate District vice chancellors, college administrators, faculty, and staff [Evidence: RP.9.1, RP.9.2, RP.9.3, RP.9.4, RP.10]. The writing team drafted the Follow-Up Report and made updates to the report as relevant projects developed. The ALO group received input from the College president, technology personnel, deans, instructional faculty, student services, and classified professionals.

In February 2019, the College president submitted a draft of the Follow-Up Report to Chancellor's Cabinet for review and feedback. In April 2019, the report went to college constituency groups for review and approval [Evidence: RP.11]. Each constituency group reviewed and approved the Follow-Up Report: Management Council approved it on April 24 [Evidence: RP.12]; Academic Senate approved it on May 8 [Evidence: RP.13]; Associated Student Government approved it on May 14 [Evidence: RP.14]; and Classified Senate approved it on May 15 [Evidence: RP.15].

The ALO Group submitted the final, approved Follow-Up Report to the college presidents, who in turn reviewed, approved, and submitted it to Chancellor's Cabinet. Chancellor's Cabinet reviewed and approved it on June 3, 2019 [Evidence: RP.16]. The Board of Trustees conducted a first read of the Follow-Up Report at its July meeting, and then the Board formally approved the Follow-Up Report on August 6, 2019. [Evidence: RP.17, RP.18].

A handwritten signature in blue ink that reads "Carole Goldsmith". The signature is fluid and cursive, with a large initial "C" and a stylized "G".

Carole Goldsmith, Ed.D.
President, Fresno City College

Response to the Commission Action Letter

The Commission's action letter dated June 13, 2018, and received by Fresno City College, contained three compliance recommendations. Two compliance recommendations were addressed to the District and one compliance recommendation was directed to the College. The recommendations, as well as the College response to them, are described in the following report.

Response to the College Recommendation 2

Standard II.A.3 (College Recommendation): In order to meet the standard, the Team recommends that the College ensure all course syllabi include the correct, approved student learning outcomes.

At Fresno City College, student learning outcomes assessment is integrated into the program review process. The faculty-adopted outcomes are also accurately presented in several places including the College catalogue and the Course Outline of Record. However, during the spring 2018 site visit, the visiting team reviewed individual course syllabi and found that 75 percent did not have the correct student learning outcomes as listed on the Course Outlines of Record. In distance education courses, the visiting team found that 70 percent either did not reflect the proper student learning outcomes or lacked student learning outcomes completely.

The College took immediate action in response to this finding. In summer 2018, the vice president of instruction communicated the formal recommendation as well as the importance of including the correct student learning outcomes on all course syllabi [Evidence: II.A.3.1]. Further communication regarding the importance of correcting this issue occurred at new faculty orientation, as well as at fall 2018, spring 2019, and fall 2019 faculty convocations [Evidence: II.A.3.2 and II.A.3.3]. In addition, the outcomes and assessment coordinator has made regular reports on the status of this recommendation to the Outcomes and Assessment Committee [Evidence: II.A.3.4].

During spring 2019, the deans of instruction reviewed all syllabi for accurate student learning outcomes in their respective divisions [Evidence: II.A.3.5 and II.A.3.6]. Their findings indicate a college-wide improvement. Now 100% of all syllabi contain the correct student learning outcomes.

To further assist faculty in ensuring accurate information on course syllabi, the vice president of instruction is implementing "Simple Syllabus" syllabi creation software. The tool was presented to the academic senate executive committee on November 14, 2018, and it was approved for voluntary faculty pilot. The software was purchased in spring 2019 [Evidence: II.A.3.7 and II.A.3.8]. The College trained faculty and staff for fall 2019 pilot. In spring 2020, all syllabi will be added into the software to provide a reporting mechanism for monitoring compliance with the accreditation standard [Evidence: II.A.3.3, II.A.3.8].

Response to District Recommendation 2

Standard III.A.5 (District Recommendation 2): In order to meet the standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board Policies.

