

Fresno City College

**President's Human Resources
Prioritization and
Recommendations Report**



2020-2021

Dear Campus Community and Friends of the College,

Human Resources prioritization is an incredibly challenging and complex task. At Fresno City College the final priorities are a culmination of well-thought out recommendations from various governance groups, consideration of plans for future growth, the future addition of the West Fresno Campus and the First Responders Campus, analysis of internal and external data, alignment with the accreditation standards, and of course resource limitations. As such, transparency in decision making is key, and the reason for illuminating the decision-making process in the President's Human Resources Prioritization and Recommendations Report. While the process of developing college recommendations that advance to the district-level for prioritization is not a new one, it is important that all stakeholders understand the multifaceted variables that impact my final recommendations to our Chancellor.

I would like to thank many individuals who contributed to these final recommendations and assisted in development of this report. Specifically, I would like to thank the Human Resources Committee for their dedicated work that resulted in a sound set of recommendations, the District Facilities Committee for their work on development of the Facilities Master Plan, the Program Review Committee for their thoughtful approach to considering the complex needs of our programs, my leadership team for providing their expertise, the Division Deans that work with their teams to determine priorities, our institutional research team for ensuring data driven decision-making, our accreditation liaison officer for ensuring alignment with the Standards that guide our work, and those who assisted in the writing and production of this report. Each of you has valuable insights that resulted in recommendations that will support the college as we work collectively to transform lives through education.

The content of this report will be used to guide future discussions on and off campus, serve as the foundation for immediate requests for additional resources, as well as illustrate the diverse needs of the college as we seek external funding opportunities.

Sincerely,



Dr. Carole Goldsmith

President, Fresno City College

ACKNOWLEDGEMENTS

Program Review Committee

Donna Chandler
Diane DeFreitas
Marianne Dunklin
Mike Gilbert
Omar Gutierrez
Lataria Hall
Stephanie Harris
Caleb Henderson
Jeanice Howard
Enrique Jauregui
Kherstin Khan
Karla Kirk
Bryan Lee
Don Lopez
Susi Nitzel
Robert Pimentel
Sally Potter
Carol Rains-Heisdorf
Sonia Santana
Tabitha Villalba
Bethany Wengerd

Dean's Council

Becky Barabe
Donna Cooper
Monica Cuevas
Sean Henderson
Shirley McManus
Margaret Mericle
Gurminder Sangha
Lorraine Smith
Neil Vanderpool
Tabitha Villalba
Timothy Woods

Human Resources Committee

Susan Arriola
Kevin Cooper
Diana Day
Laurel Doud
Ron Dustin
Keith Ford
Mike Henkle
Robert Howell
Danette Isom-Norman
Israel Kinlow
Melissa Llanes
Tammy Maddox
Stephanie Lopez Pedrosa
Alyssa Smith
Robert Torrez
Victor Vang
Tim Woods

President's Leadership Team

Omar Gutierrez
Lataria Hall
Jennifer Laval
Don Lopez
Cris Monahan-Bremer
Robert Pimentel
Carol Rains-Heisdorf

Report Writing and Preparation

Lili Gao
Ben Lozano
Cyndie Luna
Delia Makel
Cris Monahan-Bremer
Carol Rains-Heisdorf

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Executive Summary

Fresno City College's vision is to transform lives through education. In recent years the college has made great strides in two key areas to ensure that students are provided with high quality educational programming and the opportunity to achieve their goals. These efforts not only transform the lives of the student, but also their families and the communities in which they live and work. Specifically, the college has worked tirelessly toward closing equity gaps, not only for students but also in hiring practices and in developing educational pathways that provide clarity for the student in order to achieve their educational goals. Throughout this report there is evidence that supports this narrative. The college has reflected, reorganized, grown, and achieved amazing results on behalf of the students. Now, as the college moves forward, it is critical that the main campus is whole, and plans are in place to fully staff the West Fresno Campus and First Responders Campus while aligning with the Standards set forth by the Accrediting Commission for Community and Junior Colleges. The Standards not only ensure that there are sufficient qualified faculty to deliver the curriculum, but also classified professionals, and administrators to facilitate learning in a welcoming, safe, clean, technologically sound, and efficient environment.

The President's Human Resources Prioritization and Recommendations Report includes recommendations that were informed by campus wide governance processes and is an effort to effectively plan for these needs, as well as illuminate the process and rationale for decision making in such a complex environment. This comprehensive report differs from previous years' simple human resources prioritization lists but does not deviate from the College's operational procedures. Rather, this report serves as a communication tool to enhance transparency and advance equity focused integrated planning efforts for years to follow.

There are three primary areas in which the college seeks to develop human resource capacity in order to meet these specific needs:

The first priority is the hiring of full-time faculty. The immediate priority is the hiring of faculty for the main Fresno City College campus in order to make the campus whole. Future planning will include the hiring of additional faculty to support quality educational programming at the West Fresno Campus and First Responders Campus. The rationale for ranking of the 2020 positions is explained throughout this report. The most immediate needs are for the following positions:

1. English
2. Biology
3. Medical Assisting
4. Instructional Designer
5. Accounting
6. Computer Information
7. Communication /Journalism
8. Fire Academy
9. Counselor
10. Counselor
11. Auto
12. Welding
13. Graphic Communications



The second priority is the hiring of classified professionals. In order to provide appropriate support for instruction and student services, and to facilitate learning in a welcoming, safe, and clean environment, there must be an adequate level of classified professional staffing. As the new campuses become operational, classified professional staffing will become a top priority, as accreditation mandates student access to the same level of services at all locations. However, there is an urgent need for four custodians, as determined in the Districtwide Facilities Plan. The most immediate needs are for the following positions:

1. Custodian
2. Customer Support Technician
3. Non-Instructional Administrative Assistant
4. Sports Information Specialist
5. Custodian
6. Financial Technician
7. CTE Lab Technician
8. FT Scene Shop Instructional Aide
9. Financial Technician
10. CTE Lab Technician
11. FT Costume Shop Manager
12. PT OAB Auditorium Stage Manager

The third priority is the hiring of academic and classified management. It is important that administrative capacity grows in coordination with the increasing student body and increasing levels of faculty and classified professionals. Administration not only provides oversight and guidance but conducts employee evaluations in accordance with the accreditation standards. Specifically, the following positions are of immediate need at the Fresno City College main campus.

1. Director of Dual Enrollment
2. Dean, Student Services
3. Associate Vice President, Instruction
4. Dean, West Fresno
5. Business Office Manager, West Fresno

Introduction

The purpose of this report is to assist the College and District in efforts to intentionally use data to plan for future growth as well as effectively meet the current student and employer demands for academic and workforce education. Additionally, the report aids the College in the systematic prioritization of staffing needs over the coming years as the college explores reorganization through a Guided Pathways framework and begins expansion to additional locations. This report will assist the District in fulfilling its mission to “promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.” Furthermore, the report is designed to provide the information and data to support and inform college stakeholders on the prioritization process as well as make recommendations for additional procedures and metrics that could be utilized in future staffing considerations.

As an essential element of institutional planning, the report considers the integration of the organization’s planning cycle. This comprehensive report differs from previous years’ simple human resources prioritization lists but does not deviate from the College’s operational procedures. Rather, this report serves as a communication tool to enhance transparency and advance equity focused integrated planning efforts for years to follow.

This report will inform hiring priorities that reflect College priorities and new campus staffing needs, which emerge from program review and other analyses. Furthermore, many elements of this report have been based upon an integration of existing plans, including the FCC Educational Master Plan, the FCC Equity Plan, the FCC Guided Pathways Plan, the SCCCD Facilities Master Plan, the College and District Technology Plans, as well as the College and District Strategic Plans. This report includes the reflective practices of the college which considers various plans, evaluates enrollment patterns, assesses student and employer demands, and aligns with the accreditation standards. This report will reflect the findings and provide the framework to help the institution effectively deal with future staffing needs that arise from growth, reductions, reorganizations, and attrition in order to better support all College operations and safeguard workforce levels to improve student achievement.

This report serves as a communication tool to enhance transparency and advance equity focused integrated planning efforts for years to follow.

Mission Focused

Mission

As California's first community college, Fresno City 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

As educational leaders in the community, Fresno City College faculty, staff and students will engage in a partnership to transform lives through education.

The Fresno City College Mission and Vision are the foundation for institutional planning. This report identifies and prioritizes the staffing needs to appropriately support the College's mission of providing "quality, innovative educational programs and support services." The collaborative human resources prioritization process demonstrates a commitment to the College's vision for faculty and staff to engage with students in "a partnership to transform lives through education." Fulfilling the College mission and vision depends heavily upon the ability to provide a sufficient team of highly qualified faculty, classified professionals, and administrators.

The College's Core Values of Growth, Leadership, and Success are central in the integrated planning process ([Appendix A](#)). The College's planning processes include "respect for diversity, promoting equity, and professional development." Leadership is demonstrated through the commitment to openly communicate and demonstrate good stewardship. This report recognizes that the College's values of "excellence, quality, celebrating individual differences, and providing a positive and supportive environment for all" contribute greatly to the collaborative process that informs human resources decision making.

Effective human resource planning affects the achievement of the College's Strategic Goals ([Appendix A](#)). Appropriate staffing levels are critical to achievement of *Goal 1: Educational Excellence and Leadership in Higher Education*. Using an equity lens in human resource planning contributes to the achievement of *Objective 1.1: Close retention, success, and GPA gaps*. In addition, to achieve *Objective 1.4*, sufficient staffing is needed in order to implement "effective strategies to enhance quality instruction and support services in order to achieve program, service, and institutional student learning outcomes (ISLOs)."

Under the leadership of the President, the College has strategically engaged in community collaboration in order to achieve *Goal 2: Fresno City College will strengthen partnerships to increase community engagement and support for meeting the educational needs of our region*. Community collaboration was at the heart of educational and facilities programming for the West Fresno Campus. Needs were determined based on community input gathered at a series of open forums in West Fresno. In addition, the collaborative process for planning of the new science building and First Responder Campus supports this goal.

This report reflects the importance of resource stewardship and supports *Goal 3* which states the college will "maintain fiscal health, stability and accountability through strategic integrated planning, resource allocation, and resource development." This report also supports *Objective 3.2* to "improve processes to ensure integrated planning and data supported decision-making." Specifically, the report provides data and analysis of staffing levels and program trends which demonstrate current and future needs. The President and College stakeholders must consider multiple factors to ensure that final

prioritization decision supports the college's ability to achieve its mission. The pursuit of considering multiple factors during the prioritization process is based on, and includes, analysis of existing external and internal data such as forecasting environmental impacts to support the development of new programs and institutional physical growth. Over the past four years the College has intentionally increased the availability of data dashboards to assist instructional divisions and support departments in utilizing consistent data and eliminating the use of anecdotal information for decision making purposes. This along with recent Data Coaching efforts provide further evidence of the College's evolution toward an open culture that values data analysis in all decision making.

