Peer Review Team Report

Fresno City College
1101 E. University Drive
Fresno, CA 93741

This report represents the findings of the Peer Review Team that conducted a focused site visit to Fresno City College February 19, 2025 to February 20, 2025. The Commission acted on the accredited status of the institution during its June 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Marvin Martinez
Team Chair

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Rancho Santiago Community College District
Chancellor

Dr. Cynthia Olivo, Vice Chair
Fullerton College
President

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San Francisco City College
Faculty

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Assistant Superintendent/Vice President of Administrative Services and College Advancement

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Fresno City College

DATES OF VISIT: February 19 – 20, 2025

TEAM CHAIR: Marvin Martinez

Purpose of the Focused Site Visit
This Peer Review Team Report is based on the findings of the peer review team which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In October 2024, the team conducted Team ISER Review to identify where the Institution meets Standards and to identify Core Inquiries which specify areas of attention for the Focused Site Visit. The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on October 29, 2024 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

A five-member peer review team conducted a Focused Site Visit to Fresno City College (FCC) on February 19 and 20, 2025 for the purpose of completing its Peer Review Team Report and determination of whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 60 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum which was well attended and provided the Institution community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis
Fresno City College is the largest college in the State Center Community College District, serving 23,166 students in fall 2022 with over 1,200 employees (331 full-time faculty, 559 part-time faculty, 304 classified professionals and 33 administrators). FCC is located in the center of Fresno, the fifth largest city in California and in the heart of the San Joaquin Valley, which is one of the most racially and ethnically diverse regions in the State. The college service area faces challenges of unemployment, endemic poverty and low levels of educational attainment. The County of Fresno is one of California's largest and most diverse counties, geographically. The

racial makeup of the count population in 2023 was 7.3% African American, 0.7% American Indian and Alaska Native, 7.8% Asian and Pacific Islander, 59.3% Hispanic, 1.9% from two or more races and 26.6% White.

Fresno City College articulates its commitment to improving equitable student outcomes in its revised mission, which emphasizes the College's commitment to equity and social justice. The College embodies this equity-focused mission in its recent initiatives and institutional goals and plans and created a system of integrated planning that supports the achievement of the mission. The College provides academic and student service programs that support its mission and are responsive to its student population. In addition, the College has robust academic programs that reflect discipline and industry standards. The College has a highly effective program and service unit review process that centers student equity and uses data to develop programmatic goals. FCC also supports the mission and vision of the College through the allocation of its resources. The College maintains its physical, technological and financial resources to improve its overall effectiveness and promote student success through collegiality. FCC is fiscally stable and budgets in accordance with its mission, vision, and values, keeping in mind both long and short-range planning. The College engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed polices and institutional decision-making processes. They provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Major Findings

Recommendations for Compliance:

Recommendation 1: In order to meet the Standard, the team recommends that the college ensure that regular and substantive interaction takes place in distance education courses (2.6 and Policy on Distance Education and Correspondence Education)

Recommendations to Improve Institutional Effectiveness:
None

Required Documentation:
The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:
Fresno City College articulates its commitment to improving equitable student outcomes in its revised mission, which emphasizes the College's commitment to equity and social justice. The College embodies this equity-focused mission in its recent initiatives and institutional goals and plans and created a system of integrated planning that supports the achievement of the mission. The amount of data the college makes available, the clarity with which institutional success indicators are presented, and the robust program review process and participatory governance structure all encourage continuous improvement.

Findings and Evidence:
The College has revised its mission (which includes Mission, Vision, Core Values, and Ethics Statements) in 2021-2022 with a focus on strengthening its equity and social justice elements. The revision included a comprehensive review of the environmental scan data and inclusive dialogue and reflection about the community and the students the college serves. The resulting mission is a clear, forceful, riveting statement that demonstrates critical self-awareness of the institution's core purpose and that appropriately reflects the community, the students, and the nature of the institution. The College's commitment to equitable educational outcomes is unmistakable in its mission and is informed by an understanding of the needs of its students, as demonstrated by use of data and provision of equity- focused professional learning community (Ram Racial Equity Lab). The College's mission demonstrates alignment with ACCJC's policy on Social Justice not only by articulating its commitment to a culture of anti-racism and equity, but also by informing its community of all the College's DEI efforts (compendium of DEI web page) and establishing a new Social Justice Center whose mission is to promote social justice and equity on campus (1.1).

