Abstract

The following abstract highlights the College’s response to each of accreditation standards with the incorporation of the following themes: institutional commitment; student learning outcomes; organization; dialogue; institutional integrity; and evaluation, planning, and improvement.

Standard I: Institutional Mission and Effectiveness

Fresno City College is committed to realizing its mission. The College offers a wide array of courses and services that are central to the mission. Even with the current fiscal challenges, the College has maintained the diversity and quality of its programs and services.

Since the last accreditation, significant dialogue throughout the College led to the development of a workable strategic plan with the Strategic Planning Council to carry out implementation. The Strategic Planning Council focuses on qualitative and quantitative data and recommendations from its advisory committees, including the Program Review Committee, for decision making. As a result, resources are allocated according to goals and priorities identified through the inclusive decision making process.

Since the last accreditation, all instructional and non-instructional programs have completed at least one program review and many have completed a second. The recommendations from program reviews are sent to advisory committees of the Strategic Planning Council and often result in decision making.

The College has “closed the loop” with a systematic cycle of program review.

While the College works closely with the District, the momentum has been lost in respect to coordinated planning efforts. The District Strategic Plan was not updated annually due to turn over in the coordinating position. However, since the arrival of the new chancellor in July 2010, the District Office has moved forward with a clear direction for development of a District strategic plan that will effectively coordinate with the colleges and centers throughout the District.

Campus communication is a weakness that is evidenced throughout the standards. While the College has made tremendous progress in a cycle of evaluation, planning and implementation, many individuals on campus are unaware of it. Modes of communication are inconsistent and information is often difficult to locate. The College will immediately begin to address this issue.

Standard IIA: Instructional Programs

Fresno City College offers over 250 areas of study that lead to an associate’s degree, transfer, vocational education, and lifelong learning. These programs are designed to meet the diverse needs of the student population and are offered in a wide variety of formats.

All instructional programs go through a cyclical process of self-evaluation and planning through the program review and five-year curriculum review processes. These processes are fully implemented and result in program improvement.

The College is striving to fully implement student learning outcomes (SLOs) at the course, program and institutional levels. Under the leadership of the student learning outcomes and assessment coordinator and discipline faculty, all programs have developed course-level SLOs and the majority have assessed at least one. Course level SLOs are being mapped to program and institutional level outcomes.

To continue the momentum in respect to SLOs, the College will implement a calendar to ensure that all SLOs are assessed in a systematic fashion. Also, a permanent student learning outcomes site will be developed and used to house and easily track assessment data.
Standard IIB: Student Support Services

Student learning, access and success guides Student Support Services efforts. Student Support Services has made great strides in each of these areas.

In respect to student learning, Student Support Services has worked to develop SLOs and service unit outcomes (SUOs) for each of its areas. They have also developed a template for reporting and tracking of SLOs and SUOs. Many programs in the area have begun assessment of their outcomes and have implemented the results for program improvement.

With student access and success at the forefront, Student Support Services has worked to meet the needs of a diverse and ever-changing student population. They have overhauled their website and have implemented many online services, including orientation to increase ease of access while remaining compliant with all student privacy laws.

Standard IIC: Student Library and Learning Support Services

Since the 2005 accreditation, the library has implemented a collection development policy to meet the information source needs of students. As they have done so the availability of rich electronic resources has increased tremendously, providing a much needed balance between tangible and virtual resources.

Student Learning Support Services is constantly evolving to meet the needs of the student population. They have piloted and evaluated several programs to determine which ones best meet the needs of students and have implemented programs with great success. The addition of online tutorial services has increased student access and also addressed issues of limited space.

Space is an area of ongoing concern for the Library and Learning Support Services. As programs expand to meet the needs of students, the need for adequate facilities also increases.

Standard IIIA: Human Resources

The District meets its full time faculty obligation and adheres to the standards of conduct outlined in board policy, which is based upon American Association of University Professors (AAUP) standards.

Immediately following the 2005 accreditation site visit, the College ensured that all employee evaluations were current and implemented a tracking tool to monitor the evaluation cycle. The College president oversees this process to ensure compliance. Faculty involvement in student learning outcomes assessment is ensured through the evaluation process.