Funding for Success

The State Chancellor's Office is responsible for the Student-Centered Funding Formula (SCFF) Resource Allocation to each community college district. Currently, the formula is based on three funding calculations; base, supplemental and student success. Base funding is primarily centered on enrollment, whereas supplemental funding is based on the number of students receiving Pell grants, the College Promise grant and students covered by AB 540. Student success funding is based on student outcomes. The changes in the SCFF reflect an acknowledgement by the State that not all students are the same and in order to achieve equity in success, some colleges that serve primarily marginalized populations require additional resources.

The state allocation is sent to the District; therefore, it is the District's responsibility to allocate the formula dollars to each of its colleges, centers and District Office operations. The State Center Community College District (SCCCD) uses an allocation model approved by the Board of Trustees. The District utilizes the District Budget and Resource Allocation Advisory Committee to recommend and communicate the distribution of resources and to provide input on financial matters. When the District administration determines to modify the existing resource allocation model to better align with the SCFF Budget Model, Fresno City College staff will work together with the other SCCCDC colleges and the District to develop a budget resource allocation model that is equity focused and in alignment with the SCFF. College administration is committed to supporting advancement of a resource allocation model that is data driven, easily explained, and supports the state's *Vision for Success*.

Through the College's annual unit/action plan process, constituency collaboration results in recommendations for human resource needs. After consultation with the leadership team, the President examines both internal and external factors that inform her final rankings to be submitted to the Chancellor, who in turn determines final staffing allotments. Ultimately, the full-time faculty overall number will match up to the State Chancellor's Fulltime Obligation Number (FON) for each District.

Student and Community Needs

Fresno Community – Environmental Scan

The Fresno City College Educational Master Plan (EdMP) provides an environmental scan that demonstrates community needs. The EdMP recognizes that “the number of students and activities available on campus sets it apart from other community colleges and provides a viable and strong college campus.” This is important to note when considering the need to identify scalable activities that will serve the large and diverse student population.

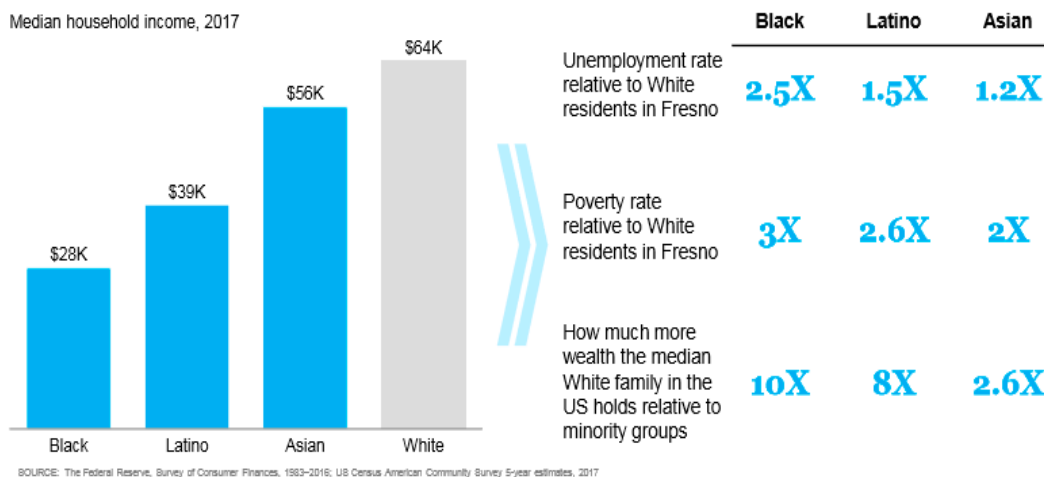
The EdMP considers data from Economic Modeling Specialists International (EMSI). Since the EdMP was written the college engaged with EMSI to create the Economic Overview and Program Demand Gap Analysis Report (PDGA). The most recent data from EMSI ([Appendix B](#)) demonstrates the educational needs of the region and the need to improve regional outcomes for bachelor's degree attainment. This is important to note because the region serves a large historically underserved population that would

greatly benefit from Fresno City College’s transfer opportunities. The College is currently participating in the Institutional Effectiveness Partnership Initiative (IEPI) [Strategic Enrollment Management Program](#) and in spring 2020 will complete the Fresno City College Strategic Enrollment Management Plan (SEMP). The SEMP will capitalize on implementing scalable activities that support the community need to obtain an educational foundation for upward social mobility.

Fresno City College faculty have worked diligently to address the disparity in regional outcomes and improve the attainment of a bachelor’s degree through the development of Associate Degrees for Transfer (ADT). The ADT is designed to provide a clear pathway to a CSU major and baccalaureate degree. In addition, the College's Guided Pathway efforts are focused on clear pathways to degree attainment. These efforts also support the College’s target goals aligned with the CCCCO Vision for Success ([Appendix C](#)). Allocating current and future resources toward supporting ADT expansion would best serve the College, and therefore its students and our community.

Career Technical Education and Workforce Development

Research shows that Fresno’s economy has been positioned poorly for recovery. While our economy struggles overall (55th out of 59 large cities in California for economic recovery), Fresno is also the least racially inclusive city in California (59th out of 59 large cities) and among the least inclusive in the nation (263rd out of 274 large cities in the U.S.) Fresno and much of the Valley continues to experience an economy that provides too few quality jobs and a concentration of low-growth, non-exportable sectors; a human capital pipeline that leaves too many behind; and the largest racial and neighborhood inequalities in California.



Source: The Federal Reserve, Survey of Consumer Finances, 1983-2016; US Census American Community Survey 5-Year Estimates, 2017

The College has historically played a vital role in preparing students to enter the workforce. This past year, the College partnered with community leaders in an effort to improve the Valley’s economic outlook through the Developing the Region’s Inclusive and Vibrant Economy initiative, more commonly known as the [DRIVE Initiative](#). This collaborative community initiative in many ways mirrors the College’s Guided Pathways and equity work. It acknowledges that college completion is a driver for any work in the community that seeks to advance social mobility and economic prosperity. Collaborating

with research teams and philanthropic groups, the DRIVE Initiative has determined impactful areas of opportunity in four clusters — healthcare, education, business, and engineering. These promising industries are in high demand and would greatly accelerate economic progress. Staunch STEM champions often highlight technical skills as the surefire path to professional success—especially with the looming rise of automation. As such, the recommendations in this report consider this important research and work as an additional factor of analysis.

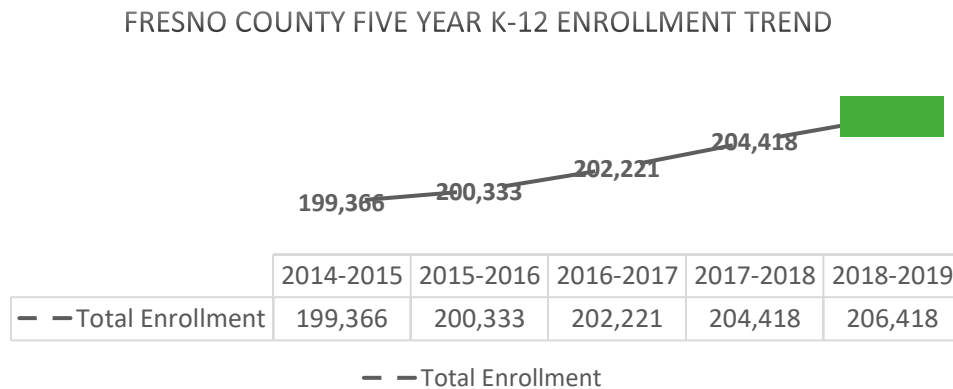
A review of the internal and external data, including the high school enrollment trend indicate a future of steady growth for the College.

K-12 Partners

In working with the Office of the Fresno County Superintendent of Schools, the College monitors the county population and county K-12 enrollment. The primary data source for K-12 educational researchers is DataQuest

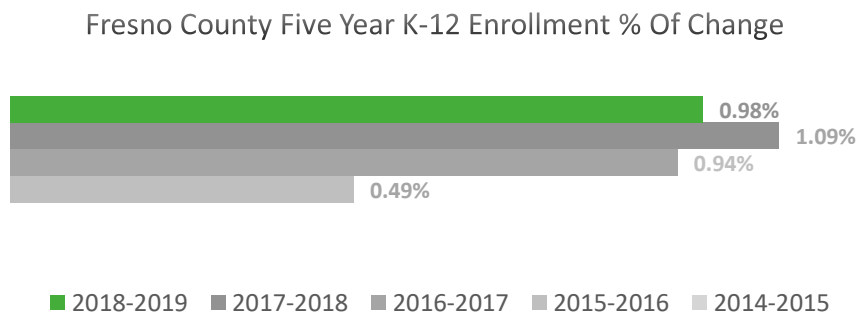
(<https://dq.cde.ca.gov/dataquest/>). Figure 1 and 2 clearly indicate the increase in enrollment in Fresno County. In addition, Figures 3 and 4 also demonstrate a clear increase in the high school enrollment trend.

Figure 1: Fresno County Five Year K-12 Enrollment Trend



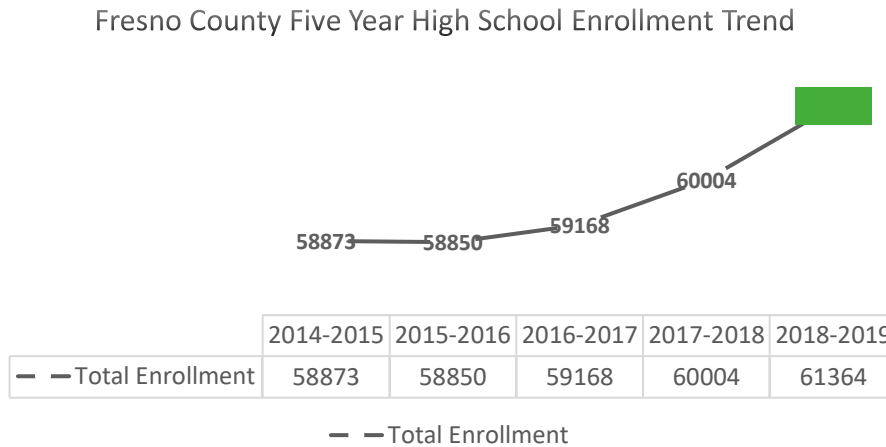
Source: California Department of Education, Data Quest

Figure 2: Fresno County Five Year K-12 Enrollment Percentage of Change



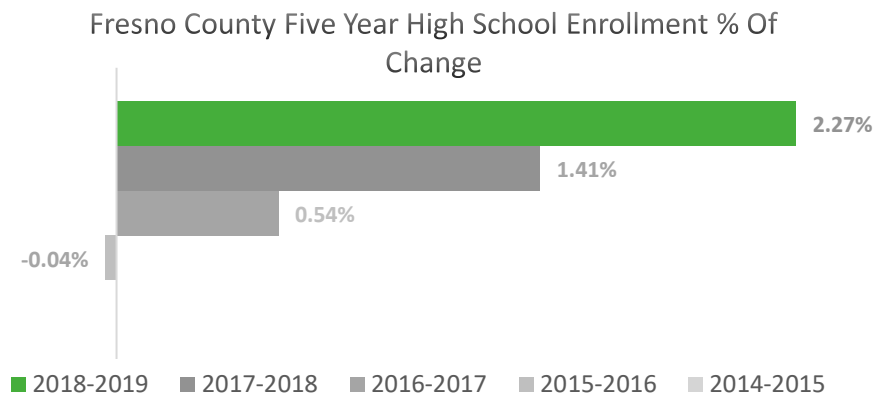
Source: California Department of Education, Data Quest

Figure 3: Fresno County Five Year High School Enrollment Trend



Source: California Department of Education, Data Quest

Figure 4: Fresno County Five Year High School Enrollment Percentage of Change



Source: California Department of Education, Data Quest

Consultant Reports

Educational Advisory Board

In Spring 2019, the college commissioned Educational Advisory Board (EAB) to conduct an *Enrollment Pain Point Audit*. The EAB research team reviewed existing institutional plans, current data, examined our student onboarding experience and completed an on-campus visit. They used a comprehensive and holistic approach that uncovered barriers that students experience while trying to enroll. The College’s faculty, staff and administration have been working together to address the immediate essential needs, many of which do not require any additional resources, rather changes in practice.