The College has established its goals in the FCC 2022-26 Strategic Plan using a process under the established participatory governance structure, and by considering relevant information, including environmental scan data, and stakeholder feedback. The goals are clearly stated and are aligned to the College's mission, vision, and values, and are focused on equitable student outcomes with an emphasis on men of color. The College ensured alignment between institutional goals and key college initiatives in at least two ways. First, the institutional goals were developed based on the FCC Guided Pathways Start, Stay, Finish Strong framework, a key guiding College initiative framework that existed prior to the goal development. Second, the institutional goals direct other institutional plans and initiatives such as the 2023-25 Student Equity Plan and the Men of Color Summit (1.2).

The College has recently revised the institution-set standard (ISS) measures to align with the new strategic plan. The ISS is set in all areas of student achievement and student learning. It has both floor and aspirational goals, and is published in the ISS dashboard. Review and

discussion of data, progress evaluation, and creation of improvement plans occur at the unit level (Chemistry program review) and at the committee level (the year-end committee reports). Review of high-level data also occurs with the Board of Trustees (key performance indicators) and the College Council (the ISLO data) to inform the overall progress toward achieving the mission. The evaluation of the College's strategic goals and objectives is occurring at the annual College Council retreats. The College engages in regular and meaningful review of disaggregated data by 1) providing the well-developed data dashboards with a simple data disaggregation capability, 2) encouraging reflection focused on equity data and improvement strategies in the program review, and 3) forming a workgroup that is specifically tasked with developing, monitoring, and implementing the College's Student Equity Plan (SESC). Taken together, the College is regularly reviewing and discussing data, including meaningfully disaggregated data, to evaluate its progress toward achieving its goals—no small feat. The challenge for the College going forward is to figure out how to effectively use the results of all the data discussions and reviews occurring across the institution for planning and improvement efforts and to ultimately demonstrate that the work is turning into measurable increase in student success (1.3).

With the new Participatory Governance and Integrated Planning manual, the College demonstrates that it has designed a comprehensive and integrated system of planning that supports its mission and continuous improvement. The manual identifies critical components of integrated planning, including the mission, institution-wide plans (College Plans), program review, annual unit planning, and material and human resource request and prioritization process. The Planning Manual clearly describes how they relate to one another and lays out how resource and planning decisions are supposed to be made. It is worth noting that the need for improving the existing unit planning and resource allocation process came out of a data-informed reflection about the effectiveness of its governance structure, suggesting an existence of an effective reflective and improvement mechanism. The ongoing systematic planning and evaluation of services and programs is designed to occur in the eight-year cycle of program and service unit review process as well as the annual unit planning and resource request process. The structure of these processes is robust with mechanisms to encourage units to engage in relevant data review, reflection, goal setting and alignment, evaluation, and resource request and with mechanisms for stakeholder participation in the resource allocation decisions. The presented evidence of American Sign Language Program resource request does demonstrate that information from program planning is informing resource allocation decisions. The presented evidence establishes that the College has designed a systematic planning process for programs and services and is operating regularly as designed (1.4).

The College regularly communicates the results of its progress assessments with internal and external stakeholders through multiple channels, including the well-developed data dashboards focused on institution set standards, the annual State of the College address, email and other technology mediated regular communication from the College Council, the president, and the administrators. The committee goals, aligned to the institutional goals, are annually accessed through the year-end reports. At convocations at the beginning of each primary term, progress updates specific to divisions and focused on equity are provided at

division meetings, and opportunities to include classified professionals in the convocation updates are also provided. As part of the strategic goal development, the College hosted a forum in which they presented student achievement data highlighting institutional strengths and weaknesses. This data informed their dialogue about discussions of institutional goals and priorities (1.5).