The College's External Evaluation Report notes that while the District has policies and procedures for regular evaluation of faculty, classified staff, and administrators, the report states that those evaluations are not consistently taking place in accordance with the respective bargaining agreements and Board Policies.

In order to more effectively track employee evaluations, the District Office of Human Resources updated the procedure for tracking evaluations through the Colleague program (for faculty and academic administrators) and the NeoGov program (for classified staff and administrators). The implementation of this tracking procedure and regular communication with the College was under development at the time of the team visit in spring 2018 [Evidence: III.A.5.1, III.A.5.2, III.A.5.3, III.A.5.4, III.A.5.5, III.A.5.6, III.A.5.7, III.A.5.8, III.A.5.9]. However, since the visit, the vice chancellor of human resources has conducted additional training for managers to effectively use the programs to track evaluations and follow the evaluation requirements in the newly approved bargaining agreements [Evidence: III.A.5.10 and III.A.5.11, III.A.5.12, III.A.5.13, III.A.5.14, III.A.5.15, III.A.5.16, III.A.5.17].

To ensure that implementation of the established policies and procedures is ongoing and that tracking of employee evaluations is reviewed in a timely manner, the District Human Resources Office is providing managers with regular reports of scheduled and completed evaluations [Evidence: III.A.5.18]. The vice chancellor of human resources presents a quarterly report of classified staff, classified management, and confidential employee evaluations to Chancellor's Cabinet and distributes that report to managers. In addition, an evaluation report for academic employees is automatically emailed to managers on the first of each month [Evidence: III.A.5.19, III.A.5.20, III.A.5.21, III.A.5.22, III.A.5.23, III.A.5.24, III.A.5.25, III.A.5.26, III.A.5.27, III.A.5.28, III.A.5.29, III.A.5.30, III.A.5.31].

The District has provided leadership and training for the timely completion of evaluations. In November 2018, the vice chancellor of human resources presented at a District-wide management meeting and led a discussion and review with managers on the need to complete evaluations in a timely manner. In the meeting, managers worked with their respective vice chancellor or vice president on an activity designed to assist the college in systematically completing evaluations [Evidence: III.A.5.32].

In January 2019, one topic of the Management Development Academy was Performance Management and included table exercises on writing classified and faculty evaluations. In addition, the vice chancellor of human resources and the district director of human resources solicited and answered attendees' questions about evaluations and performance management with the goal of providing managers tools to complete their evaluations [Evidence: III.A.5.33].

The frequent review of completed evaluations has also generated discussions about improvements to evaluation processes. At the February 11, 2019 Chancellor’s Cabinet meeting, there was a discussion of suggested changes to the classified, confidential, and classified management evaluation forms and processes to improve the effectiveness and efficiency of the evaluation process. The discussion also included a recommendation to move academic management and Cabinet-level evaluations to an electronic format in the NeoGov system [Evidence: III.A.5.34].

To supplement the District’s actions in ensuring timely and consistent evaluation of all personnel, the College, under the direction of the president is implementing a Tableau data dashboard to track the flow of required documentation included in the evaluation process. Specifically, this tool would apply to academic employees not tracked in NeoGov, including full and part-time faculty, and academic administrators [Evidence: III.A.5.35].

The academic evaluation process moves through multiple offices and requires signatures indicating review of evaluation documentation. The Tableau data dashboard provides a graphic visual which indicates which office has signed off and when the completed documentation has been sent to the District Human Resources Office for final processing. This tool will allow the College to know exactly where evaluations are in the cycle in order to verify the timely submission. The data dashboard was completed in spring 2019, with training during summer 2019, and full implementation in fall 2019 [Evidence: III.A.5.35].

As the District continues to provide the necessary training and implement established processes for tracking and reporting the status of District-wide evaluations in NeoGov, the College will complete outstanding evaluations and implement procedures to remain current in completing evaluations in accordance with the College schedule as documented in Tableau and NeoGov. The College’s administrative team is committed to staying on schedule with the evaluation process, and implementation of a visualization tool will support campus administration in reaching a goal of ongoing 100 percent completion of eligible evaluations.