PPL Incorporated

In 2016, the President’s Office commissioned a study of the College’s organizational structure focusing on instructional and student services areas. In February 2017, the three-member team, led by Dr. Brice Harris, visited the College for two days of intensive interviews and study. The team’s analysis resulted in a report of their findings and recommendation.

These reports are important additional factors of analyses that support the findings and recommendations in this report.

Investing in Our Students and Community

Identifying Needs and Data Trends

Future staffing needs require a trend analysis of efficiency measures including full-time equivalent students (FTES), enrollment headcount, fill rates, sections and waitlists through an equity lens.

Student Equity Data

While there are external factors that contribute to College data trends, the College is intentional in examining student equity data in order to approach all planning efforts through an equity lens. Focusing on equity data ([Appendix D](#)) is foundational as the current Fresno City College Student Equity Plan data indicates disproportionate impact for successful student enrollment and retention (fall to spring). In response, the College has offered equity focused activities such as professional development that supports faculty in creating a welcoming and engaging experience for students, data coaching and a reflective data informed program review process that provides evidence of staffing needs. Further, to support efforts to close equity gaps the College intentionally utilizes dashboards that provide aggregate and disaggregate data to inform decision making.

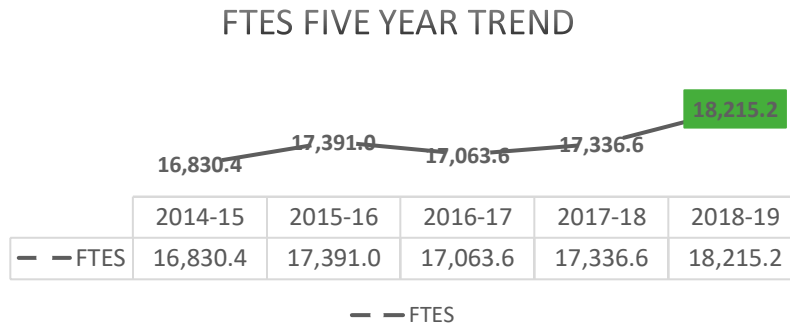
The College has offered equity focused activities such as professional development that supports faculty in creating a welcoming and engaging experience for students, data coaching and a reflective data informed program review process that provides evidence of staffing needs.

FTES

An important data element used to inform the District's distribution of state funds for the purposes of human resource staffing is the consideration of historical and projected Full-Time Equivalent Student (FTES) trends. FTES is utilized in program review as a measurement of productivity and is an important indicator of how programs and the College contribute to state funding received by the District. Figure 5 below demonstrates the increase in overall FTES at Fresno City College over the last five years. The greatest change, as seen in Figure 6, was in 2018-19 with a 5.10% increase from the previous year.

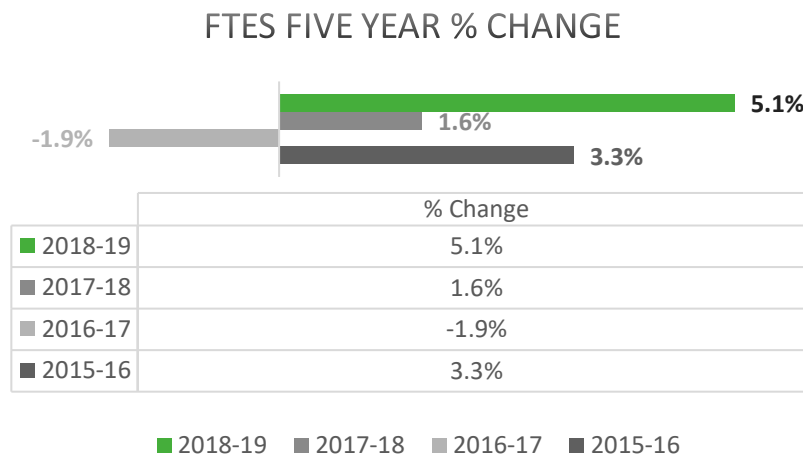
It is important to note that the growth in FTES was done in large part without additional resources. Rather the Guided Pathways collaborative effort has led to breaking of silos, increased communication across disciplines and divisions, and improved cultural relationships. These efforts coupled with innovative use of existing technology such as Starfish/Early Alert has resulted in greater efficiencies. In addition, data visualization such as FTES and room utilization dashboards provide the tools to make timely adjustments in scheduling leading to greater efficiency. Actionable data dashboards also provide the tools for Student Success Teams to create contact lists for students in need of enrollment support.

Figure 5: Five-Year FCC Overall FTES (Academic Year)



Source: SCCCD Aterm FTES.

Figure 6: Five-Year FCC Overall FTES % of Change



Source: SCCCD Aterm FTES

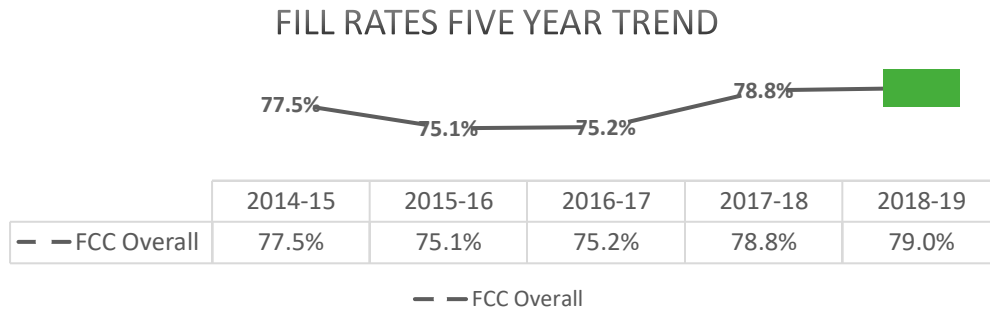
Fill Rate

Over the last few years, the college has systematically engaged in efforts to improve productivity and enhance FTES generation without additional faculty resources. Some of these efforts include analysis of course scheduling for efficiency and waitlist management. One measurement of productivity is “Fill Rate.”

“Fill Rate” is the term used by practitioners to measure the efficiency of a given course. The term, as the name implies, relates to the percentage of the actual student enrollment in relation to the capacity of the course. There are many factors that contribute to fill rate such as scheduling patterns, staffing availability, waitlist management, and student preferences.

Figure 7 demonstrates that the overall fill rates of the College increased over the past five years from 77.5% to 79%. The goal will be to increase 2% each year and engage in activities identified in the Student Equity Plan to support students of color and close equity gaps.

Figure 7: FCC Overall Five-Year Fill Rate Trend

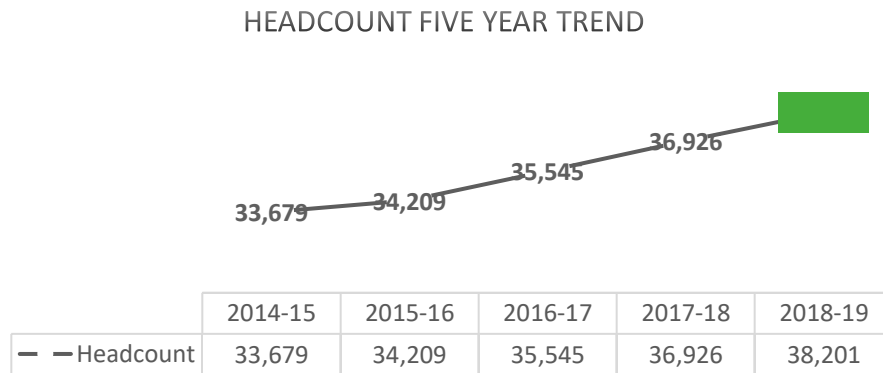


Source: SCCCD Aterm File. Census Enrollment. ST-300 is excluded.

Enrollment at Census

Enrollments are another important factor to consider in human resource staffing decisions. When analyzing enrollment data consideration should be given to factors that may contribute to lower enrollment such as class size minimum or maximum, facilities, and safety requirements. Figure 8 demonstrates the consistent increase in headcount over the past five years.

Figure 8: Headcount - Five Academic Years



Source: SCCCD Aterm.

Summary of Efficiency Data

Table 1 below demonstrates the relationship between the efficiency data sets for disciplines in the top 20 highest FTES (see [Appendix E](#) for full data sets). Not surprisingly, math and English are at the top in FTES, headcount, sections and waitlists. As we consider the future, it may be important to better understand the lower number of sections and FTES for general education pattern courses such as Political Science and History. As the college closes equity gaps and implements educational pathways it is expected that greater numbers of students will be completing the general education pattern for transfer to a four-year university and/or earning an Associate’s Degree. This would result in a need for additional sections of these courses, and therefore additional faculty in these disciplines.

The data displayed in Table 1 shows “high-demand” disciplines and provides an indication for possible expansion of these disciplines by hiring additional faculty to meet the need. Specifically, high-demand, high-producing FTES disciplines like Administration of Justice and Biology should be considered for additional instructional resources when funding becomes available.

Table 1: Top 20 Highest Five-Year Average FTES– Data Set Relationship

Discipline	FTES	Fill Rate	Headcount	Sections	Waitlist
*Mathematics	1,881.10	87.30%	9,895	557	1,695
*English	1,798.5	87.20%	10,013	344	1,718
*Biology	1,170.8	93.00%	5,227	221	1,051
*Communication	670.3	86.10%	5,978	221	631
Physical Education	633.6	65.20%	4,354	246	296
Nursing, Registered	620.2	85.90%	609	296	0
*Psychology	501.9	63.90%	3,957	111	510
Art	444.3	74.50%	2,348	115	342
**Administration of Justice	431.0	148.30%	2,763	109	0
*Chemistry	430.0	87.00%	1,662	82	326
*History	396.5	81.70%	3,495	88	391
Computer Information Technology	396.2	71.80%	2,828	134	209
Child Development	361.4	73.70%	2,220	100	402
*Political Science	301.8	83.60%	2,826	41	283
**Criminology	301.5	79.30%	1,896	69	307
*Spanish	301.0	77.90%	1,620	78	151
Music	294.8	57.20%	1,562	132	119
*Sociology	290.3	79.20%	2,659	59	259
Accounting	282.8	76.80%	1,354	67	124
Photography	264.9	83.10%	1,973	93	209

Source: SCCCD Aterm and SCCCD Aterm FTES

*Denotes future resources staffing will be required to delivery appropriate level of services at West Fresno Campus

**Denotes program relocation to new First Responder Campus and will need additional resources.

Note: Nursing and Administration of Justice do not have waitlist due to the cohort nature of the pathways.