Conclusion:
The College meets Standards 1.1, 1.2, 1.3, 1.4, 1.5

Standard 2

Student Success

General Observations:

Fresno City College (FCC) provides academic and service programs that support its mission and are responsive to its student population. The college has robust academic programs that reflect discipline and industry standards. General Education (GE) contains the breadth and width required by Title Five and addresses recent updates to local GE and transfer GE patterns. Courses are offered in modalities designed to support the student population, and the college follows a data-driven and responsive approach to scheduling. The college has a highly effective program and service unit review process that centers student equity and uses data to develop programmatic goals. The curricular development process follows the program review cycle and is designed to respond to improvements informed by the program review process. The college does an exemplary job of welcoming students representing a wide variety of demographic groups and supporting all students throughout their academic journey through innovative Student Success Teams and well-developed communication processes. Student services are comprehensive and designed to support students academically and personally as they navigate college and plan for their future.

Findings and Evidence:

Fresno City College offers students comprehensive academic programs at three academic centers. Faculty retain primacy in developing a curriculum that allows students to develop learning outcomes at a depth and breadth appropriate to each field of study, as evidenced by the college's curriculum design and development processes. This is clearly articulated in Board Policies and Administrative Regulations. Curriculum Committee members are trained by the State Chancellor's Office and expert in Title 5 rules around Curriculum ensure that the learning outcomes are appropriate for each course and program. The curriculum development process is independent of modality; however, the distance education (DE) addenda development follows best practices statewide, and DE addenda are reviewed in parallel with the course outlines of record. To ensure programmatic offerings are consistent with the college's mission, FCC has expanded locations to include a First Responder's Site, providing career-specific opportunities for students representing historically marginalized demographic groups. Additional programs developed to support the college's mission include a Baccalaureate Degree in Dental Hygiene and the West Fresno Center Community Advisory Group. Instructional program reviews include a section requiring the program to explain "how the program advances the College's mission and contributes to the strategic plan goals" (2.1).

FCC's program review process is well-developed and centered around equity and student success. It incorporates discussions and analysis of student equity, including how to improve student learning outcomes at the course and program level. Completion of a detailed program review template requires the analysis of course student learning outcomes attainment as well as student success data and disaggregated student equity data. Discipline standards are

maintained by the primacy of faculty in the curriculum development process as described, as well as by making course outlines and course student learning outcomes publicly available. FCC relies on appropriate industry partners to ensure that CTE program curriculum is relevant and up to date, supporting student learning in such a way as to prepare students for successful job entry (2.2).

FCC's board policies and administrative regulations demonstrate that the college ensures that students who earn degrees, whether or not they are planning to transfer, will have the opportunity to complete a comprehensive general education program. General Education at FCC is consistent with accreditation standards and Title 5, including recent Title 5 updates reflecting collaborative efforts to streamline general education among California's public colleges and universities. The college catalog clearly outlines the general education patterns for local and transfer degrees for current and prospective students (2.3).

The institution's comprehensive approach to communicating with its students was impressive. There are a wide variety of ways that students interact with FCC, and the college has taken a deliberative approach to utilizing each one effectively. These include website banners viewed by every student interacting with the college website and the use of the Simple Syllabus tool by a majority of faculty, ensuring that students receive correct CSLO information and course descriptions. Canvas notifications are used at both the classroom and institutional level to communicate with students, and students also receive a weekly email with general information about college activities, sports, performances, and opportunities within the community. The Student Activities Office employs both students and full-time staff employees who respond to student questions and produce flyers, pamphlets, and packets containing valuable and timely information for students. Accuracy of key information sources, including the college catalog and website, is ensured through a comprehensive review cycle and website training, respectively. To ensure that communication honors student identities, a process has been developed and implemented for FCC staff and students to designate/update their preferred pronouns. Lastly, FCC routinely collects data after events such as registration to help measure the effectiveness of their communications and identify ways to improve (2.4).

FCC has taken an intentional approach to schedule development using a Guided Pathways framework beginning in 2016, and culminating in the submission of Guided Pathways plans to the state Chancellor's Office up through 2021-2022. Pathway information is available to students via the FCC Ram Pathways Web Page, where students can view pathways and access resources, including student services and Department webpages, to help them identify areas of interest and degree and certificate programs in those areas. Division deans and department chairs use the program maps developed during the implementation of guided pathways to schedule courses in such a way that students can complete programs within the specified time frames in the college catalog. Where possible and appropriate, classes are offered as 18, 12, 9, and 6-week courses to create multiple opportunities for students to enroll in classes they need for completion. A dashboard has been designed for Deans to make weekly schedule adjustments based on student needs up until the census date has been reached. FCC has

actively addressed Vision for Success goals, reducing average unit accumulation from 94 units in 2016-2017 to 85 units in 2021-2022 (2.5).