The following table reflects the status of faculty evaluations at Fresno City College, as tabulated by the District Human Resources Office.

Academic Employee Evaluations		
Type of Employee	Number of Employees as of May 2019	Percentage of Employees Who Were on Schedule for Evaluations as of May 2019
Part-Time Faculty	691	82%
Full-Time Academic (Faculty & Administrators)	379	86%

Included in the percentage of academic evaluations not on schedule are employees on personal or medical leave, on sabbatical, and part-time academic employees without assignments. Per College

policy those employees will be evaluated according to their respective bargaining agreements when they return to work.

The following table reflects the status of classified and confidential staff and classified management evaluations at Fresno City College. The data were provided by the District Human Resources Office. The College reviewed the data and labeled evaluations “on schedule” in cases where employees were on leave, evaluations were completed and awaiting final approval, and evaluations could not be completed per Board Policy/Administrative Regulation 7150 [Evidence: III.A.5.36]. Board Policy 7150 specifies that the immediate supervisor must evaluate the employee, and per the classified employee bargaining agreement there is a 60 working day waiting period for newly hired supervisors. In addition, classified and confidential staff and classified management are currently tracked in the NeoGov system. Due to the complex nature of reporting in NeoGov this table provides a snapshot that may not reflect real-time data.

Classified Employee Evaluations

Type of Employee	Number of Employees as of September 2019	Percentage of Employees on Schedule as of September 2019
Classified & Confidential Staff/Classified Management	253	86%

Response to District Recommendation 3

Standard III.C.2 (District Recommendation 3): In order to meet the standard, the team recommends that the District implement an administrative program review process to inform District planning efforts for technology.

The College's External Evaluation Report describes effective technology planning at the College but identifies gaps in the District's technology planning processes. Specifically, the District lacked an administrative program review process to inform planning efforts for technology. As a result, in summer 2018, the District's vice chancellor of operations and information technology conferred with technology staff and information technology personnel from each college to discuss the District's technology planning needs [Evidence: RP.2]. Those discussions led Chancellor's Cabinet to recommend engaging a third-party consultant to assist with the creation of an administrative program review process, a District Technology Plan, and updates to the District's technology planning processes [Evidence: RP.3].

Accordingly, at its August 7, 2018 meeting, the Board of Trustees discussed and approved a District contract with the consulting firm Cambridge West Partnership, LLC (CWP). The contract deliverables include the development of an administrative review process, a District Technology Plan, a policy and procedure review, an information security review, and the creation of ongoing planning processes for technology [Evidence: III.C.2.1].

CWP has worked with District and College personnel to address the District's technology planning gaps. Input from each college informed the development of a District Services Administrative Unit Review Process (DSAUR), a District Technology Plan, and a Technology Acquisition Process. Implementation of the plan and processes provides specific avenues for future technology planning, prioritization of requests from the colleges, and continuous improvement of District technology services.

District Services Administrative Unit Review

In order to implement an improved cycle of evaluation and planning the District developed an administrative program review process for all District service units. CWP worked with District personnel to develop a draft of the District Services Administrative Unit Review Process (DSAUR) and an accompanying template in December 2018. Updates to the process and template have continued through the beginning of the year [Evidence: III.C.2.2, III.C.2.3].

In December 2018, CWP presented a draft of the DSAUR to the vice chancellor of operations and information services, and the vice chancellor circulated the draft to all vice chancellors for review and feedback. In February 2019, the vice chancellors and Chancellors Cabinet, which includes the college presidents, reviewed and updated the form and process [Evidence: III.C.2.3 and III.C.2.4]. The review process calls for an annual review of individual District service areas to include the following elements:

- services provided,
- analysis of relevant data to ensure alignment to mission, vision, values, goals, and district-wide planning efforts,
- strategies for improvement,
- and assessment of implemented strategies.