Staffing to Support Student Success

With over 38,000 students enrolled at Fresno City College every year, the College must address inequities and service level misalignment that exist throughout our campus by consistently monitoring data to determine student needs and workforce demands. The College must balance the appropriate staffing mix to effectively provide services that will help our students move through our system. This is not only critical to student success, but also necessary to meet the accreditation Standards for appropriate levels of service.

To assist the College in consideration of future needs, it is essential to review current staffing levels. Several Board Policies provide definitions that direct the appropriate selection of personnel ([Appendix E](#)). Figure 9 demonstrates the five-year staffing level trend. While this data indicates an overall increase, there are many factors that may contribute to yearly fluctuations such as the recent hiring freeze due to the classification study. It is important to consider the effect of the fluctuation as the College strives to create workload balance in order to effectively and efficiently provide wrap around services to our student populations, which is a critical part of our enrollment management practices to help students succeed in and out of the classroom.

Figure 9: FCC Employee Headcount



The ratio of full-time and part-time faculty is an important consideration as it contributes to the College's ability to provide the much-needed student faculty interaction through the availability of office hours. The information reflected in Table 2 has limitations, specifically as it relates to the number of part-time faculty. The Allied Health, Physical Education and Athletics Division and Applied Technology Division employs a large number of faculty who are hired under an Instructional Service Agreement (ISA). These faculty, typically teach in nursing, fire, and police courses and are experts in their field who come to teach for a short duration of time. These professionals provide our students with a rich experience and typically they do not teach a full, or even half semester, rather they may teach for only a few days. The data reflected in the Allied Health, Physical Education and Athletics Division and Applied Technology Division are greatly inflated due to this accounting of information. Future planning will work toward further refinement of this data set.

The data set does indicate that the Huminites Division may not be appropriately staffed especially when considering the increased need for additional sections of English 1A and the corequisite for compliance with AB705. Additionally, further research is needed to examine the full-time to part-time ratio in the Applied Technology Division.

Table 2: Full-Time and Part-Time Faculty Ratios by Division

Department/Division	Total Number of Faculty	# Faculty Full-time	% Faculty Full-time	# Faculty Part-time	% Faculty Part-time
Allied Health, Physical Education and Athletics Division	192	38	20%	154	80%
Applied Technology Division	238	34	14%	204	86%
Business Education Division	83	29	35%	54	65%
Fine, Performing and Communication Arts Division	90	32	36%	58	64%
Humanities Division	158	46	29%	112	71%
Library and Student Learning Support Services Division	20	10	50%	10	50%
Math, Science and Engineering Division	114	65	57%	49	43%
Social Sciences Division	124	49	40%	75	60%
Office of Student Services	136	49	36%	87	64%
Total	1,155	352	30%	803	70%

Source: SCCCD Report Manager.

Future Staffing Needs

To ensure sufficient capacity not only for the Fresno City College main campus but also the planned West Fresno Campus and First Responder Campus, it will be important to consider the transition of Career and Technology Center (CTC) programs. The two new campuses will have an impact on all staffing needs and the College must be proactive in its efforts to ensure students receive support to achieve their educational goals. Unlike the CTC campus, the West Fresno Campus will offer general education courses which will require additional faculty in order to provide appropriate access to these courses. Analysis of current enrollment trends at the Fresno City College main campus indicate that these programs are impacted, and growth is anticipated as they are expanded to West Fresno. Preparing for this growth is important in ensuring that the campus provides comprehensive offerings beyond CTE certification.

As the College continues with the transition of programs to the new locations, accreditation requirements will need to be addressed to ensure student access for counseling, financial aid advising, library resources, tutorial services, etc. as required by ACCJC. Specifically, the Standards require access to all services available at the main campus.

Educational and Classified Administrators

In 2016, the President’s Office commissioned a study of the College’s organizational structure focusing on instructional and student services areas. In February 2017, the three-member team, led by Dr. Brice Harris, visited the College for two days of intensive interviews and study. The team’s analysis resulted in a report of their findings and recommendations. Below are the findings that were factored into the recommendations in this report:

- There is a high level of “organizational fatigue” resulting from significant and rapid change in the organization and its leadership in recent years.
- There is a high level of classified staff turnover, especially in student services, which makes getting work done in a timely manner difficult.
- The amount of support for college communications has declined in recent years and is inadequate to meet the needs of the college internally or in the community.
- There is a belief among many that the span of control of managers in the organization is too large leading to other organizational challenges.
- Many in the organization feel that there is a need for additional managers and/or a reorganization of existing units to balance the workload among managers.
- Processes like employing staff, making purchases, and obtaining contract approval are far too slow and cumbersome.
- The creation of two associate vice president positions beneath the Vice President of Instruction to help reduce the span of control of the Vice President of Instruction. One of the positions should be responsible for the various learning support services including catalog, scheduling, and curriculum.
- The creation of an additional Dean in the Student Services division to better balance the workload and reduce the span of control of the Vice President of Student Services. This could be accomplished by elevating an existing position or adding additional management.
- The creation of an Assistant to the President position to support the president in overseeing the day-to-day operation of the College while fulfilling the external relations necessary to adequately represent the College in the community. This position could be created through reassignment of an existing employee or the addition of a new position.

Historically, College administrators are charged with advancing the goals of the District and College, while being accountable for implementing policy and responsible for oversight of critical operational endeavors, such as scheduling and evaluations. Emerging changes resulting from implementation of Student Success Teams as well as the equity-minded guided pathway reform work, such as meta-majors, will require thoughtful consideration regarding future iterations of organizational structure. While there are consistent data sets used to inform the hiring of faculty, there is not an established form or data set used to inform the hiring of administrators. Additional consideration must also be given when examining administration staffing levels, such as learning area complexity, FTES, number of degree and certificate programs, as well as number of direct reports. In addition to FTES and headcount, the College may consider criteria such as number of anticipated faculty (full-time and part-time) and classified professionals. The District is currently conducting a review of the responsibilities of the academic and classified managers. The resulting report may provide supplemental information to better examine the scope of responsibility for division deans which may assist in determining if their current portfolio is manageable and what, if any, changes need to be made in the division of labor to better balance workload at the College and throughout the District. One aspect of this workload balance impacts the accreditation requirement for maintaining an appropriate cycle of evaluations. Keeping pace with evaluation requirements within high faculty-to-administrator ratios continues to be a challenge that needs to be addressed through possible reorganization of evaluation oversight and/or additional administrators to effectively manage all the required faculty evaluations. In addition, ensuring sufficient administrators for the West Fresno and First Responder campuses must be considered.

Full-Time Faculty

In order to achieve the College mission to provide “quality, innovative educational programs” it is vital to engage in a data driven process that anticipates the future needs of students and the community. This is in part achieved by the clearly defined program review process that assists in identifying the need for hiring of full-time faculty. Criteria identified in the faculty request form are used for comparative purposes in the ranking process. Data trends are considered including FTES, degree/certificate awards, enrolment, sections, waitlist, retention rate, and success rate. The form provides the opportunity to demonstrate need for additional full-time faculty and any additional internal and external factors that may impact the data.

Annually the District receives notification of the Full-Time Faculty Obligation Number (FON). In turn, District administration reviews the Full-Time/Part-Time ratios of each of the colleges in the District and then makes recommendations to the Chancellor for allocation of resources. This information is typically shared with the colleges in late fall.

Classified Professionals

The recent classification study provided the College with an opportunity to evaluate classified professional duties, responsibilities, and workload expectations. The process created changes in position titles and in some instances the organizational structure. Two important documents that the College can use to inform decisions for hiring classified professionals are the District Technology and the District Facilities Master Plan (FMP). Both plans indicate districtwide staffing needs in the area of technology support and custodial.

The District Technology Plan acknowledges the need for additional classified professionals. Employers expect our students to have above basic technological proficiency. In order to achieve this, continuously updated technological resources are needed. Unfortunately, we are currently unable to equip the campus with appropriate levels of technology support to meet even the minimum expectations. Both District and College plans have acknowledged the need for direct service positions in order to become better stewards of technology.

The District FMP indicates a current need for additional custodians at Fresno City College. The narrative throughout this report emphasizes the need to provide a welcoming, safe, and clean learning and working environment for students, as well as employees of the College.

With the advent of Measure C and E facilities projects coming online (New Science Building, West Fresno Campus and the First Responder Campus) it is expected that additional classified support services and custodial support will be prioritized. Additionally, the District will need to examine the staffing needs for additional police to ensure campus safety.

Anticipated Retirements

Table 3: Employee Age Groupings

Employee Grouping	65+ in 2019	60-64 in 2019
Administrators and Faculty	29	55
Classified Professionals	10	25

Source: SCCCD Report Manager.

In addition to planning for allocation of resources for “new” faculty and classified positions, it is important to note that, as indicated in Table 3, the College will see a number of faculty and administrative retirements over the next few years. While the collective loss of institutional knowledge may have an impact, intentional planning that includes effective onboarding processes will alleviate some of the impact. Effective planning will also allow the College to further current efforts of programmatic redesign through recruitment and hiring of diverse, highly qualified personnel.

Student Centered Prioritization Process

Driven by Program Review

The program review process provides the opportunity for continuous improvement through reflection, analysis, and the identification of actionable goals to support student success. Programs reflect upon their goals and state how they advance the College’s mission, whether staffing levels are appropriate to support goals, the relation of needed resources to program goals, and how unit plan activities address the unit plan goals. The annual unit planning process is the means through which the College continually monitors the implementation of goal related activities, records results, and determines further actions. In accordance with AR 3250, the annual unit planning process includes the opportunity to request funding for activities requiring additional resources to accomplish the unit goal. Unit goals align with the strategic goals identified in the College’s Strategic Plan. Annual unit planning informs institutional plans and is an integral component of the College’s integrated planning process.

Through this cycle of review the annual submission of requests for new faculty and staff are prioritized separately by the Dean’s Council and the Human Resources Committee. The rankings are then submitted to the President for consideration.

Historically, the President then reviews both sets of recommendations in relation to other factors that may not be readily available. For example, information from the recently approved District Facilities Master Plan indicates that current custodial staffing levels are insufficient to reach a level 2 “general tidiness”. For the College to be at that level, external evaluators have recommended an additional 4 custodians. This does not include custodial staff that will be needed for building expansion on campus nor the two new sites. Maintaining campus facilities with appropriate cleanliness and functionality is a not only a requirement of ACCJC but external accreditors as well. Most recently, the Board of Registered Nursing found the nursing program in non-compliance for sufficiency in resources, with specific reference to cleanliness of the Nursing Skills Lab and restrooms. Further, they cited maintenance concerns such as a non-functioning bathroom faucet and other plumbing concerns. These violations carry serious consequences in the context of a sterile medical environment, and therefore are a critical variable in the data review.