A review of FCC's course modality offerings revealed that the college offers a wide variety of in-person, online, and hybrid courses and has been responsive to student needs, as demonstrated by the changing mix of these modalities during the COVID-19 pandemic and beyond. Faculty who teach online and hybrid courses undergo rigorous online instructor training over five weeks, becoming immersed in best practices in distance education and requiring completion of a capstone project.   The Academic Senate has an extensive policy outlining online faculty's responsibility to provide regular and substantive interaction with students, and the quality of these interactions is part of the documented faculty evaluation process. However, a review of approximately 70 random fully online asynchronous distance education courses indicated that the college currently falls short of the 85% threshold of online courses meeting regular and substantive interaction requirements per ACCJC's *Policy on Distance Education and Correspondence Education*. Distance Education addenda are required for all online and hybrid courses and address how each learning outcome can be met via distance education. Faculty are able to utilize the college's data dashboard to disaggregate student achievement data by modality, and this data has been used to inform course design as part of the program review process (2.6).

The board policies and administrative regulations (BP/ARs) support both academic (e.g., library, academic counseling, and articulation) and non-academic student needs (e.g., personal counseling, financial aid, and student health). Students are advised of available services in various ways (discussed in Standard 2.4), and an annually produced "New Student Guide" describes available services in a clear and welcoming manner. Student services support the college's mission, and specific services such as Puente, RAIN, Umoja, USEAA, and the TRIO CTE STEM are designed to ensure that the stated equity goals in the mission statement are effectively addressed. Student services, including library, student health, counseling, DSPS, and tutoring, are available at multiple physical locations across campus and via hybrid and online modalities, including Canvas. Student services such as library and learning support, DSPS, counseling, and tutoring are comprehensive and equity-focused, supporting the college's mission. Student services are also embedded as part of the college's pathways - for example, a student investigating a STEM pathway as a degree option is provided information about Health and STEM Pathway Starfish Appointments and given links and phone numbers to academic counseling. FCC's Student Success Teams (SST) approach to supporting students throughout their educational journey, accompanied by a comprehensive data dashboard that allows the college to evaluate success at various "priority points" throughout the student's college experience is impressive. Service Unit Reviews (SUR) conducted every four years are utilized to perform a data-driven assessment of the unit's accomplishments of prior goals and to set new goals based on disaggregated student success data (2.7).

Student Services faculty and staff interact with students on a scheduled basis as they progress through their academic journey. Various opportunities for students to become engaged while at Fresno City College are targeted to support specific demographic groups such as men of

color, dual enrollment students attending both FCC and local high schools, formerly incarcerated students, and LGBTQ+ students. All FCC students are invited to come together for well-advertised community events, campus clubs, arts performances, and intramural sports. Associated Student Government, well supported by student workers and full-time FCC staff, also hosts a wide variety of student community events such as barbeques, Fall Carnival, Extreme Registration, and RAM Slam. Each of these events creates a sense of community and belonging for the students who participate, and in some cases, reap measurable benefits for students as in the case of the 149 State Center Community College Students accepted to historically black colleges and universities and the award of 2.5 million in scholarships (2.8).

FCC has a robust program review process where academic and student service programs are assessed every four years. Assessment of learning outcomes for courses (CSLOs) are documented in the program review itself, and each CSLO is programmatically evaluated in the same four-year cycle. Within program review, these assessments are being used to inform curricular changes that address both equity and student achievement.   The program review template includes questions that require the analysis of disaggregated data for courses and programs and the comparison to institution-set standards. The college's publicly available data dashboard are comprehensive and in line with standards across the community college system. Curriculum review and development logically follow program review so that recommendations can be incorporated into revised courses and programs - both Program Review and Curriculum Review happen on a four-year cycle. Service Units are also reviewed on a four-year cycle, requiring the development of measurable Service Unit Outcomes and assessment of the Service Unit based on these outcomes (2.9).