The College’s hiring practices reflect its commitment to diversity. All searches are advertised in a variety of venues and those serving on hiring committees must receive training from District Human Resources to ensure a fair and consistent process. Demonstrated sensitivity to diverse populations is a required characteristic for all faculty positions.

Human Resources planning is fully integrated with institutional planning. The College’s Human Resources Committee is an advisory committee to the Strategic Planning Council. Recent hires demonstrate the significant role of planning in hiring practices.
Standard IIIB: Physical Resources

The College utilizes its resources to ensure safe, secure and adequate physical resources to support the mission of the College, student learning and institutional effectiveness.

Facilities have been a key issue for the College due to the renovation of the Old Administration Building (OAB) through the Measure E Bond and other internal and external fundraising. Actions have included the renovation of the building, the allocation of space to programs and services, and the secondary effects. The College’s Facilities Committee is an advisory committee to the Strategic Planning Council and assisted in the planning efforts for this project. Several administrative offices moved to the building in December 2010 and classrooms were open for instruction spring 2011. Parking is still an issue for the College, particularly as the OAB is open for community events. The College is working closely with the District to address this issue.

While the College has worked with the District to effectively planned facilities, the planning processes have been inconsistent and developed on an as-needed basis. The College will work to complete and fully implement a Facilities Master Plan which will be aligned with the College Educational Master Plan. An equipment replacement plan also needs to be developed to support the decision package process which allows for one-time lottery monies to be used for special projects including technology upgrades. Finally, the College and District facilities committees should have a direct relationship for effective planning.

Standard IIIC: Technology Resources

The College is committed to meeting the technology needs of students, faculty and staff. The College has completed many technology related projects to support student learning such as increased wireless availability on campus, stabilization of the network, and implementation of a successful student email system. The College has also implemented several Smart classrooms on campus that provide for an enhanced learning environment. Technology Support Services is using Title V grant funding in order to begin implementation of desktop virtualization which will streamline several processes, as well as free staff time to explore other projects for improved services and capabilities.

In respect to planning, the College’s Technology Advisory Committee (TAC) and the Distance Education (DE) Committee make recommendations to the Strategic Planning Council regarding technology and instructional issues. Currently, the DE Committee is developing a plan to ensure 508 compliance in online classes. Efforts are also being made to assess student preparedness, success, and retention factors in distance education. These committees function well and are highly active; however integration with District technology planning is a challenge. This issue is important to ensure that the District is able to support the colleges and centers, particularly in emergency situations where District back up support would be needed. Technology support issues will be addressed with 2012–2016 District Strategic Plan.
**Standard IIIID: Financial Resources**

The College remains a financially stable institution despite the current economic downturn. The College’s resources are sufficient to support student learning programs and services, as well as institutional effectiveness.

Financial planning is integrated into the College’s strategic plan. The Budget Advisory Committee is composed of representative constituencies and plans the annual budget in alignment with the College’s strategic plan goals and objectives. Although these processes are in place, the College is going to strengthen communication of the budget process to improve understanding of resource planning.

Currently, the District does not utilize a funding model in allocating resources. With the arrival of the new chancellor in July 2010, the District is now moving forward with the development of a District wide resource allocation model which will address equitable distribution of funding for the various sites. The College will be actively involved and will provide considerable input throughout the process.

**Standard IV: Leadership and Governance**

The College leadership values an environment that promotes participation and teamwork. The Strategic Planning Council and its advisory committees have provided an effective mechanism for faculty and staff to participate in decision-making. Immediately following the 2005 accreditation site visit, the College developed the College Governance Review Committee to ensure that shared/participatory governance practices are followed. All of these processes have been developed and approved by the College constituent groups and the role of the constituencies is well-defined in board policy. Communicating results of the strategic planning efforts is an area that needs improvement.

Board policies articulate the District’s commitment to the accreditation process and the District adheres to WASC standards. The State Center Community College District Board of Trustees supports the development of educational programs and relies upon the expertise of the College in respect to student learning programs and services. Board policies and administrative regulations are readily accessible on the District website and are reviewed and revised as appropriate.