One more example of external analyses of College functionality in terms of business support can be found in the College and District Technology Plans. The District plan was written to focus on institutional effectiveness and technology initiatives, whereas the campus plans focus more on educational excellence and community collaboration initiatives directly impacting students. Collectively, these two plans identify and acknowledge that current staffing levels in technology to enable students to succeed and staff to be most productive are significantly lacking. One positive step toward remedying this was the recent hire of the District Chief Technology Officer. The need for direct support for students and faculty still exists. Additional IT Customer Support Technicians are needed in order to advance many goals outlined in the District Technology Plan, such as; provide better and more consistent experiences for students, ensure integrity and security of data, increase effectiveness and efficiency of existing technology systems, as well as assist in identifying new technology, current system support and future technology needs of our students.

Another example of external research and analysis is related to the new funding formula and Vision for Success emphasis on completion of Associate Degree of Transfers and high-demand CTE program completion. The College must also plan regarding positions that may be lost due to elimination of categorical funds such as the recent need to consider the Instructional Designer previously funded under Title V. These are just a few examples of external information that must also be considered when making the final determination for recommendations to be sent forward to the Chancellor and Board for approval.

This report is an effort to formally document the process, share additional information and create linkages to support other College-vetted plans as well as create a living document that will serve as guidance for future seeking of internal and external funding for funding for staffing. The 2019 Human Resources Committee and Deans Council rankings are listed below in Tables 4 through 7.

Table 4: Human Resources Committee – Certificated Ranking 2019

Rank	Division/Department	Certificated Position
1	Humanities	English #1
2	Allied Health, Physical Education, and Athletics	Medical Assisting
3	Fine, Performing and Communication Arts	Music
4	Humanities	American Sign Language*
5	Applied Technology	Police Academy
6	Applied Technology	Automotive Technology
7	Applied Technology	Fire Academy
8	Library and Student Learning Support Services	Librarian #1
9	Applied Technology	Electrical Systems Technology
10	Humanities	English #2
11	Applied Technology	Welding
12	Applied Technology	Graphic Communications
13	Fine, Performing and Communication Arts	Art Curator

Table 4: Human Resources Committee – Certificated Ranking 2019 (continued)

14	Fine, Performing and Communication Arts	Dance
15	Applied Technology	Applied Technology/ Industrial Maintenance Technician
16	Applied Technology	Photography
17	Social Sciences	Food Nutrition and Food Service Management
18	Applied Technology	Construction
19	Fine, Performing and Communication Arts	Art Crafts
20	Applied Technology	Computer Aided Drafting and Design
21	Applied Technology	Maintenance Mechanic/Manufacturing Mechanic
22	Library and Student Learning Support Services	Librarian #2
23	Applied Technology	Industrial Technology

**It is important to note that the HR recommendation of an ASL faculty member was a thoughtful one and backed by the deans. During the development of this report, that position moved forward through the reorganization of an existing opening due to a vacancy through retirement. The ASL Faculty position has been submitted and is in the approval process. Recruitment is expected to begin Spring 2020.*

Table 5: Human Resources Committee – Classified Professional Ranking 2019

Rank	Division/Department	Classified Position
1	Vice President of Educational Services and Institutional Effectiveness	Dual Enrollment Director
2	Library and Student Learning Support Services	Library Specialist #1
3	Fine, Performing and Communication Arts	Administrative Assistant
4	Humanities	Administrative Assistant
5	Fine, Performing and Communication Arts	FT Costume Shop Manager
6	Allied Health, Physical Education, and Athletics	Assistant Athletic Director
7	Fine, Performing and Communication Arts	PT Box Office Assistant
8	Fine, Performing and Communication Arts	FT Scene Shop Instructional Assistant
9	Public Information Office	Sports Information Specialist
10	Vice President of Educational Services and Institutional Effectiveness	FT Office Assistant (Dual Enrollment)
11	Allied Health, Physical Education, and Athletics	Sports Information Specialist
12	Fine, Performing and Communication Arts	PT OAB Auditorium Stage Manager
13	Library and Student Learning Support Services	Library Specialist #2

Table 6: Deans Council – Certificated Ranking 2019

Rank	Division/Department	Certificated Position
1	Distance Education	Instructional Designer
2	Fine, Performing and Communication Arts	Communication /Journalism
3	Business	Computer Information Technology
4	Student Services	Strong Workforce Counselor
5	Fine, Performing and Communication Arts	Music
6	Applied Technology	Construction
7	Social Sciences	Food Nutrition and Food Service Management
8	Humanities	English
9	Math, Science, and Engineering	Chemistry
10	Applied Technology	Maintenance Mechanic
11	Fine, Performing and Communication Arts	Dance
12	Humanities	English
13	Social Sciences	FSM
14	Library and Student Learning Support Services	Librarian
15	Fine, Performing and Communication Arts	Art (curator)
16	Applied Technology	Industrial Technology
17	Applied Technology	Welding
18	Fine, Performing and Communication Arts	Art
19	Allied Health, Physical Education, and Athletics	Medical Assisting
20	Applied Technology	Fire Technology
21	Applied Technology	Administration of Justice
22	Applied Technology	Maintenance Mechanic
23	Applied Technology	Automotive Technology
24	Applied Technology	Applied Technology
25	Applied Technology	Computer Aided Drafting Design
26	Applied Technology	Graphic Communications
27	Applied Technology	Photography
28	Applied Technology	Electrical Systems Technology
29	Library and Student Learning Support Services	Librarian

Table 7: Deans Council – Classified Professional Ranking 2019

Rank	Division/Department	Classified Position
1	*Fine, Performing and Communication Arts	Administrative Assistant
2	Humanities	Non-instructional Administrative Assistant
3	*Fine, Performing and Communication Arts	FT Costume Shop Manager
4	Allied Health, Physical Education, and Athletics	Assistant Athletic Director
5	Fine, Performing and Communication Arts	PT Box Office Assistant
6	Applied Technology	CTE Lab Technician - Construction
7	Fine, Performing and Communication Arts	PT OAB Auditorium Stage Manager
8	*Fine, Performing and Communication Arts	FT Scene Shop Instructional Assistant
9	Applied Technology	CTE Lab Technician - CADD
10	Applied Technology	CTE Lab Technician – IMT/HVAC
11	Applied Technology	CTE Lab Technician - EST
12	Allied Health, Physical Education, and Athletics	Sports Information Specialist
13	Library and Student Learning Support Services	Library Specialist
14	Applied Technology	Administrative Assistant – Fire
15	Applied Technology	Accounting Technician
16	Applied Technology	Administrative Assistant – Police
17	Applied Technology	Accounting Technician
18	Library and Student Learning Support Services	Library Specialist

*Note: These positions are to move from an existing part-time to full-time

Preparing to Serve Our Students - New Campuses and Buildings

As new Measure C bond projects are constructed to meet the needs of the District, it is imperative that the cost of operating and maintaining those facilities (the total cost of ownership (TCO)) be considered. During the development of the District Facilities Master Plan (FMP), the level of staffing needs was researched, and the current level of staffing of each campus identified. Recommended staffing levels were derived from various Association of Physical Plant Administrators (APPA) publications. The District FMP compared the current staffing levels at each of the four campuses and compares them with the APPA recommended levels. Staffing levels vary depending upon the level of service to be provided; the higher the level of service the greater the staffing level needed. The FMP describes the various levels of service in detail and notes that *“The district is working toward an APPA level of 2 for its facilities.”* The standard for level 2 expectation is for custodial services to provide *“ordinary tidiness”*.

There are staffing implications of TCO at an APPA level 2 for Fresno City College’s custodial services as well as the District’s Grounds and Maintenance Services. The new science building and new West Fresno Campus and First Responder Campus will require additional faculty, administration, and classified staff. Table 8 demonstrates the total number of custodial personnel needed based upon the District FMP

recommended custodial staffing for new buildings (three (3) custodial staff needed for every 50,000 square feet of new building).

Table 8: FMP Recommended Custodial Needs

Measure C Project	Projected Size	Recommended Custodial Staffing
New Science Building	87,000 square feet	4
West Fresno Campus	110,000 square feet	6
First Responder Campus	50,000 square feet	3

College academic and student service managers met during the fall to examine various data points, current and projected workload, as well as expected program offerings for the future sites. Table 9 and 10 include the identified projected needs that should be phased in prior to completion of the sites. Please note that italic positions (*) indicated an accreditation requirement for services.

Table 9: Support Staffing for New Sites and Buildings

Number needed	Site	Service	Classified Position
1	West Fresno	Financial Aid	Financial Technician
.5	First Responder	Financial Aid	Financial Technician
1.5	West Fresno	Library	*Library Specialist
1.5	West Fresno	Library	*Tutoring Specialist
.5	First Responder	Library	*Library Specialist
1	West Fresno	Health Services	Nurse
2	West Fresno	Student Services	Administrative Assistant
1	West Fresno	Admissions and Records	Cashier/Cross trained position
1	West Fresno	Business Services	Cashier/Cross trained position
.5	First Responder	Business Services	Cross trained position
1	First Responder	Instructional	Lab Tech (Fire/Police)
1	West Fresno	Instructional	Lab Tech (Science)
1	West Fresno	Instructional	Lab Tech (Auto)
1	West Fresno	Custodial	Lead
1	First Responder	Custodial	Lead
4	West Fresno	Custodial	Custodian
3	First Responder	Custodial	Custodian
1	West Fresno	Business Services	FT Office Assistant

Number needed	Site	Service	Classified Position
1	First Responder	Business Services	FT Office Assistant
1	West Fresno	Admin Services	Admin Aide for Site Admin
1	First Responder	Admin Services	Admin Aide for Site Admin

Table 10: Certificated Staffing for New Sites and Buildings

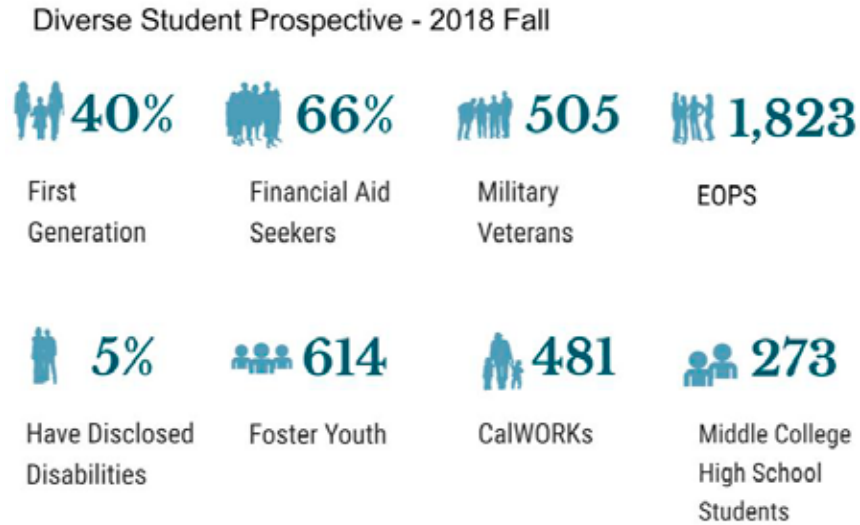
Number needed	Location	Division	Certificated Position
1	West Fresno	Humanities	English
1	West Fresno	Humanities	Spanish
1	West Fresno	Math, Science, and Engineering	Math
2	West Fresno	Math, Science, and Engineering	Biology
1	New Science	Math, Science, and Engineering	Biology
1	West Fresno	Math, Science, and Engineering	Chemistry
2	New Science	Math, Science, and Engineering	Chemistry
1	West Fresno	Fine, Performing and Communication Arts	Communication
3	West Fresno	Counseling	General Counseling
2	West Fresno	Counseling	Counseling-College Relations
1	First Responder	Counseling	General Counseling
1	West Fresno	Counseling	CalWORKS
1	West Fresno	DSPS	DSPS Counseling
1	West Fresno	Social Sciences	Psychology
1	West Fresno	Social Sciences	Sociology
1	West Fresno	Social Sciences	Political Science
1	West Fresno	Applied Technology	Automotive
1	West Fresno	Office of Instruction	Dean
1	First Responder	Office of Instruction	Dean

Staff Diversity and Equal Employment Opportunity Plan Integration

Fresno City College primarily serves students from historically underrepresented populations who bring diverse experiences to the educational environment. Underrepresented minorities are more likely than white students to attend community colleges, and that has resulted in many campuses becoming majority nonwhite for the first time in history. Fresno City College has long been a minority, majority college.