Recommendation 1: In order to meet the Standard(s), the team recommends that the college ensure that regular and substantive interaction takes place in distance education courses. (2.6 and Policy on Distance Education and Correspondence Education)**.**

Conclusions:
The Institution meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9.
The Institution does not meet Standard 2.6

Standard 3

Infrastructure and Resources

General Observations:
Fresno City College supports the mission and vision of the college through the allocation of its resources. FCC maintains its physical, technological and financial resources to improve its overall effectiveness and promote student success through collegiality. FCC's maintains supportive tools and training to faculty and staff in support of its programs and services. They take advantage of software solutions to automate evaluations, and they provide ongoing training for staff such as RAM REL and flex days. The District, otherwise known as the State Center, is fiscally stable and budgets in accordance with its mission, vision and values, keeping in mind both long and short-range planning. The district has maintained a financial reserve of 30% for the past 4 years, a sign of fiscal stability. This ensures that they can maintain not only salaries and benefits, but also maintain facilities, such as the new buildings; the West Fresno Center, First Responder Site, a multi-level parking garage, and a new science building.

Findings and Evidence:
Fresno City College has a participatory governance process for determining staffing levels in support of its mission, vision and values. It has set in place a robust EEO process to hire qualified staffing that is inclusive of meeting the needs of the district and its students. SCCCD was awarded a $300,000 CCCCO EEO Innovative Best Practices Grant for Culturally Responsive Pedagogy and Practices for faculty involvement in the development of the Faculty Internship and Diversity Program. The Institution uses the CCCCCO Minimum Qualifications or faculty Hiring and Administration as well as Board policies and procedures for hiring of both classified, faculty, and administration. Human Resources regularly screens applications for minimum qualifications before releasing applications to screening committees. Job descriptions align with bargaining unit agreements, ensure that positions are designed to recruit qualified candidates, and are also aligned with the mission, vision and values of the district. FCC provides EEO training on assessment and interviewing strategies to all employees. The institution regularly reviews and submits it's EEO Annual reports to the Board of Trustees and updates its EEO plan with the CCCCO. FCC uses data to provide per their HR prioritization report to advance equity and focused integrated planning efforts (3.1).

Fresno City College takes an innovative approach to its professional development ideals, by creating a centralized Professional Development Office. This new way of approaching professional development has led to the creation of the RAM Racial Equity Lab in the Fall of 2019 as well as the New Employee Equity Academy in the Fall of 2020. By creating a wholistic approach to professional development within the college, faculty, staff and administration have the opportunity for frequent and ongoing learning opportunities that support student learning and closing student equity gaps. The Professional Development Office produces a training catalog, which covers dates, times, topics and session descriptions for employees to select from throughout the year. This robust catalog allows the employee to select the training

opportunities that most closely align with their needs. The professional development office, to maintain continuous improvement, provides electronic evaluations to participants through Cvent and Qualtrics. The Professional Development Coordinator provides a year-end report which outlines all training opportunities provided throughout the year to employees. The team applauds FCC in their efforts to educate their faculty, staff, and administration as evidenced in their RAM REL and their Lead from the Middle programs. Professional Development is ingrained in the culture of the college stating that "it is who we are." Faculty, staff, and administration live the mission, vision, and values of the college and put them into practice, trying to improve programs and services offered to students (3.2).

FCC regularly and systematically evaluated all employees using the NeoEd platform online evaluation solution. Employees such as CTA and CSEA are evaluated based on their contract timelines. Administrators, such as the Chancellor are evaluated according to BP 1725, which is yearly within their first few years, and then up to every two years subsequently. The district has embedded in the faculty evaluations, areas to identify improvement and then mechanisms to facilitate achievement of performance improvement plans (3.3).

FCC maintains a 30% reserve, which is enough to support essential program needs, as well as educational improvement when warranted. An example of this is the Tiney House project of 2022, where the faculty in collaboration with the city of Fresno developed a 4-year agreement to build homes for individuals with housing and food insecurity. SBDDC established the District Budget and Resource Allocation Advisory Committee to review the allocation model. The committee is tasked with review of the current resource allocation model and to closely align it with the new Student-Centered Funding Formula. FCC uses a Funding Allocation Model that provides funding to all colleges in the district. The Business Office works with administration to effectively manage cash flow, income, and expenditures. The FCC President is responsible for ensuring that effective use of financial resources in support of the colleges mission. The funding model shows how resources are allocated and provides a means for setting priorities for funding (3.4).