Also, each service area completing an annual DSAUR will assess its technology needs and may request additional technology, including an annual total cost of ownership analysis. Annually, each District services administrative unit, including Information Systems, will complete the DSAUR and present it to the respective vice chancellor for review, discussion, and prioritization. The vice chancellor will prioritize requests arising from the DSAUR and forward them to Chancellor’s Cabinet for discussion and approval. Approved budget items or projects are funded and implemented in accordance with unit review recommendations. Each year thereafter, the DSAUR includes documentation and evaluation of the status of the previous year’s strategies for improvement and provides new strategies as appropriate for the next year. Expenditures on items or projects thought to be significant enough to require District-wide approval are also reviewed and discussed at the Districtwide Resource Budget Allocation Advisory Committee [Evidence: III.C.2.3].

Specifically, as part of the DSAUR process, service areas assess the adequacy of resources and based on the analysis make requests for additional staff, one-time equipment needs, additional facility/space needs, professional/organizational development needs and training, and other funding needs. With the exception of staffing requests, all requests brought forward through this process require a “total cost of ownership” (TCO) analysis [Evidence: III.C.2.3].

In spring 2019, the District Information Systems Department piloted the DSAUR process to inform budget planning for the 2019-2020 academic year [Evidence: III.C.2.3]. The IS unit began their review in January, it was formalized by Chancellor’s Cabinet in February, and the completed review was presented to Chancellor’s Cabinet in March [Evidence: III.C.2.5 and III.C.2.6]. In its assessment the IS department identified the following “strategies for improvement”:

- Adequate staffing and resources; including Data Base Analysts, a Chief Technology Officer and an IT Security Officer
- Cloud adoption
- Accessibility; standards on web pages, forms, and training
- Microsoft Infrastructure Upgrade Project
- Portal development
- Ellucian self-service development

The DSAUR also identified the resources and timeline for implementation of these strategies [Evidence: III.C.2.5]. Other examples of identified needs include:

- AV upgrades and replacement
- Class and room utilization (software) solution
- Business Continuity/Disaster Recovery Plan

- Annual increases to existing district-wide software maintenance
- Professional development
- Leadership training

Completion of the pilot IS DSAUR has enabled the IS Department and District leadership to more formally prioritize requests and to evaluate the effectiveness of the proposed administrative unit review process.

Chancellor’s Cabinet reviewed the IS DSAUR pilot, provided feedback on the process, and made no changes to the DSAUR template. Therefore, beginning in summer 2019, all District service areas, including IS, will conduct a full, year-long cycle of unit review. Specifically, each unit will complete the DSAUR during the summer, vice chancellors will assess each review and prioritize requests in October, and Chancellor’s Cabinet will review and approve the requests in December [Evidence: III.C.2.3]. Approved requests and prioritized needs can then be incorporated into the budget process for the following fiscal year.

District Technology Plan

In addition to developing the DSAUR process, CWP and the District initiated work on the District Technology Plan by first collecting input from both District and College personnel. CWP and the District administered a survey and conducted interviews of administrators, faculty, and staff at the District Office and the colleges [Evidence: III.C.2.7]. CWP also conducted a survey and interviews with the District Technology Advisory Committee (DTAC) [Evidence: III.C.2.7, III.C.2.8]. Survey and interview questions addressed topics such as how the District makes technology decisions, the security of SCCCD’s systems, the separation of responsibilities between District and college personnel, the desired elements of a technology plan for the District, and the performance of the District’s IT systems from student and staff perspective [Evidence: III.C.2.9].

An analysis of the interview and survey results indicated 31 technology-related “key items” to be addressed moving forward [Evidence: III.C.2.7]. The six issues most frequently mentioned by respondents were:

- Review, clarify, document and enhance the technology decision-making process;
- Review, strengthen, clarify and document IT process by which IT needs are compiled, assessed and prioritized; this should include a communication piece to inform constituents about issues and decisions and should clarify the role of DTAC;
- Assess, prioritize, manage, document and communicate the IT project list, including the evaluation process for proposed software acquisitions;
- Review the organizational IT staffing process; analyze existing and future staffing needs; clarify and define the roles and responsibilities between campus and district IT personnel; review IT position job descriptions and required skills;
- Review, document, standardize and communicate policies, procedures, and guidelines pertaining to IT across the District;
- Review and assess data security planning, standards, and proper staffing; review and assess risk mitigation measures;

Further, in early November 2018 the District held a two-day Technology Planning Summit to review the interview and survey results, identify strategic themes, and develop goals and initiatives. Participants in the November 2018 meeting included members of DTAC as well as members of technology committees, and technology users from the colleges. Creation of an effective planning process to assess, prioritize, manage and communicate technology needs was one of the nine central strategic themes developed at the Summit [Evidence: III.C.2.10, III.C.2.11].

The Technology Planning Summit resulted in ten themes with associated goals and initiatives. The ten themes are as follows:

1. Support Instruction
2. Effective Planning
3. Adequate Staff and Resources
4. Effective Policies / Procedures / Standards / Guidelines
5. Secure Data and Systems
6. Effective Governance and Decision-making
7. Effective Communications and Training
8. Optimization of Technology
9. Process Improvement
10. Emergency Preparedness

Members of DTAC reviewed a draft of the District Technology Plan and recommended it for constituency review. In spring 2019 the plan went through constituent groups for review and feedback, including Academic Senate [Evidence: III.C.2.12], Classified Senate [Evidence: III.C.2.13], Management Council [Evidence: III.C.2.14], Presidents Advisory Committee [Evidence: III.C.2.15], and Technology Advisory Committee [Evidence: III.C.2.16]. Chancellor's Cabinet reviewed and discussed all feedback at their meeting on March 18, 2019. Communication Council reviewed and approved the final draft of the plan at their meeting on March 26, 2019, and the Board of Trustees reviewed the plan at their meeting on May 7, 2019 [Evidence: III.C.2.17, III.C.2.18, III.C.2.6, III.C.2.19; III.C.2.20, III.C.2.21].

During the discussions and input that led to the draft of the District Technology Plan, participants identified the need for written documentation of the District's technology acquisition process as one of the most important continued improvements to District-level technology planning [Evidence: III.C.2.12, III.C.2.11, III.C.2.7]. The District Technology Plan includes the development of the technology acquisition process as one of its goals:

9.a.2 Review, optimize, document and widely distribute the process for technology (hardware and software) acquisition including involvement of appropriate IT and purchasing department resources (Accreditation Standard III.C.2)

As a result, CWP used the input collected during the creation of the District Technology Plan to create a draft of a District Technology Acquisition Process for District review and approval. The Technology Acquisition Process provides a written description of the District's "process for

technology acquisition, approval, prioritization and implementation” [Evidence: III.C.2.22; III.C.2.23; III.C.2.24].

Included in the Technology Acquisition Process draft is a review of the existing IT decision-making structure, the outcomes of the fall 2018 surveys and interviews, and proposed improvements to the technology acquisition approval process [Evidence: III.C.2.24]. The proposed changes will provide for separation of operational decisions and policy/planning decisions. DTAC currently sets technology policy and planning priorities and approves acquisitions, projects, and other operational IS activities [Evidence: III.C.2.24].

A significant recommendation in the Technology Acquisition Process is the formation of an operational decision-making committee (the “IS Steering Committee”). The proposed IS Steering Committee will be composed of practitioners and first-level managers from all aspects of the District, including Student Services, Instruction, IS (campus and District), Finance, Facilities, Human Resources, Research and Educational Services. The IS Steering Committee will review all acquisition requests for District-wide projects or projects referred to them by Chancellor’s Cabinet and will recommend to DTAC the prioritization of these projects. DTAC will make use of a rubric, documented in the Technology Acquisition Process, to review and approve the priorities and move the results forward to Chancellor’s Cabinet and the chancellor for approval. The change is intended to clarify the role of DTAC and other individuals and committees in the acquisition process, as well as make the workload more manageable for all committees and staff involved in the process [Evidence: III.C.2.24].

The Technology Acquisition Process provides for autonomy for college-level decisions for acquisitions under a certain dollar amount and allows flexibility for the Chief Technology Officer or Chancellor’s Cabinet to make acquisition decisions or refer requests to the IT Steering Committee for prioritization prior to approval. Acquisitions which meet specific criteria based on District guidelines are presented for Board of Trustees approval. Any proposed IT acquisition must include a total cost of ownership analysis. Discussions of the proposed Technology Acquisition Process are currently ongoing in the IT Directors’ Group and in DTAC. As these discussions move forward, there will be updates to the process to ensure it is responsive to the College’s and District’s planning and prioritization needs [Evidence: III.C.2.24].

The DSAUR Process, District Technology Plan, and Technology Acquisition Process include mechanisms for annual evaluation and updates. In particular, the results of the IS Department’s Administrative Program Review and the Technology Acquisition Process will inform annual updates to the District Technology Plan to ensure continuous planning and improvement. The cycles of planning and evaluation in these processes and in the District Technology Plan formalize the District’s ongoing technology planning and address previous gaps.

Evidence

- RP.1 FCC ISER Recommendation Matrix
- RP.2 IT Directors Meeting Notes 08-24-18
- RP.3 Chancellor's Cabinet Meeting Minutes (Notes) 07-02-18
- RP.4 Communication Council Minutes 08-28-18, 02-26-19, 3-26-19
- RP.5 Follow-Up Report timeline and tracking rv
- RP.6 ALO Meeting Notes 09-11-18
- RP.7 ALO Meeting Notes 10-09-18
- RP.8 Chancellor's Cabinet Meeting Minutes (Notes) 10-15-18
- RP.9.1 ALO Meeting Notes 11-13-18
- RP.9.2 ALO Meeting Notes 01-29-19
- RP.9.3 ALO Meeting Notes 02-12-19
- RP.9.4 ALO Meeting Notes 03-12-19
- RP.10 EmailforSharedDrive101018
- RP.11 Chancellor's Cabinet Minutes (Notes) 02-25-19
- RP.12 Management Council Minutes 04-24-19
- RP.13 Academic Senate Minutes 05-08-19
- RP.14 ASG Minutes 05-14-19
- RP.15 Classified Senate Minutes 05-21-19
- RP.16 Chancellor's Cabinet Minutes (Notes) 06-03-19
- RP.17 BOT Meeting Minutes 07-02-19
- RP.18 BOT Meeting Minutes 08-06-19
- II.A.3.1 VPI email-all
- II.A.3.2 Fall 2018 New Faculty Orientation PPT
- II.A.3.3 Fall 2018, Spring 2019, Fall 2019 Convocation PPT
- II.A.3.4 O&A Minutes 04-12-18 and 11-08-18
- II.A.3.5 Deans Meeting Agenda 02-06-19

II.A.3.6 Deans Meeting Minutes 02-06-19

II.A.3.7 Division Reports as of September 2019 – Simple Syllabus Pilot

II.A.3.8 Simple Syllabi Contract, Flex Day Training Brochure, Upcoming Simple Syllabi training dates

III.A.5.1 Chancellor’s Cabinet Notes 06-26-17 (excerpt)

III.A.5.2 Academic Evaluation Report (Full-Time) Goldsmith

III.A.5.3 Academic Evaluation Report (Part-Time) FCC Adjunct Goldsmith

III.A.5.4 Academic Evaluations email to managers dated 12-12-17

III.A.5.5 Academic Evaluations Maintenance email dated 12-14-17

III.A.5.6 District-Wide Managers’ Meeting Agenda and Presentation 10-16-17

III.A.5.7 NeoGov Perform – Employee Training Guide

III.A.5.8 NeoGov perform – Manager Training Guide

III.A.5.9 Reminder – NeoGov Training Available email dated 04-16-18

III.A.5.10 NeoGov Perform Training Sign-In Sheets

III.A.5.11 Emails from Jame Yang & Sandi Edwards with CSEA, POA, SCFT Training Dates

III.A.5.12 CSEA_POA presentation

III.A.5.13 Summary of CSEA Contract Changes

III.A.5.14 Summary of POA Contract Changes

III.A.5.15 SCFT Presentation

III.A.5.16 Summary of SCFT Contract Changes

III.A.5.17 Sample notification of monthly academic evaluation report (2)

III.A.5.18 Chancellor’s Cabinet 02-12-18 Item 1.03 Quarterly Evaluation Report

III.A.5.19 Quarterly Evaluation Report 02-12-18

III.A.5.20 Chancellor’s Cabinet 04-23-18 Item 1.04 Past Due Classified Evaluations Update

III.A.5.21 Quarterly Evaluation report 04-13-18

III.A.5.22 Classified Evaluations – Quarterly Report 04-13-18 email to managers

III.A.5.23 Chancellor’s Cabinet 07-16-18 Item 1.06 Classified Evaluation Quarterly Report

III.A.5.24 Quarterly Evaluation Report 07-13-18

III.A.5.25 Classified Evaluations – Quarterly Report July 2018 email to managers

III.A.5.26 Chancellor’s Cabinet 10-15-18 Item 1.06 Quarterly Classified Evaluation report

III.A.5.27 Quarterly Evaluation Report 10-04-18

III.A.5.28 Classified Evaluations – Quarterly Report October 2018 email to managers

III.A.5.29 Chancellor’s Cabinet 01-07-19 Item 6.04 Quarterly Evaluation Reports

III.A.5.30 Quarterly Evaluation Report 01-03-19

III.A.5.31 Classified Evaluations – Quarterly Report January 2019 Email to Managers

III.A.5.32 Performance Evaluations Workshop 11-02-18 FINAL Presentation and Sign-in sheets

III.A.5.33 MDA Performance Mgmt. Presentation FINAL

III.A.5.34 Chancellor’s Cabinet minutes 02-11-19

III.A.5.35 Data Dashboard Screenshot

III.A.5.36 AR and BP 7150 and CSEA Agreement Article 33

III.C.2.1 BOT Meeting Minutes 08-07-18

III.C.2.2 SCCCD DSAUR Draft 2018-12-04

III.C.2.3 SCCCD DSAUR-Final Version 2019-02-21

III.C.2.4 BOT Meeting Minutes 02-25-19

III.C.2.5 SCCCD IS DSAUR Draft 03-15-19

III.C.2.6 BOT Meeting Minutes 03-18-19

III.C.2.7 DTAC Technology Survey Results 9-2018

III.C.2.8 DTAC 10-05-18 Minutes

III.C.2.9 DTAC Presentation 10-05-18

III.C.2.10 Technology Summit Presentation 11-01-18

III.C.2.11 Technology Summit Presentation 11-02-18

III.C.2.12 Academic Senate Approved minutes 01-23-19

III.C.2.13 Classified Senate Agenda and Minutes 01-23-2019 and 02-20-19

III.C.2.14 Management Council Agenda and Summary 02-06-19

III.C.2.15 Presidents Advisory Committee Agenda and Summary for 01-31-19, 03-14-19, 05-02-19

III.C.2.16 Technology Advisory Committee Agenda and Minutes for 02-08-19, 02-22-19, 03-29-19

III.C.2.17 Technology Plan Final Version

III.C.2.18 DTAC 12-07-18 Minutes

III.C.2.19 Communication Council Minutes 03-26-19

III.C.2.20 DTAC Minutes 4-5-19

III.C.2.21 Board of Trustees Minutes 5-7-19

III.C.2.22 SCCCD Technology Acquisition Process 2019-01-03

III.C.2.23 DTAC 3-1-19 Minutes

III.C.2.24 IT Directors Meeting with notes 03-02-19