Diversity on campus has been enriched by our students' backgrounds. Many Fresno City College students, as seen in Figure 10 below, are the first in their families to attend college. In addition, the vast majority seek financial aid, some are military-affiliated, others have disclosed disabilities, most work one or more jobs, and many are single parents. These students' experiences enhance the college classroom experience, but there is a problem - too few of them graduate.

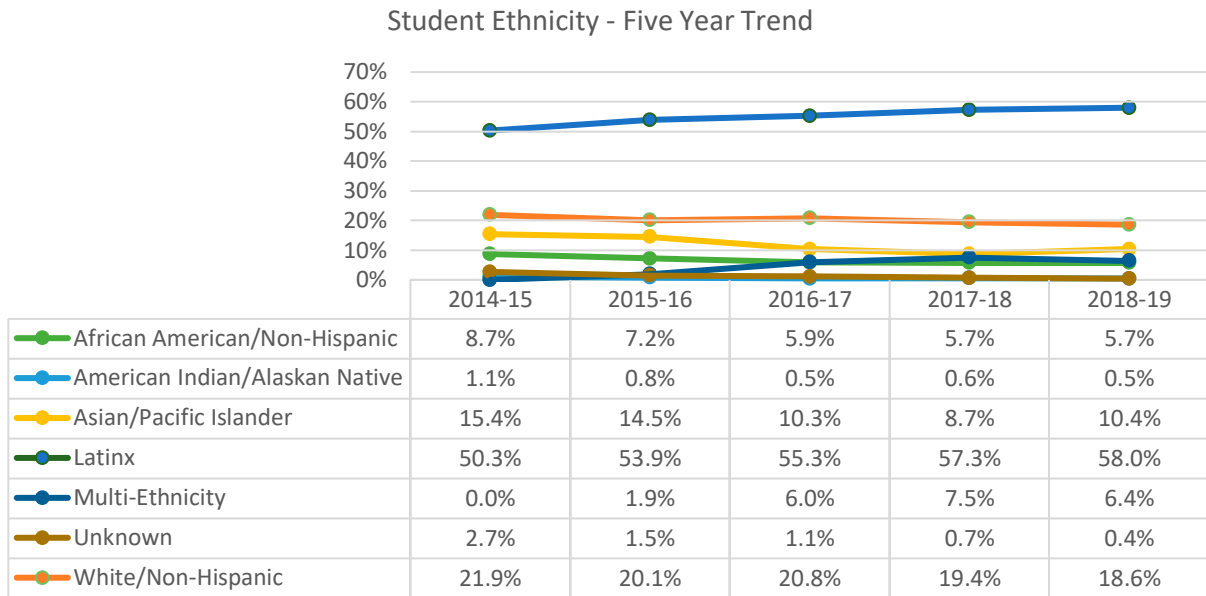
Figure 10: Diverse Student Prospective – 2018 Fall



Source: SCCC Aterm

The Fresno City College student population is as racially and ethnically diverse as the Central Valley community service area. Enrollment data for 2018-19 included 32,201 (18,215 FTES) students, 55% of which were continuing, 22% first-time, and 17% returning students. Of the total enrollment for 2018-19, 58% were Latinx, 21% White/Non-Latinx, 10% Asian and Pacific Islander, 6% African American, 6% Multi-Ethnic, and 1% American Indian. Figure 11 demonstrates the trends for race and ethnicity. There has been a steady increase in Latinx student enrollment. With the addition of the multi-ethnicity category the data show a decline in the unknown category.

Figure 11. Five Year Trend - Student Enrollment and Race/Ethnicity



Source: SCCCD Aterm

To better inform decision making about equity and inclusion, the College turned to Center for Urban Education (CUE), an organization that uses systemic analysis to dismantle structural racial inequity and create equitable outcomes for all.

In 2016 staffing data by ethnicity indicated that College employees were not reflective of the Hispanic, White/non-Hispanic and Asian/Pacific Islander student populations. In response to this data, the College led district wide efforts to address this disparity by contracting with Center for Urban Education (CUE) to review and modify hiring practices. CUE has worked to bring equity-mindedness to institutions of higher education through socially conscious research, tools and learning institutes. CUE empowers practitioners to act as agents of change, enabling them to be critically race conscious as they respond to changing demographics in our educational systems. In addition to the support in hiring practices discussed below the College has partnered with CUE for several learning opportunities, including an equity minded management retreat, an equity planning institute, and an equity-minded teaching institute.

In respect to hiring practices, in fall 2017, understanding the importance of hiring decisions on student success and college culture, the College President took a team of 12 key faculty, academic and classified senate presidents, and administrators, as well as representatives from SCCCD Human Resources and the Personnel Commission to participate in the first ever Institute for Equity in Faculty Hiring at Community Colleges, hosted by CUE, in an effort to examine SCCCD/FCC hiring practices. The FCC team is committed to continuing professional development activities and championing needed modifications to the HR process to integrate a more intentional, equity-minded approach to attracting, hiring, and retraining faculty, staff, and administrators to reflect the demographics of Fresno City College. One such professional opportunity has been the Hiring Diverse Faculty webinars offered throughout the fall 2019 semester.

Equity Focused Investment in Human Capital

Human resource planning is not only about hiring personnel, but also includes the recognition of the importance in investing in human capital through equity focused professional development. Student equity and faculty diversity are foundational aspects of human resources planning. Fresno City College views Student Equity as a unique opportunity to bring awareness to the root causes and effects of racial and ethnic inequities. Committed to transforming lives through education, the College provides faculty, classified professionals, and administrators with the information and resources necessary to mitigate outcome disparities. Through constituency group participation, a shared understanding was developed that identifies equity for FCC as "the identification and removal of barriers that have prevented the full participation of historically marginalized and underrepresented student populations with the goal of eliminating identified differences in outcomes between those populations and the student population as a whole." The strategies identified in the Student Equity Plan were informed by the analysis of disaggregated data to identify evidence-based solutions to mitigate equity gaps for student populations experiencing disproportionate impact.

The following professional development activities from the Student Equity Plan are designed to promote engagement and understanding around equity issues, and as such are recognized in this report.

- Implementation of a Leading for Equity and Completion Summer Academy
- Ongoing participation in the Center for Organizational Responsibility and Advancement (CORA) Online Training Certificate Programs
- Implementation of Student Equity and Completion Faculty Onboarding
- Creation of an Interdisciplinary Faculty Equity Lab: Equity-Minded Tools for Reflective Teaching Practice
- Creation of a Teaching and Learning Center
- Implementation of an Institutional Development for Equity, Access, and Success (IDEAS) Summit

Concluding Observations and Recommendations

The previous sections demonstrated the multiple factors of analyses that are examined in the College and President's prioritization process. This process includes analysis of existing external and internal data, such as forecasting environmental impacts to support the development of new programs and institutional physical growth, as well as consideration of current urgent needs. After reviewing the Fresno City College Dean's Recommendations, the Human Resources Committee's recommendations, and several other multiple factors the President is forwarding the following recommendations to the Chancellor to fully support the College's ability to advance the College and District missions and support student success. Specifically, the following recommendations are for funding consideration for the 2020-2021 academic year. These recommendations will serve as guidance for future external funding opportunities as well.

President's Recommendations to the Chancellor, Certificated Ranking 2019

1. English
2. Biology
3. Medical Assisting
4. Instructional Designer

5. Accounting
6. Computer Information
7. Communication /Journalism
8. Fire Academy
9. Counselor
10. Counselor
11. Auto
12. Welding
13. Graphic Communications

President's Recommendations to the Chancellor, Classified Ranking 2019

1. Custodian
2. Customer Support Technician
3. Non-Instructional Administrative Assistant
4. Sports Information Specialist
5. Custodian
6. Financial Technician
7. CTE Lab Technician
8. FT Scene Shop Instructional Aide
9. Financial Technician
10. CTE Lab Technician
11. FT Costume Shop Manager
12. PT OAB Auditorium State Manager

President's Recommendations to the Chancellor, Academic Manager, Ranking 2019

1. Director of Dual Enrollment
2. Dean, Student Services
3. Associate Vice President, Instruction
4. Dean, West Fresno
Business Office Manager, West Fresno

Appendix

A. Core Values and Strategic Goals

Core Values

Growth

We are committed to sharing and exploring new ideas through collaboration, respect for diversity, promoting equity, and professional development.

Leadership

We are leaders in our community, dedicated to behaving ethically, committed to open communication, and good stewards of our resources

Success

We champion excellence, quality, celebrating individual differences, and providing a positive and supportive environment for all.

Strategic Goals

Goal 1: Educational Excellence and Leadership in Higher Education

Fresno City College will challenge students to reach their highest academic potential and facilitate processes that lead to successful completion of their educational objectives

Objectives

1. Close retention, success, and GPA gaps
2. Increase graduation and transfer rates
3. Enhance short-term career readiness, occupational programs, and educational pathways leading to employment, a certificate, a degree, transfer, or an advanced degree
4. Support effective strategies to enhance quality instruction and support services in order to achieve program, service, and institutional student learning outcomes (ISLOs)

Goal 2: Community Collaboration

Fresno City College will strengthen partnerships to increase community engagement and support for meeting the educational needs of our region.

Objectives

1. Develop and promote Fresno City College brand in order to increase student recruitment and encourage feeder high schools to promote FCC as a college of choice.
2. Increase participation with community events, boards, committees, businesses, and industry associations
3. Increase internal and external community participation in college events

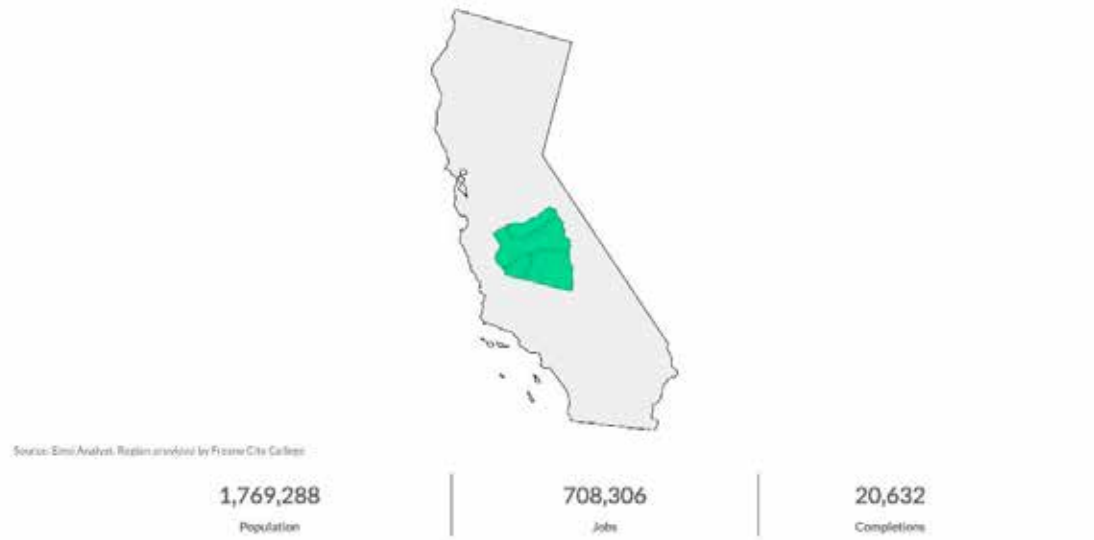
Goal 3: Institutional Effectiveness and Fiscal Stability

Fresno City College will maintain fiscal health, stability and accountability through strategic integrated planning, resource allocation, and resource development.

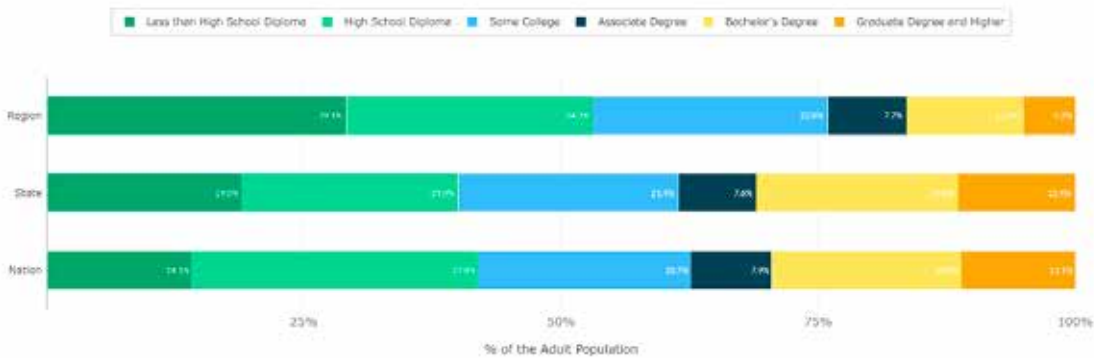
Objectives

1. Work collaboratively with the District and our external partners to increase grants, scholarships, and outside contributions
2. Improve processes to ensure integrated planning and data supported decision-making
3. Improve methods to ensure financial accountability and resource stewardship

B. Environmental Scan – EMSI Data

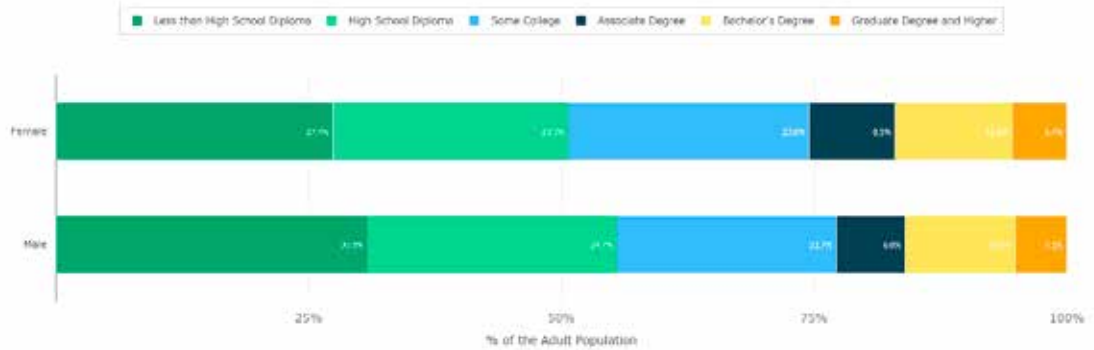


Highest Educational Attainment of Adults in the Region, State, and U.S.



Source: EMSI demographics data and U.S. Census Bureau, 2017 American Community Survey

Highest Educational Attainment of Adults in the Region by Gender



Source: EMSI demographics data and U.S. Census Bureau, 2017 American Community Survey

Highest Educational Attainment of Adults in the Region by Major Race and Ethnicity Group



Source: ERSI Demographics data and U.S. Census Bureau, 2017 American Community Survey

C. FCC Vision for Success Goal Alignment

Approved

Vision for Success Goal Setting - Fresno City College

Vision for Success Goals	Indicators	Baseline			FCC Goals	
		2014-15	2015-16	2016-17	2021-22 (#)	2021-22 (%)
GOAL 1: Completion Systemwide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.	Goal 1A: Increase All Students Who Earned an Associate Degree (Including ADTs)	1,196	1,279	1,420	1,661	17%
	Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate	492	416	477	572	20%
	Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition	1,574	1,590	1,751	2,101	20%
GOAL 2: Transfer Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.	Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer	259	538	695	938	85%
	Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution	1,469	1,633	1,723	1,878	15%
GOAL 3: Unit Accumulation Systemwide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.	Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners	102	97	96.59	79	-18%
	Indicators*	2014-15	2015-16	2016-17	2021-22 (#)	2021-22 (%)
GOAL 4: Workforce Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.	Goal 4A: Increase Median Annual Earnings of All Students	\$23,546	\$22,952	\$26,266		
	Goal 4B: Increase All Students Who Attained the Living Wage	54%	52%	60%		
	Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study	73%	69%	N/A	76%	4%
GOAL 5: Equity Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.	Indicators	2014-15	2015-16	2016-17	2021-22 (#)	2021-22 (%)
	Each selected indicator from the above list, disaggregated for those student groups identified as disproportionately impacted in your annual Equity Plan and available in the Student Success Metrics on the Launchboard	N/A	N/A	N/A		Reduce Equity Gaps by 40% by 2021-22

Data Source: California Community Colleges Student Success Metrics Launchboard/NOVA.

*Colleges are not required to set goals for all of the Goal 4 indicators. FCC determined to set a goal for indicator Goal 4C.

Goals were set by IRE, SES, and GP Work Group on 2/28/2019. Approved by ASG 3/5/2019, Academic Senate 3/6/2019, Management Council 3/6/2019, Classified Senate 3/12/2019.

D. Student Equity Plan - Disproportionate Impact Analysis

Disproportionate Impact Analysis Female by Race/Ethnicity and Designated Equity Group

Race/Ethnicity	Female Students				
	Successful Enrollment	Retention: Fall to Spring	Transfer to a four-year institution	Completion of Transfer Level Math English	Attained the Vision Goal Completion Definition
American Indian/Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic/Latinx					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
Some Other Race					
Designated Equity Group					
Low-income students					
Students with Disabilities					
First Generation					
Foster Youth					
LGBT					
Veteran					

Disproportionate Impact Analysis Male by Race/Ethnicity and Designated Equity Group

Race/Ethnicity	Male Students				
	Successful Enrollment	Retention: Fall to Spring	Transfer to a four-year institution	Completion of Transfer Level Math English	Attained the Vision Goal Completion Definition
American Indian/Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic/Latinx					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
Some Other Race					
Designated Equity Group					
Low-income students					
Students with Disabilities					
First Generation					
Foster Youth					
LGBT					
Veteran					

E. Discipline 5 Year Averages - FTES, Fill Rate, Headcount, Sections, Waitlist

FTES – Five Academic Year Average (2014-2015 through 2018-2019)

Discipline	Average	Discipline	Average
Mathematics	1,881.1	Dance	71.5
English	1,798.5	Construction	68.0
Biology	1,170.8	Computer Aided Drafting and Design	65.6
Communication	670.3	Linguistics	61.6
Physical Education	633.6	Paralegal	60.4
Nursing, Registered	620.2	Women's Studies	59.1

FTES – Five Academic Year Average (2014-2015 through 2018-2019) (Continued)

Psychology	501.9	Heating, Ventilation, and Air Conditioning	58.6
Art	444.3	Automotive Mechanics CTC	54.3
Administration of Justice	431.0	Engineering	52.0
Chemistry	430.0	Astronomy	49.1
History	396.5	Respiratory Care	48.3
Computer Information Technology	396.2	Architecture	43.2
Child Development	361.4	Computer Science	42.6
Political Science	301.8	Education	41.2
Criminology	301.5	Maintenance Mechanic	41.1
Spanish	301.0	Journalism	40.7
Music	294.8	Automotive Collision Repair	39.3
Sociology	290.3	Physical Science	37.7
Accounting	282.8	American Indian Studies	32.0
Photography	264.9	Recreation	29.0
Business Administration	263.4	Automotive Collision Repair CTC	28.6
Health Science	252.5	French	28.2
Fire Technology	249.0	Computer Aided Manufacturing	27.5
Business & Technology	195.3	Marketing	27.0
Human Services	176.2	Food Service Management	26.9
Applied Technology	160.4	Automotive Technology GM	25.1
Electrical Systems Technology	159.1	Natural Science	24.9
Radiologic Technology	155.8	Asian American Studies	23.8
English for Multi-Lingual Students	150.6	Japanese	23.1
Supervised Tutoring	146.4	Hmong	20.3
Graphic Communications	146.0	Drafting	18.3
Counseling	142.9	Allied Health*	17.2
Geography	137.5	Work Experience, General	16.4
Economics	130.2	Real Estate	14.4
Philosophy	129.2	Humanities	14.4
Automotive Technology	124.9	Manufacturing Mechanic CTC	12.9
Theatre Arts	119.4	Chinese	12.7
Anthropology	113.2	Library Technology	12.4
Physics	112.1	German	11.0
Welding Technology	109.5	Library Skills	10.8
Health Information Technology	108.7	Industrial Training CTC	8.7

FTES – Five Academic Year Average (2014-2015 through 2018-2019) (Continued)

American Sign Language	108.4	Armenian	7.5
Geology	106.0	Educational Aide*	7.3
Food and Nutrition	100.5	American Studies	5.0
Developmental Services	90.4	Learning Assistance	4.6
African-American Studies	86.4	Portuguese	4.3
Dental Hygiene	85.8	Honors	3.4
Decision Science	82.4	Military Science	2.9
Medical Assisting	79.9	Apprenticeship*	1.7
Film	78.4	Fashion Merchandising*	1.3
Chicano-Latino Studies	73.7		

Fill Rate – Five Academic Year Average (2014-2015 through 2018-2019)

Administration of Justice	148.3%	Automotive Mechanics CTC	73.0%
Maintenance Mechanic	108.7%	French	72.8%
Apprenticeship*	104.0%	Respiratory Care	72.6%
American Indian Studies	103.4%	Honors	72.6%
Astronomy	96.2%	Computer Information Technology	71.8%
Library Technology	95.3%	Armenian	71.2%
Biology	93.0%	Medical Assisting	71.0%
Natural Science	92.6%	Developmental Services	70.7%
Hmong	90.4%	English for Multi-Lingual Students	70.1%
Dental Hygiene	89.8%	Education	69.9%
Physics	89.5%	Library Skills	69.6%
Geology	88.9%	Paralegal	67.7%
Mathematics	87.3%	Automotive Collision Repair	67.7%
English	87.2%	Health Information Technology	66.9%
Japanese	87.1%	Human Services	66.5%
Economics	87.1%	Heating, Ventilation, and Air Conditioning	65.9%
Chemistry	87.0%	Theatre Arts	65.2%
Electrical Systems Technology	86.7%	Physical Education	65.2%
Communication	86.1%	Engineering	65.0%
Nursing, Registered	85.9%	Applied Technology	64.9%
Film	85.8%	Chinese	64.9%
Geography	85.5%	Educational Aide*	64.6%
Philosophy	84.6%	Industrial Training CTC	63.9%

Fill Rate – Five Academic Year Average (2014-2015 through 2018-2019) (Continued)

Welding Technology	84.1%	Psychology	63.9%
Political Science	83.6%	Automotive Collision Repair CTC	63.3%
Photography	83.1%	German	63.2%
Radiologic Technology	82.9%	American Studies	61.6%
Humanities	82.3%	Allied Health*	61.6%
Decision Science	81.8%	Business Administration	61.4%
History	81.7%	Architecture	61.1%
American Sign Language	80.7%	Real Estate	60.9%
Anthropology	80.4%	Journalism	59.8%
Counseling	80.4%	Computer Aided Drafting and Design	59.7%
Recreation	80.0%	Construction	59.6%
Food and Nutrition	79.7%	Fire Technology	59.2%
Computer Science	79.5%	Computer Aided Manufacturing	58.9%
African-American Studies	79.3%	Chicano-Latino Studies	58.3%
Criminology	79.3%	Music	57.2%
Sociology	79.2%	Developmental Services	56.9%
Spanish	77.9%	Asian American Studies	54.9%
Automotive Technology	77.4%	Automotive Technology GM	54.3%
Accounting	76.8%	Work Experience, General	53.7%
Manufacturing Mechanic CTC	76.0%	Women's Studies	51.7%
Health Science	75.0%	Business & Technology	51.4%
Graphic Communications	74.9%	Marketing	47.2%
Art	74.5%	Food Service Management	46.0%
Linguistics	74.4%	Dance	45.2%
Drafting	73.9%	Physical Education	40.0%
Child Development	73.7%	Portuguese	39.2%
Learning Assistance	73.7%	Military Science	28.1%
Geography	73.6%	Fashion Merchandising*	14.3%
Physical Science	73.3%		

Unduplicated Headcounts – Five Academic Year Average (2014-2015 through 2018-2019)

English	10,013	Automotive Technology	350
Mathematics	9,895	Education	323
Communication	5,978	Medical Assisting	300
Supervised Tutoring	5,637	Engineering	299

Unduplicated Headcounts – Five Academic Year Average (2014-2015 through 2018-2019) (Continued)

Biology	5,227	Journalism	288
Physical Education	4,354	Welding Technology	275
Psychology	3,957	Computer Aided Drafting and Design	270
History	3,495	American Indian Studies	268
Computer Information Technology	2,828	Asian American Studies	220
Political Science	2,826	Marketing	215
Administration of Justice	2,763	Computer Science	209
Sociology	2,659	Library Skills	196
Health Science	2,389	Allied Health*	196
Art	2,348	Paralegal	188
Child Development	2,220	Food Service Management	179
Photography	1,973	Architecture	168
Criminology	1,896	Construction	158
Business Administration	1,890	French	157
Chemistry	1,662	Humanities	138
Spanish	1,620	Recreation	133
Music	1,562	Work Experience, General	128
Counseling	1,494	Natural Science	119
Accounting	1,354	Japanese	116
Fire Technology	1,291	Hmong	113
Philosophy	1,172	Heating, Ventilation, and Air Conditioning	109
Applied Technology	1,090	Drafting	106
Economics	1,057	Real Estate	90
Geography	998	Honors	83
Anthropology	982	Educational Aide*	76
Business & Technology	898	Dental Hygiene	76
Food and Nutrition	864	Radiologic Technology	75
Human Services	839	Chinese	71
Health Information Technology	782	Learning Assistance	68
Geology	733	Library Technology	64
Film	726	German	62
African-American Studies	673	Automotive Mechanics CTC	59
Chicano-Latino Studies	658	Computer Aided Manufacturing	56
American Sign Language	626	Apprenticeship*	56
Nursing, Registered	609	Automotive Collision Repair	51

Unduplicated Headcounts – Five Academic Year Average (2014-2015 through 2018-2019) (Continued)

Decision Science	608	American Studies	49
Theatre Arts	607	Manufacturing Mechanic CTC	44
Linguistics	593	Maintenance Mechanic	42
Graphic Communications	588	Respiratory Care	39
English for Multi-Lingual Students	582	Industrial Training CTC	39
Women's Studies	570	Armenian	30
Electrical Systems Technology	531	Automotive Collision Repair CTC	29
Physics	453	Automotive Technology GM	26
Developmental Services	449	Portuguese	22
Dance	365	Military Science	18
Physical Science	363	Aerospace Studies	12
Astronomy	362	Fashion Merchandising*	11

Section Count – Five Academic Year Average (2014-2015 through 2018-2019)

English	557	Women's Studies	23
Mathematics	344	Food Service Management	23
Nursing, Registered	296	Computer Aided Drafting and Design	23
Physical Education	246	Paralegal	22
Communication	221	Physics	21
Biology	221	Construction	21
Computer Information Technology	134	Radiologic Technology	20
Music	132	Architecture	20
Art	115	Film	17
Business & Technology	111	Engineering	17
Psychology	111	Marketing	14
Administration of Justice	109	Heating, Ventilation, and Air Conditioning	14
Child Development	100	Education	13
Business Administration	93	Asian American Studies	11
Photography	93	Physical Science	11
History	88	Allied Health*	11
Counseling	86	Respiratory Care	10
Chemistry	82	Library Skills	9
Fire Technology	81	Automotive Collision Repair CTC	9
Spanish	78	Maintenance Mechanic	9
Criminology	69	Work Experience, General	9

Section Count – Five Academic Year Average (2014-2015 through 2018-2019) (Continued)

Accounting	67	Automotive Technology GM	9
Applied Technology	67	Military Science	9
Human Services	66	Recreation	9
Electrical Systems Technology	65	Computer Aided Manufacturing	8
English for Multi-Lingual Students	62	Aerospace Studies	8
Sociology	59	French	8
Graphic Communications	54	American Indian Studies	8
Theatre Arts	53	Computer Science	8
Philosophy	47	Industrial Training CTC	8
Developmental Services	45	Astronomy	7
Health Science	42	Supervised Tutoring	7
Anthropology	41	Real Estate	6
Dance	41	Automotive Mechanics CTC	6
Political Science	41	Learning Assistance	6
Health Information Technology	41	Chinese	5
Automotive Technology	37	Drafting	5
Geography	36	Japanese	5
American Sign Language	35	Honors	5
Chicano-Latino Studies	34	Humanities	5
Medical Assisting	33	Automotive Collision Repair	5
Economics	32	Hmong	5
African-American Studies	29	Educational Aide*	5
Geology	28	German	4
Food and Nutrition	27	Library Technology	4
Manufacturing Mechanic CTC	25	Natural Science	4
Linguistics	25	Portuguese	2
Welding Technology	25	American Studies	2
Decision Science	24	Apprenticeship*	2
Dental Hygiene	24	Armenian	2
Journalism	23	Fashion Merchandising*	2

Waitlist on Opening Day – Five Academic Year Average (2014-2015 through 2018-2019, Fall & Spring)

English	1,718	Fire Technology	25
Mathematics	1,695	Paralegal	25
Biology	1,051	Library Technology	24

Waitlist on Opening Day – Five Academic Year Average (2014-2015 through 2018-2019, Fall & Spring) (Continued)

Communication	631	Hmong	23
Psychology	510	Graphic Communications	22
Child Development	402	Dance	21
History	391	Heating, Ventilation, and Air Conditioning	21
Art	342	Architecture	20
Chemistry	326	Chicano-Latino Studies	20
Criminology	307	Natural Science	18
Physical Education	296	French	17
Political Science	283	Linguistics	15
Sociology	259	Theatre Arts	15
Photography	209	Construction	13
Computer Information Technology	209	Journalism	13
Philosophy	162	Education	13
Electrical Systems Technology	157	Food Service Management	12
Spanish	151	German	10
Anthropology	145	Real Estate	9
Business Administration	137	Chinese	7
Accounting	124	Automotive Collision Repair	7
Human Services	123	Women's Studies	7
Music	119	Library Skills	6
American Sign Language	118	Marketing	6
Physics	107	Drafting	5
Economics	106	Automotive Technology GM	5
Geography	98	Honors	4
Geology	89	Allied Health	4
Food and Nutrition	83	Computer Aided Drafting and Design	3
Welding Technology	82	Humanities	3
Health Information Technology	80	Computer Aided Manufacturing	3
Decision Science	73	American Studies	2
Film	71	Armenian	2
Health Science	70	Asian American Studies	1
Astronomy	68	Administration of Justice	0
English for Multi-Lingual Students	55	Educational Aide	0
Automotive Technology	50	Dental Hygiene	0
Applied Technology	48	Fashion Merchandising	0

Waitlist on Opening Day – Five Academic Year Average (2014-2015 through 2018-2019, Fall & Spring) (Continued)

Counseling	46	Learning Assistance	0
African-American Studies	45	Military Science	0
Computer Science	40	Nursing, Registered	0
Business & Technology	39	Portuguese	0
Developmental Services	29	Radiologic Technology	0
Medical Assisting	28	Recreation	0
Physical Science	28	Respiratory Care	0
Japanese	27	Supervised Tutoring	0
American Indian Studies	27	Work Experience, General	0
Engineering	27		

F. SCCCD Board Policies

BP 7210

- Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges. Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPS, and EOPS.

BP 7230

- Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the classified service.

BP 7250

- Academic Administrator - An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq. Educational administrators are employees in academic positions designated by the Board of Trustees as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

BP 7260

- Classified administrators are administrators who are not employed as educational administrators. Classified supervisors are those classified administrators, regardless of job description, having authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other employees, or having the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action. Classified managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District.