FCC uses its Participatory Governance and Integrated Planning Manuals in connection with the budget development and resource allocation process which require alignment with the college's mission and goals. During the budge development process, FCC managers are emailed and provided instructions on the process as well as provided updated information on what is occurring at the state and local level by the Vice President of Administrative Services. The Resource Committee provides constituency groups with the opportunity to advocate for human resources, physical resources, technological resources, and financial resources. Divisions and departments have the opportunity to request resources through program review and annual unit planning process to identify program needs. The GEFO also provides information to departments regarding obtaining external grants, which assist with innovation and growth of programs and services in support of the college's mission (3.5).

FCC has a financial accounting system that provides budgetary control and accountability with oversight by budget control and workflow and approvals for expenditures. The Accounting

Department ensures proper approval before funds are disbursed. FCC has a process in place for purchases and expenditures with appropriate internal controls and the Board of Trustees provides oversight and approval on contracts, purchases, and hirings decisions. The Vice President of Administrative Services reviews the year-to-date financial status of the district and the college at weekly finance and administration meetings. District Wide Accounting staff review accounting policies and internal controls and make recommendations to the VPAS for dissemination at weekly administration and Finance meetings. Independent Auditors are utilized to provide oversight and ensure that safeguards are in place and that audit findings are addressed in a timely manner with the appropriate departments or divisions (3.6).

Fresno City College maintains a 30% reserve and ensures that all salaries and benefits are budgeted before any other items are budgeted. The district makes annual contributions to its retiree health benefits in an irrevocable trust, which has $46.3 million as of 12/31/23. Also, the district has set aside reserved to address the increase in STRS and PERS contributions rates, which total $26.3 million as of 6/30/2023. This ensures that the district has enough funds to pay its long-term employee obligation (3.7).

Fresno City College utilizes instructional and student services program reviews as a mechanism for introducing facility needs and how they will advance the college's mission. These items are incorporated into the college's facilities Master Plan and 5 Year Capital Outlay Plan, or 5 Yar Maintenance Plan if Necessary. In addition to this, the District Environmental Health and Safety Department oversees FCC's periodic reviews such as, monthly examination of Fire Extinguishers, annual testing of chemical fume hoods in science laboratories, elevator inspections, CERS reporting, and annual sidewalk inspections. In addition, every three years, the Foundation for California Community Colleges conducts a facilities condition assessment, providing average life cycle and relevant data to FCC, which is incorporated into the planning and development and assists with prioritization. FCC should also ensure that all facilities are maintained to the same standard to safeguard the health and safety of students, faculty, staff and administration (3.8).

Freson City College constituency groups participate in the District Technology Assessment Advisory Committee to ensure that FCC implements its technological resources to support and sustain educational resources and operational functions. The district has also made progress on completion of goals outlined in the Technology Master Plan The college utilizes Microsoft Azure Cloud Services for security and compliance resources to include Microsoft Defender and Axure Cloud to ensure a secure and safe data infrastructure to ensure its networks are secure and its data is protected. Additionally, all employees are required annually to complete cybersecurity training that encompasses phishing campaigns and how to safeguard against cyber-attacks. The College has BA/AP3720 and AP3730 policies in place regarding the safe and appropriate use of data on campus. During the campus tour the team was impressed with the use of technology campus wide, specifically in the library, study centers, the Welcome Center, and the new science building. Additionally, the use of technology campuswide enhances the student experience and ensures that Fresno Community College students have the tools and resources needed to be successful in their academic experience (3.9).

Fresno City College is self-insured in three Joint Powers Authorities, VIPJPA, FASBO and ASCIP for Worker's Compensation and Property and Liability Insurance. The college reviews and updates these policies annually with their JPA's and makes any changes necessary. The district has maintained a reserve of no less than 30% for the past 4 years and has adopted a minimum reserve of no less than 17% as an indicator of fiscal strength and in order to ensure two months of salary, benefits ongoing operations. In 2021 the district participated in extensive emergency response training provided by Wesst Coast Emergency Consultant Group Inc. for an Emergency Preparedness course for earthquake safety. FCC has a Cyber Incident response plan and Policy as well as Administrative Regulation AR3310 Records Retention and Destruction, and AR3740 for Data Stewardship. FCC also has training for employees with regards to Cybersecurity (3.10).

Conclusion:
The College meets Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

Standard 4

Governance and Decision-Making

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

Findings and Evidence:
The Institution upholds an explicit commitment to academic freedom, academic integrity and freedom of inquiry. Board Policy and Administrative Procedure 4030 clearly articulates this explicit commitment to Academic Freedom. Additionally, the Full Time Faculty Evaluation Agreement includes an area regarding Academic Ethics and includes freedom of inquiry in alignment with the National Association of Professors. Finally, it is impressive to note that a new Faculty Guide clearly outlines these topics as well (4.1).

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives. There is robust evidence documenting the opportunities for stakeholders to give input on governance decisions. The level of collaboration and participation in the governance process and the commitment to living the mission of the college through the planning process-most especially, the revised mission statement is noteworthy (4.2).

The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes. This is particularly evident through the process by which the Student Equity Plan was developed in a collaborative manner and FCC's new Decision Making Manual. The Manual was created through innovative ideas from the stakeholders to design a clear and transparent manner for decision making which reflects the participatory culture of the institution. The level of understanding and involvement regarding institution wide equity efforts which are included in the Student Equity Plan was impressive (4.3).

Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health. In addition to the ample number of Board Policies and Administrative Procedures provided, of note, the presentation on the Key Performance Indicators as well as Communication Council Notes demonstrate how the board takes responsibility for institutional quality and monitors its progress. FCC has a unique establishment of the Communication Council which ensures that

stakeholder groups have an effective mechanism for transparency and understanding of this standard (4.4).

The governing board selects and evaluates the institution's chief executive officer (CEO), and gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission. This was evident through Board Policy and minutes for Board of Trustee meetings (4.5).

The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfills its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. The training process for Board Members is impressive and the agendas include the ways in which the Board comes together to listen to concerns and acts as one Board entity (4.6).

Conclusion:
The College meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Verification of Required Documentation

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. Some required documentation may have been used in response to ACCJC Standards that address the same or similar subject matter. For each required item listed, the team must verify its review of the required documentation, and indicated its conclusion by choosing one of the options below and note any comment or concerns where needed:

Verified	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
Verified, with Recommendations for improvement	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but improvement is recommended.
Not met	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:

Required Item	Conclusions
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:

Standard 2: Student Success

Required Item	Conclusions
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**: (to be verified during in-person site visit)
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**: (to be verified during in-person site visit)
vii. Documentation of the institution's policies and/or practices for the release of student records	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
ix. Official college catalog contains required elements (ER 20)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
FOR TITLE IV PARTICIPANTS:	

Required Item	Conclusions
x. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☐ N/A **Recommendation(s) for improvement**:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
xi. Documentation of institution's : • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☐ N/A **Recommendation(s) for improvement**:
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☐ N/A **Recommendation(s) for improvement**:
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☐ N/A **Recommendation(s) for improvement**:
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	☐ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☒ N/A **Recommendation(s) for improvement**:

Standard 3: Infrastructure and Resources

Checklist Item	Conclusions
i. Written policies and procedures for human resources, including hiring procedures	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
ii. Employee handbooks or similar documents that communicate expectations to employees	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☐ N/A **Recommendation(s) for improvement**:
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	☐ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☒ N/A **Recommendation(s) for improvement**:

Checklist Item	Documentation
ix. Written code of professional ethics for all personnel including consequences for violations	☐ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met ☒ N/A **Recommendation(s) for improvement**:

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iii. Governing board policies/procedures/bylaws related to Board Ethics	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
iv. Governing board policies/procedures/bylaws related to conflict of interest	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:

Other Federal Regulations and Related Commission Policies

Checklist Item	Conclusions
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions,* Section D	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**:
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	☒ Verified ☐ Verified, with Recommendation(s) for improvement ☐ Not met **Recommendation(s) for improvement**: