STANDARD IIA
STUDENT LEARNING
PROGRAMS AND SERVICES

Instructional Programs
Standard IIA: Instructional Programs

IIA

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Committee Members

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IIA.1  The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

IIA.1a  The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Fresno City College’s instructional programs support the College’s mission to “offer innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population…. Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region” (IIA.1: FCC Mission*). Instructional programs are offered on the Fresno City College campus, at the Career and Technology Center (CTC), and at other off-campus locations. Classes are offered in a traditional classroom setting and in distance education formats. Regardless of the location or means of delivery, the instructional programs at Fresno City College support the mission of the College and uphold its integrity.

Programs are designed to support students in the following areas:

- lower division courses for students planning to transfer to four-year colleges and universities
- occupational programs including career training and retraining for those who wish to specialize in one area with immediate employment in mind
- basic skills courses to support the learning needs of our students

* Second and subsequent references to evidence will only include the evidence number.

The current College catalog lists over 260 areas of study, including 39 associate in arts degree programs, 61 associate in science degree programs, 92 certificate of achievement programs, and 69 other certificate programs. Programs are offered in a variety of formats, including 18-week day and evening classes; short-term, online, and accelerated classes; and Weekend College. Intensive degree and certificate programs are offered through the Business, Applied Technology, Social Sciences, Humanities, Library and Learning Resources, Math, Science and Engineering, and Health Sciences divisions. A variety of alternative educational programs enhance Fresno City College’s instructional programs, including DSP&S, the Puente Project, IDILE (an academic and community-mentoring program that focuses on African American students, but accepts all students), SYMBAA (Strengthening Young Men by Academic Achievement) and USEAA (United Southeast Asian Americans). (IIA.81: FCC Catalog, IIA.2: Alternative Educational Program Brochures).

The Leon S. Peters Honors Program at Fresno City College offers students who excel in academics an academically challenging and enriching educational experience. Honors students study with highly qualified and experienced faculty, interact with faculty mentors, and participate in social, cultural, and intellectually stimulating educational activities. In addition, honors students receive educational counseling and transfer assistance from trained honors counselors, obtain advice on scholarships, earn honors recognition at graduation, and acquire priority acceptance opportunities at University of California or California State Universities. The program began with fewer than 25 students in fall 1988 and now serves over 250 students from all areas of the valley. Special features of the honors program include offering students over 20 honors courses to choose from as well as 6 colloquia. Honors courses cover subjects in accounting, anthropology, art, biology, business administration, economics, English, history, humanities, philosophy, political science, psychology, and sociology. Honors colloquia are special interdisciplinary classes designed to allow honors students to fully explore topics or themes by integrating knowledge learned in their honors courses (IIA.15: Honors Brochure).
The College also provides programs for students with the goal of entering the workforce. The College offers 92 Certificates of Achievement, 7 Certificates of Completion, and 62 Certificates (non-transcripted) that are mostly tied to gainful employment opportunities and short-term job training. These certificates range include areas of study such as office assistance, computer technology (hardware and software), culinary arts, automotive maintenance, and library technology. A complete list of all certificates can be found on pages 81 through 83 of the 2010–2012 College catalog (IIA.81). As a part of the program review process, occupational programs must look at employment forecasts to determine the need for the program. Additionally, all CTE programs rely on the advice of advisory committees to remain on the cutting edge of industry standards.

One Fresno City College's most successful non-traditional programs is at the off-campus Career & Technology Center (CTC). The CTC offers a variety of open entry non-credit programs and one credit program in Fire Technology. The CTC also provides financial aid counseling, academic counseling and, on a limited basis, personal counseling to support the students' success. CTC programs closely resemble an actual “workplace” environment in that students are dressed in uniforms, greet the customers, write-up work orders, and repair “real live” customer projects (IIA.16a-b: CTC Program Reviews). The Career Advancement Academy is also run out of the CTC campus. The following programs are offered at CTC:

- Auto Collision Repair (30 weeks)
- Automotive Mechanics (50 weeks)
- Warehouse Technician (12 weeks)
- Maintenance Mechanic (30 weeks)
- Manufacturing Mechanic (9 weeks)
- Fire Academy (20 weeks)

Another example of a very successful CTE program is the Business Division’s 25 month program aimed at working adults who have not completed a college degree. This program, which holds classes on Tuesday and Thursday nights and Saturdays from 8:00 am to 3:00 pm, has high grade point averages, retention and success rates. The students are in a cohort, and as working adults, tend to be especially motivated and collaborative (IIA.79: 25 Month Program Review).

Fresno City College adjusts programs to meet the demands of a growing and changing population, as well as in response to changing economic and industry needs. The College relies on the biannual occupational program reviews (required for every CTE program) to assess the occupational needs of the community (IIA.40c: Occupational Program Template Pilot Version March 26, 2008; IIA.23: Program Review Calendar). CTE Advisory Committees also inform occupational program of local job demands (IIA.44: CTE Advisory Committee Minutes).

In May 2010 in response to budget pressures, Fresno City College closed the Manchester Educational Resource Center (MERC). MERC offered many short-term office occupational programs designed in-part to meet the needs of CalWorks students. The programs awarded certificates after six-months of classes and a two-month internship. As a result of MERC closing the Business and Technology Department experienced a 35 percent reduction in full-time equivalent students. The department is scheduling courses within limited classroom space to allow students to earn certificates in short-term programs (IIA.18: Program Schedules).

As a part of the Basic Skills Program, Fresno City College offers developmental and remedial math, English, and ESL courses. There are six levels of mathematics that begin with the Math 260A-D series of two unit course blocks (elementary math—whole numbers through decimals) and include courses in pre-algebra, and elementary algebra. Similarly, our English and ESL programs have a series of reading and writing courses that assist students in meeting reading and writing competencies. These courses move students from nonreaders and non-writers to freshman composition (English 1A), our current graduation requirement for the AA/AS degree. Specific descriptions of programs and courses are available to our students in the College catalog and on the College’s website (IIA.81).

The Basic Skills Program has also established a coordinating committee as a part of the California State Basic Skills Initiative. The College has established three strands as a part of this initiative—staff devel-
opment, tutorial assistance, and counseling. The staff development component includes a series of workshops and conferences. These workshops and conferences are offered throughout the year to all faculty and staff, with the understanding that many of students who place below college level English and math standards are also taking content area courses in other areas. In addition, additional funding has been given to tutorial services to provide additional tutorial training and assistance in math, English, and ESL, with particular focus on the Writing and Reading Center and math labs. An Early Alert Program was funded in counseling to provide a line of communication between instructors, students, and a dedicated counselor to provide assistance to students who are in jeopardy of failing or dropping out. A basic skills coordinator was hired to coordinate these efforts (IIA.19: Basic Skills Blackboard Site).

Fresno City College has recently hired a full time director of institutional research, assessment & planning, who has established an Institutional Research Committee to map out the College’s research agenda (IIA.7: Institutional Research Effectiveness Committee Operating Agreement). For the past several years, Fresno City College has collected matriculation data for entering students, as well as retention and successful completion rates in each section of each class each semester. The data are accessible to all faculty and staff. The data are used by faculty to monitor the overall success rate of their students and to assist in the program review process. Institutional research also gathers demographic data as well as data on social factors. The College is also subscribing to a freshman survey that will be used in conjunction with other data (Standard IIA.82: Fresno City College Institutional Research website).

The College seeks to understand its changing community through an annual environmental scan, produced by the Office of Institutional Research, Assessment, and Planning. Results of the scan are used by the College’s Strategic Planning Council to establish the goals for the College based on strengths and weaknesses identified in the environmental scan, along with other information such as the annual Accountability Report for Community Colleges (ARCC) (IIA.3: ARCC Report, IIA.4: Environmental Scan, IIA.5a-b: Strategic Plan Brochures).

In fall 2010 Fresno City College faculty and staff were asked to participate in a survey designed to assess how well the College meets the ACCJC accreditation standards. The survey was designed to reflect the ACCJC accreditation standards, and asked respondents to rate items on a scale of 1 (strongly disagree) to 5 (strongly agree). Elements related to standard IIA, Instructional Programs, generally show that respondents agree that the College meets the standard. The greatest strength in this area is the increase in agreement that the College has identified student learning outcomes (+0.46). However, seven items show a lower rating than in 2004; areas of concern are in student preparedness for transfer or licensure following completion of their academic program, academic freedom, and academic honesty (IIA.20: 2010 Fall Faculty/Staff Survey Report). The following graph summarizes the responses.
A. FCC ensures that all instructional programs address and meet the mission of the institution and uphold its integrity.

B. FCC programs and services are high quality and appropriate to an institution of higher education.

C. FCC seeks to meet the varied educational needs of students through programs consistent with their educational preparation and community demographics.

D. FCC has identified student-learning outcomes.

E. FCC recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

F. FCC evaluates all courses and programs in an ongoing systematic review of their relevance, appropriateness, and future needs.

G. FCC students completing vocational and occupational certificates and degrees are prepared for external licensure and certification.

H. FCC students completing academic transfer requirements are prepared for Transfer.

I. Published policies on academic freedom demonstrate FCC’s commitment to the free pursuit and dissemination of knowledge.

J. FCC is committed to enforcing published policies on student academic honesty.

K. FCC represents itself clearly, accurately, & consistently through catalogs, statements, & publications including both electronic and printed formats.

**Self Evaluation**
The College meets the standard. Research and data analysis are provided to faculty and staff through various methods. The College identifies the needs of its students and relies upon research to assess student achievement.

**Planning Agenda**
None.
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Fresno City College serves the greater Fresno and Madera County area, with over 26,000 students each semester. In order to address the needs of such a large population, the College offers courses between 6:00 a.m. and 11:00 p.m. Monday through Friday, with some weekend courses. Courses are also available in a variety of formats, including face-to-face, hybrid, and fully online classes. The College also offers both short-term and eighteen week classes during the fall and spring semesters. During the summer, classes are offered in four-week, six-week, eight-week, and ten-week sessions. Fresno City College’s distance education courses allow students to achieve their educational goals while adhering to the same standards as traditional courses. In addition, the College offers innovative off-campus programs. Many of these programs are administered by the Applied Technology Division and offered at the Career Training Center. The Fresno City College Training Institute offers contract education courses, collaborating with businesses in the Fresno area to provide employee training. Both the Career Training Center and the Training Institute are located off campus (IIA.80: Schedule of Classes).

Fresno City College has an established five-year curriculum review calendar that requires every instructional program to assess its curriculum and update as necessary. This curriculum five-year review process follows program review. This allows the instructional program to adopt curriculum changes planned in the program review. Five-year curriculum review includes all program curricula, including courses, distance learning addendums, and degrees/certificates offered. These are reviewed according to Title 5 standards. New offerings must state how the curricula support the College mission. This information is entered into CurricUNET when a proposal is initiated. (IIA.23: Curriculum / Program Review 5-year Review Calendar)

College wide dialogue of methods, modes, and systems for delivery of instruction takes place in the Curriculum Committee, the Distance Education Advisory Committee, the Instruction Committee of the Academic Senate, and subsequently at the program and department levels. A Fresno City College Distance Education Plan was formulated in 2007 by the Academic Senate Distance Education Committee, and was vetted and approved through all constituent groups. The Distance Education Advisory Committee completed a review of the Distance Education Plan in January 2011 (IIA.24: Distance Education Plan Reviewed January 2010).

Many classrooms are equipped with computers, internet access, integrated projection devices, and/or integrated audio equipment allowing multi-media instructional software, such as Microsoft PowerPoint or Apple Keynote. This technology, especially apparent in the renovated Old Administration Building, allows teachers to incorporate multi-media resources into lecture courses. Classrooms that have not yet been upgraded to this technology can be supported through the Media Center, which delivers technology upon teacher request for a class session.

The faculty use diverse teaching methods including lecture, video, internet, field study, hands-on projects, student research papers, and in-class student oral presentations. Courses in science, engineering, applied technology, art, and theatre include hands-on laboratory and application oriented courses. Art history faculty use multi-media approaches in large group classes and take students on field trips to local art museums. The Communication Department hosts an intramural speech competition each semester for public speaking students. Several courses in theatre arts are linked together, such as theatre crafts and theatre crafts practicum, with one delivering traditional lecture based curriculum while the other allows students to put theories of scenic construction into practice by constructing scenery for department productions (IIA.55a-c: Course Outlines of Record; IIA.56a-c: Syllabi). Teaching methodologies are included on all course outlines of record guiding faculty on the various methods of instruction appropriate to each course.

All distant education courses must be approved through the Fresno City College Curriculum Com-
mittee review process. Discipline faculty complete a
distance education addendum to the standard course
outline of record. The distance education addendum
includes questions regarding the type of distance edu-
cation modality to be used, justification for course to
be offered in a distance education modality, forms of
regular effective instructor contact to be used while
conducting the course, description of the content
delivery methods used in the course, and adherence
to federal guidelines set forth in Section 508 of the
Rehabilitation Act and Americans with Disabilities
Act for compliance of materials for delivery in an
online format. In addition, all instructional programs
complete standard five-year curriculum review and
program review to ensure that courses are meeting
the stated objectives. The significant dialogue that
occurs in these two processes facilitates discussion
about delivery systems. There are also several ways
that faculty can access the information to facilitate
dialogue among colleagues. The Program Review
Committee maintains a Blackboard website that
houses all program reviews completed since 1999, as
well as minutes to encourage dialogue. CurricUNET
is a web-based curriculum management system. All
curriculum proposals are entered into CurricUNET
and all department faculty are prompted to review
proposals (IIA.22: DE Addendum Samples; IIA.25:
Distance Learning Courses).

Self Evaluation

The College meets the standard. The curriculum
approval process ensures that all modes of delivery
are compatible with course objectives and appropri-
ate to the needs of students.

Planning Agenda

None.

IIA.1c The institution identifies student learning
outcomes for courses, programs, certificates, and degrees; assesses student
achievement of those outcomes; and uses
assessment results to make improvements.

Descriptive Summary

The College has developed and begun the imple-
mentation and assessment of student learning outcomes.
The College has appointed a faculty member as the
Outcomes and Assessment Coordinator and has
developed an Outcomes and Assessment Committee
(IIA.26: Outcomes & Assessment Committee Oper-
ating Agreement). There have been several student
learning outcomes workshops, as well as departmen-
tal-specific workshops when requested (IIA.11a-c:
Outcomes Workshop Announcements). Until the
end of spring 2011 the coordinator also chaired the
Curriculum Committee, which facilitated the dis-
cussion of student learning outcomes at curriculum
meetings (IIA.27 Curriculum Committee Minutes).
The Outcomes and Assessment Committee has
established a process for capturing student learning
outcomes on multiple levels:

- Institutional Student Learning Outcomes are
mapped through the degrees and certificates to
the course level. Courses that are not tied to a
degree or certificate are mapped directly to the
Institutional Student Learning Outcomes. In
addition, the Institutional Student Learning
Outcomes were mapped by the Outcomes and
Assessment Committee to selected questions of
the ACT College Outcome Survey (IIA.8: Pre-
sentation of ACT Outcomes Mapped to ISLOs
and GE SLOs).

- Most degrees and certificates have developed out-
comes that appear in the Course Catalog. Disci-
pline faculty are in the process of mapping course
SLOs to degree/certificate outcomes with an
expected completion date of fall 2012. (IIA.81).

- Students fulfilling the General Education require-
ments are expected to meet the SLOs identified
by the College. Each course offered for the Gen-
eral Education will be mapped to the General
Education SLOs. Mapping of the Institutional
SLOs will be completed by spring 2012. The
Outcomes & Assessment Committee mapped the
College General Education outcomes to selected
questions of the ACT College Outcomes Survey
(IIA.8: Presentation of ACT Outcomes Mapped
to ISLOs and GE Outcomes).
• Each academic discipline has developed calendars to identify when all course SLOs will be assessed (IIA.10: Outcomes & Assessment Calendars by Discipline).

• Assessment of course SLOs takes place at the department level. Faculty are encouraged to attend bi-monthly workshops to develop assessment tools, and to complete the required tracking worksheets (IIA.11a-d).

The assessment of instructional student learning outcomes begins at the course level. Faculty are encouraged to use embedded course assessments when assessing student learning outcomes. The Computer Information Technology Department has developed an intradepartmental site to record assessment results (IIA.12: CIT Program Outcomes Website). Since course SLOs are mapped to degree/certificate learning outcomes, the assessment at course level is to be used at the degree/certificate level. The assessment process is underway at the course level working towards the degree/certificate. Programs, such as Registered Nursing, which rely on an external accrediting body, are using the licensure examination results to assess the students’ progress towards achieving started learning outcomes (IIA.13: Nursing Degree Assessment Report).

The FCC Institutional Student Learning Outcomes (ISLOs) were originally developed by the Strategic Planning Council in spring 2008 and revised in spring 2010 (IIA.5a-b). The ISLOs were approved by the constituent groups. There are four major areas of emphasis with a total of nine total outcomes:

1. **Communication**
   Students will demonstrate effective communication and comprehension skills.
   1a. Comprehend, analyze, and respond appropriately to oral, written, and visual information.
   1b. Effectively communicate information through speaking, writing, and other appropriate modes of expression.

2. **Critical Thinking and Information Competency**
   Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life.
   2a. Identify vital questions, problems, or issues and evaluate the reasonableness of a solution.
   2b. Analyze, compose, and assess the validity of an argument.
   2c. Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
   2d. Select and evaluate the accuracy, credibility, and relevance of information sources.

3. **Community/Global Awareness and Responsibility**
   Students will demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.
   3a. Identify the social and ethical responsibilities of the individual in society.
   3b. Demonstrate commitment to active citizenship.

4. **Personal, Academic, and Career Development**
   Students will assess their own knowledge, skills and abilities, set personal educational, and career goals, work independently and in group settings, and identify lifestyle choices that promote self-reliance, financial literacy, and physical, mental social health.
   4a. Take personal responsibility for identifying academic and psychological-social needs, determining resources, and accessing appropriate services.
   4b. Develop, implement, and evaluate progress towards achieving personal, academic, career goals, and career resilience.

Through the Curriculum Committee, learning outcomes for the Fresno City College general education pattern were developed in spring 2010 with minor modifications and approved in fall 2010 with minor modifications (IIA.28: Curriculum Committee Blackboard Site; IIA.29: Outcomes & Assessment Committee Blackboard Site). These were reviewed by the Outcomes & Assessment Committee. Courses approved for the College’s general education pattern are mapped into the appropriate area. Course assessments are being used for the general education pattern outcome assessments.

Under the leadership of the outcomes and assessment coordinator, the College has made great progress in
this area. All course outlines include student learning outcomes and examples of assessments (IIA.30: Sample Course Outlines; IIA.31: CurricUNET Website). Student learning outcomes are also required on course syllabi (IIA.32 Sample Syllabi). Many programs have implemented assessment of outcomes and have begun program level dialogue about the results. All program reviews must discuss program progress in this area.

Following the 2002 changes in the ACCJC standards, the Fresno City College course outline of record began labeling the course objectives as “objectives/outcomes.” When the College’s curriculum approval process was migrated into CurricUNET in 2009, faculty were given the option to create separate student learning outcomes or continue to use those identified in the “objectives/outcomes” section of the course outline of record. As the first step in development of learning outcomes, the Curriculum Committee requested faculty to identify course student learning outcomes. This separate area for student learning outcomes on the course outline of record allowed the faculty to have as many objectives and sufficient detail as necessary for the course. Faculty were requested to limit the course student learning outcomes to six or less. Since degrees and certificates are published in the catalog, these student learning outcomes require Curriculum Committee approval. Initially, a schedule was developed for all courses and degrees/certificates to include student learning outcomes. Course student learning outcomes, not part of Curriculum 5-year review, were entered by the curriculum analyst and the curriculum chair. Degrees and certificates, not part of curriculum 5-year review, were submitted through the curriculum approval process. Discipline areas under-going curriculum 5-year review developed student learning outcomes as part of that process. Beginning in spring 2010, course student learning outcomes are mapped to degrees and certificates. As part of the mapping process, degrees/certificates are mapped to the institutional student learning outcomes (IIA.31; IIA.33 Schedule of Outcomes Submissions).

Primarily, assessment of course student learning outcomes occurs through embedded course assessments. The assessment methods have been developed by the discipline faculty. Degree/certificate student learning outcomes are based upon course student learning outcomes and as such are assessed through mapping to course student learning outcomes. There are occupational areas, such as dental hygiene and radiologic technology, which use student pass rates on licensure exams as the assessment benchmark (IIA.34: RN Outcome Assessment Report).

For instructional programs, the curriculum five-year review process is designed to follow program review. This allows the instructional program to adopt planned curriculum changes that have been identified in their program review (IIA.23).

Self Evaluation

The College meets the standard. The implementation of CurricUNET was a major yearlong undertaking for faculty. However, great progress was made in implementing and assessing student learning outcomes.

Planning Agenda

The College will develop an easily accessible student learning outcomes website to track assessment results.
IIA.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

IIA.2a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

As per Title 5, Fresno City College relies primarily on the faculty for the development and approval of all courses and programs. As a part of ongoing quality and improvement, the Fresno City College Curriculum Committee, a committee of the Academic Senate, has an established five-year review cycle that requires all courses and programs to be reviewed and updated to ensure currency and quality of instruction. The voting membership on this committee is composed of faculty representatives from all academic areas on campus as well as Associated Student Government (ASG) members. The vice president of instruction is an ex officio member. The chair of the committee serves on the Executive Committee of the Academic Senate (IIA.35: Curriculum Committee Operating Agreement).

A curriculum review calendar has been established to assist in notifying faculty when courses are due for review. Discipline faculty develop and revise curriculum and work with Curriculum Committee representatives to ensure that new and revised curriculum reflects the College’s mission in addition to the currency and rigor of the course. For the last two years, this process has been streamlined using the CurricUNET online database. Through CurricUNET, an online notification process has been established which tracks the curriculum approval process from the point it originates at the faculty level, through its final approval at the Board of Trustee level. Faculty are encouraged to consult with their respective colleagues at the Reedley College and the centers. As necessary, the faculty chairs at Reedley College and Fresno City College have discussed potential concerns. Before final approval by the Board of Trustees, each college’s curriculum proposals are vetted through the Education Coordinating and Planning Committee (IIA.35).

As part of the College’s integrated strategic planning process, the Program Review Committee reviews all existing instructional, student services and operational support programs to aid in maintaining and enhancing their quality, vitality, and responsiveness. The program review cycle reviews most programs on a five-year cycle. Occupational programs undergo a comprehensive program review every sixth year with an additional review every two years in order to provide compliance with Educational Code 78016 (IIA.36: Program Review Committee Operating Agreement; IIA.37: California Education Code 78016).

The Program Review Committee maintains a process by which instructional and non-instructional programs conduct a self-assessment to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes. The committee is composed of elected, appointed, and standing members. Membership is distributed across the four campus constituencies: eleven faculty, one student, five administrators, and two classified. The committee meets regularly during the academic year. A faculty coordinator (40% reassignment) keeps the committee’s calendars, agendas, and minutes; maintains a Blackboard organization site with program-review document archives, training materials, data sources, and related documentation; provides training to self-study team members on the program review process and documentation; and provides assistance to faculty and staff during the writing and assessment portions of the program review process (IIA.38a-b: Program Review Training Calendars; IIA.39: Program Review Committee Blackboard Site).
As part of the program review process, the department or program conducts a thorough self-evaluation and then prepares a written document based on the findings (IIA.40a-d: Program Review Templates and Checklists). The document with supporting data is submitted to the Program Review Committee. As part of their self-study document, team members are asked to:

- Describe the program and how it supports the broader College mission and strategic goals.
- Review courses and program for student learning outcomes and assessments, transfer/degree/certificate application, last curriculum review, and last time offered.
- Discuss the effectiveness of the facilities, equipment, equipment maintenance, and instructional materials for the program including the impact on student success and accessibility to all students.
- Review staffing structure and departmental engagement in professional development.
- Review and discuss data on program enrollments, trends, student success and retention, and factors that influence the data.
- Discuss program or faculty involvement in the community or partnerships with outside agencies.
- Describe, if applicable, the advisory board membership, how often it meets, its role and involvement with the program, and program response to advisory board recommendations.
- Summarize the program’s strengths, areas that need improvement, and strategies to make those improvements.
- Present any conclusion and/or recommendations resulting from the self-evaluation process.

Since the mid-term report of October 13, 2008, sixty instructional, occupational, and administrative program review self-studies have been reviewed and accepted by the Program Review Committee. All identified programs and administrative units have now completed a comprehensive program review within the last five years.

In spring 2008, a six-year program review calendar was completed (IIA.23). The calendar aligned program review with the curriculum review process, and forecasted instructional and occupational program reviews to the academic year 2014–2015. Administrative program reviews were forecasted until 2013–2014.

During 2008–2009, the occupational program review process was implemented as a pilot. Twelve occupational programs were reviewed using the template (IIA.40c). At the close of the pilot committee members agreed to revise the template to include questions regarding advisory committees for occupational programs.

The instructional program review template was revised by the Program Review Committee in fall 2009 (IIA.40a: Instructional Program Review Template). Constituencies approved the template at the end of fall 2009 for implementation by programs presenting in fall 2010.

A program discontinuance policy was approved by the Academic Senate and forwarded to the vice president of instruction in fall 2009. For programs that are approved to be discontinued by the Program Discontinuance Committee, their recommendation is then forwarded to the Curriculum Committee for final campus approval. This recommendation is then finalized by the Board of Trustees (IIA.41: Program Discontinuance Policy).

A survey of individuals participating in the program review process during the last three years was conducted in spring 2009. One hundred and twenty-six surveys were distributed. Fifty-three surveys were completed. Forty-nine percent of those answering the survey felt that program review would improve their programs. Survey responses indicate that the training sessions need to provide better training on data interpretation (IIA.42a-d: Program Review Participant Survey Results).

The College is in its fifth year of a six-year cycle of program reviews for instruction, occupational and administrative programs. Recommendations for additional resources for programs supported by the Program Review Committee are forwarded to the Strategic Planning Support Team. The team then forwards the recommendations to the appropriate campus advisory committee for review and recommendation to the Strategic Planning Council (IIA.43: Annual Program Review Committee Reports).
**Self Evaluation**

The College meets this standard. A solid, faculty-driven process ensures that courses and programs are written, approved, evaluated, and revised beginning at the faculty level.

**Planning Agenda**

None.

**IIA.2b** The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

**Descriptive Summary**

Faculty have the primary responsibility for identifying competency levels and measuring student learning outcomes for courses, degrees and certificates, and programs in all areas. The Curriculum Committee plays a significant role in meeting this standard. This committee reviews all new course outlines and modified course outlines. Student learning outcomes for courses and for degrees and certificates are also reviewed and discussed before changes are approved. The Outcomes & Assessment Committee assist faculty in mapping course SLOs to degree/certificate learning outcomes. Through the embedded course assessments, the degree/certificate learning outcomes will be assessed and documented in assessment reports. The summary information will be used in program review. (IIA.35; IIA.26, IIA.29).

Vocational areas at Fresno City College have advisory committees, with membership and support from discipline faculty and from appropriate members of the community related to various industries and vocational programs. Several vocational programs have modified curriculum based upon information from advisory committees. For example, departments in the Business Division host an annual Advisory board meeting on campus. In addition, advisory board members are contacted throughout the year to provide input on various issues. The Business & Technology Department sent a short survey to committee members before revising curriculum in one of its courses. The Business Administration Department met individually with advisory board members to receive input when developing student learning outcomes for its programs and certificates. (IIA.44).

Career & Technical Education (CTE) programs undergo a comprehensive program review every six years with an additional review every two years in order to provide compliance with Educational Code 78016. The two-year review of occupational education programs includes a review of labor market data as it applies to occupations within the individual program, evidence of demand for the program, program duplication within the College’s service area (including for profit colleges), a review of the number of certificates and degrees completed in the occupation program, and job placement rate for the program. All occupational programs have completed one cycle of the occupational program review. The second cycle began in 2010–2011. (IIA.45: Completed CTE Occupational Program Review Samples).

During the occupational review process, the College identified a lack of data available for job placement rates for occupational programs. In addition, the occupational program review process revealed the need to help students identify and complete the certificate process within WebAdvisor (IIA.46: Samples of Quantitative Data for Occupational Program Reviews).

**Self Evaluation**

The College meets the standard. At this time, the College is in the process of bridging the gap between the development of student learning outcomes and regular assessment of those outcomes.

**Planning Agenda**

None.
IIA.2c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Faculty hiring and evaluation processes have been established in collaboration with the Academic Senate and the faculty union to ensure quality of instruction. All instructors must meet the minimum qualifications or the equivalencies appropriate to their discipline. The full time contract faculty tenure process requires that faculty be evaluated annually for the first four years of employment. The process considers all aspects of instructional expertise as well as classroom observations and student feedback. Part time faculty are evaluated at least two times within the first three semesters of employment, and then both full and part time faculty are evaluated every three years once they have become either tenured or vested (IIA.47: Faculty Contracts).

The rigor and quality of instruction is ensured in a number of ways. At the department level, instructors are required to follow the approved course outline in their syllabi and in course content. Many programs adopt specific texts that all instructors are required to use (Spanish and Communication, for example), which helps to promote consistency in course content. Other departments/programs including English and English as a Second Language (ESL) have established lists of appropriate texts to use at each class level. Some disciplines use common midterms, finals and a common assignment. For example, the developmental writing courses English 250 Basic Writing and English 252 Writing Improvement (two levels below English 1A) require that students take a timed writing midterm and final, which is holistically and blindly assessed by English department faculty twice each semester, and all students taking freshman composition must write a standard, well-documented research paper. Similarly, the ESL department has implemented a timed, in-class writing assignment which is graded using based upon the course SLOs (IIA.48: ESL Sample Norms and Rubrics). Because programs in areas such as nursing, radiology, and dental hygiene require students to pass standardized certification tests, program instruction is driven by success rates of these tests, and two-year program reviews are used, in addition to other methods, to improve program quality. Finally, articulation agreements for IGETC or CSU transferability also drive course and program rigor and the level of quality in order to maintain adherence with these agreements.

The curriculum and program review processes set criteria in determining breadth, depth, rigor, and sequencing of courses and programs. At the course level, as departments develop and review course curriculum, they take into consideration factors, such as the depth and breadth of courses they articulate with at the California State University and University of California campus, of how sequencing of courses affects incrementally the depth for in terms of content that courses address. For example, comparative differences were addressed when the biology program developed Biology 3 and Biology 11A and 11B courses, with Biology 3 being broader and taken by non-science majors. Whereas, when the general biology course (Biology 1) was subsequently changed to Biology 11A and Biology 11B, a two-semester option, the course was modeled after similar courses offered by the University of California, which were primarily intended for science majors. In this case, careful attention was given to increasing the depth of the latter courses and to aligning these courses with articulation agreements at the UCs. (IIA.49: CurriCUNET Instructions) The Linguistics Department has also worked closely with California State University, Fresno to develop a course that meets the specific requirements for the University’s integrated credential program (IIA.50: LING-11 Course Outline of Record). Fresno City College students completing this course can now transfer directly into the program.

Two specific processes ensure that Fresno City College faculty play key roles in determining the quality of courses and programs in terms of breadth, depth, rigor, and sequencing. Per regulations, the faculty are the primary decision makers in developing and reviewing courses and degrees and for determining the level of both collegiate and pre-collegiate courses (IIA.51: Board Policy / Administrative Regulation 4020). Discipline faculty, departments and the Curriculum Committee carefully scrutinize content, objectives, outcomes, textbooks, assignments, and
assessment methods for every course that is approved through the curriculum process. In addition, specific criteria have been used to determine the level and sequencing of specific courses. For example, both the English and ESL department chairs, in consultation with all department members, used the statewide rubric for the sequencing of pre-collegiate English and ESL courses to determine the comparative levels of their courses. These determinations were conveyed to the Curriculum Committee and subsequently recorded as data to the state. In addition, detailed content reviews occur for all courses as they are going through the development or review stages before Curriculum Committee review and approval. If prerequisites are to be included on any course, validation studies and further content reviews occur before these prerequisites are approved for implementation. The program review process is used to determine the effectiveness of programs in respect to rigor and course sequencing. Specific departments have been designated as “areas of first review” to determine whether or not courses can be placed in specific areas of the breadth and depth requirements under general education for associate degrees.

Self Evaluation

The College meets this standard. Faculty-led committees ensure that instruction is high quality and has appropriate breadth, depth, and rigor. The Program Review Committee, Curriculum Committee, and where appropriate, advisory boards monitor course sequencing, time of program completion and the synthesis of student learning outcomes for all courses and programs.

Planning Agenda

None.

IIA.2d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Fresno City College offers a wide variety of classes including short-term, eighteen-week, online, hybrid (a combination of face-to-face and online), Distance Learning (two-way video), learning communities, and early morning and late evening classes. Faculty regularly evaluate delivery modes and teaching methods through the program review process. Faculty also participate in Flex Day workshops and discussions to improve classroom instruction.

Many departments offer distance education instruction. Distance education is overseen by the individual division dean and faculty teaching the courses. The District Education Advisory Committee develops guidelines for distance education courses, including standards of proficiency for online instructors. Before courses may be taught in a distance education modality, the course must be approved by the Curriculum Committee. Distance education courses may be delivered in a 100 percent internet modality or in a hybrid environment where students spend specific percentages of instructional time face-to-face and online (IIA.52: Distance Education Committee Operating Agreement).

Fresno City College provides all instructors with the option of creating and maintaining an online website for each course through a third-party provider, Blackboard. Instructors can use Blackboard as a method of supplementing the classroom experience with links to web resources, study guides, videos, articles etc. Instructors can also create discussion boards allowing students to work collaboratively outside of class time. According to Title 5 section 55206, an instructor is required to submit to the Curriculum Committee a distance education addendum when substituting any instructional face-to-face time with online instruction. Blackboard and other instructional technology training is available through flex day activities, the Lunch-n-Learn workshop series and the Summer Institute when offered (IIA.53: Faculty Technology Training Brochure and Evaluation Results). According to a faculty survey, more than 80% of respondents are at least basic Blackboard users, with over 50% self-reporters as being an intermediate level uses or higher (IIA.54: 2011 Faculty Technology Survey Results).
Self Evaluation

The College meets this standard. The diverse needs and learning styles of Fresno City College’s students are served by various delivery modes and teaching methodologies.

Planning Agenda

None.

IIA.2e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

FCC evaluates the effectiveness of its courses and programs through the program review process. To meet Ed Code, the College has established a program review process for instructional and non-instructional programs. Instructional and non-instructional programs are reviewed on a five-year cycle, while occupational programs are reviewed every two years with a comprehensive instructional program review in the sixth year. The program review coordinator establishes and monitors the review schedule, communicates with individuals on program review self study teams and assists programs in the review process. In 2009, the Program Review Committee added a section on student learning outcomes (SLOs) to the program review process. In order to help faculty prepare for curriculum review, the program review self study forms include a student learning outcomes checklist and an assessment plan. This new section requires programs to update their progress towards developing and assessing course, program, and degree-level student learning outcomes (IIA.39).

The criteria used in program review include relevancy, appropriateness, student learning outcomes achievement, currency and planning. The self study form used for the program review document ensures that College programs follow a consistent process for program review. Each self study document contains the common sections of a) an overview of the program and how the program supports the broader mission and goals of the College; (b) curriculum, assessment, and instruction; (c) physical resources; (d) staffing; (e) student retention and success; (f) community service; (g) occupational programs (if applicable); and (h) summary and recommendations (IIA.40).

The types of data available for program evaluation include student enrollment, (full and part-time), ethnicity, gender, age, and student achievement data, such as GPA, student retention and success. For those programs offering distance education courses, data is provided for GPA, retention, and success of like courses offered by the program in a face-to-face setting compared to the same courses offered through a distance learning modality. The Office of Institutional Research Assessment and Planning provides an established set of data for faculty via the Program Review Blackboard site. Faculty may request additional data pertinent to their program (IIA.57: Program Review Standard Dataset).

Curriculum review occurs in the year following the comprehensive instructional program review. After examining the program in its entirety, faculty in the program modify existing courses, add new ones, or delete those that no longer meet the goals of the program. In both the program and curriculum reviews, the College completes a comprehensive review of the role of the program in the overall College curriculum. Courses and their programs are related to the College’s Institutional SLOs and strategic plan goals and objectives.

The College complies with changes required by external licensing agencies and considers the recommendation of a program’s advisory committee. (IIA.58: Child Development 2008 Program Review Self-Study). There is department and division dialogue on program relevancy through an analysis of data such as enrollment, employment, occupational demand, and technology trends. A program discontinuance policy approved in fall 2009 by the Academic Senate is followed if a program is to be considered for discontinuance (IIA.41).

Results of program evaluation are utilized in the institutional planning process. After the program faculty present a program review, the Program Review Com-
committee forwards recommendations that require action to the Strategic Planning Council (SPC). The SPC forwards program review recommendations to the appropriate strategic planning advisory committee for planning and a recommendation for action (IIA.59: SPC Minutes March 24, 2011 and April 7, 2011).

Self Evaluation

The College meets the standard. Fresno City College is proficient in evaluating all courses and programs through a continuing systematic review of relevance, appropriateness, currency, and future needs and plans.

Planning Agenda

The College will conduct an annual assessment of progress toward program goals as part of program review.

IIA.2f *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

The FCC community has understood and embraced the practice of continuous integrated planning (IIA.60: Integrated Planning Handbook). On August 24, 2006, the College adopted and began implementing a strategic plan, coordinated by the SPC. The SPC then formulated College goals and objectives that aligned with the College’s mission, values, and vision as well as District goals (IIA.61: FCC College Priority Goals; IIA.62: Strategic Planning Council Blackboard Site).

The College’s cyclical planning cycle includes systematic evaluation of programs and services, improvement planning, implementation of programs and re-evaluation. Using an action planning process developed by the SPC, College units develop and implement action plans based on College goals and objectives.

The action plans are tactical strategies that can be submitted at any time by any unit. In the action planning process, once the SPC approves a plan, the proposing unit(s) implements the approved plan and provides progress reports to the SPC every semester until the plan is completed. Each year the SPC uses information from the progress reports as part of the environmental scan data that is used to identify possible changes to strategic plan goals and objectives. This annual review of progress creates a rolling strategic plan, rather than a three or five year strategic plan.

The program review process is overseen by the Program Review Committee comprised of members of the campus’ four constituencies with the largest number of members being faculty. In 2007, a calendar was established for program review self studies for instructional and non-instructional programs. A program’s self study is written in the term prior to the document’s presentation to members of the Program Review Committee. The Program Review Committee reviews each program’s self study findings and either accepts the document and maintains current level of support; accepts the document with recommendations, or accepts the document and increases/decreases support to the program (IIA.36; IIA.23; IIA.40).

A comprehensive program review is conducted for instructional and non-instructional programs every five years. A six-year cycle of program review has been developed for occupational programs. Career technical education programs are reviewed every two years to “ensure that each program as demonstrated by the California Occupational Information System…does each of the following: 1) meets a documented labor market demand; 2) does not represent unnecessary duplication of other manpower training programs in the area; and 3) is of demonstrated effectiveness as measured by the employment and completion success of its students” (IIA.37). A comprehensive program review is conducted for occupational programs every sixth year. All programs have completed at least one program review since 2007.

At the end of each academic year, self study team members are asked to evaluate the program review process through a survey. Three surveys have been conducted, the most recent in spring 2011 that targeted occupational program review participants.
As a result of the surveys, the instructional program review template has undergone one revision and the non-instructional program review template is currently in revision. At the end of each semester, the program review coordinator submits a report to the Strategic Planning Council including the nature of the program reviews presented for the term, specific requests from programs and any recommendations made for the programs. In addition, the Program Review Committee has submitted two campus wide recommendations to the Strategic Planning Council – 1) the need for a revised process of student application for certificates and 2) the development of a process through which the College can track job placement (IIA.63: Program Review Committee Campus-wide Recommendations to the SPC).

Institutional data is available on the District’s institutional research website and is used for planning. The Office of Institutional Research, Assessment, and Planning helps analyze and interpret the data for easy understanding by the College community (IIA.64: District IR Website).

The College continues to strive to maintain a well-documented, continuous process for evaluating itself in all areas of operation, analyzing and publishing the results, and planning and implementing improvements. The College’s component plans are integrated into a comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness. The College assesses progress toward achieving its educational goals over time, using longitudinal data and analysis. Program review processes are continuous, systematic and used to assess and improve student learning and achievement (IIA.65: Example – Political Science Instructional Program Review). The next steps in proficiency are (a) to effectively use Fresno City College’s human, physical, technology and financial resources to achieve broad educational purposes, including stated student learning outcomes and (b) to plan and effectively incorporate results of program review in all areas of educational services, instruction, support services, library and learning resources.

**Self Evaluation**

The College meets the standard. The College’s systematic program review and planning processes effectively evaluate achievement of student learning outcomes and results are used for continuous improvement.

**Planning Agenda**

The College will develop an assessment timeline that includes all course and program level student learning outcomes by fall 2012.

**IIA.2g** If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

**Descriptive Summary**

Only a few courses use departmental examinations. In developmental English and ESL, department-chosen midterm and final writing prompts are administered to all students in the writing courses and exams are scored holistically based upon a department-approved rubric (IIA.48). Several courses in business use departmentally-chosen examinations (IIA.66: BT-2 Departmental Final). In these English and business courses, no formal validation system is currently used. However, when developing prompts for the writing assessments mentioned above, the English and the ESL departments take steps to ensure that essay prompts are not culturally biased. Furthermore, these assessments are directly tied to student learning in that they reflect the student learning outcomes of the specific courses.

The nursing, respiratory care, and emergency response programs also use departmental course and/or program examinations. The nursing program, for example, uses the Assessment Technologies Institute (ATI) RN Comprehensive Predictor test, which contains 150 items intended to measure a student’s readiness for the NCLEX-RN exam. ATI’s research supports the reliability and validity of RN Comprehensive Predictor test scores (IIA.67: RN Comprehensive Predictor). In courses using the test, it forms five percent of a student’s grade.

**Self Evaluation**

The College meets the standard. The institution only
uses a few departmental exams and steps have been taken to ensure that those used minimize biases and effectively measure student learning.

**Planning Agenda**

None.

**IIA.2h** The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**Descriptive Summary**

Fresno City College requires instructors to follow the course outline of record, and therefore awards credit for courses based upon the objectives stated in those outlines. The course student learning outcomes are developed from the objectives and content within the course outline of record. The required syllabi that instructors use for their courses should include the student learning outcomes for that course. The course assignments and the means for instructors to assess and grade their students should align with those objectives and outcomes.

Units of credit are based upon Title 5 regulations for specific offerings and are equivalent to other institutions of higher education. Although Title 5 does not specifically refer to Carnegie unit standards, section 55002.5 defines the Credit Hour. Title 5 section 550002, Standards and Criteria, defines the required elements for the Course Outline of Record. Content reviews and articulations with four-year colleges and universities ensure that, when reviewed and developed, courses meet equivalency standards. The curriculum approval process requires that the program department’s faculty, the Curriculum Committee, the Office of Instruction, the District ECPC, and the Board of Trustees review and approve curriculum before it is sent to the State Chancellor’s Office for approval (IIA.31; IIA.51: Board Policy / Administrative Regulation 4020).

**Self Evaluation**

The College meets the standard by adhering to the requirements of Title 5.

**Planning Agenda**

None.

**IIA.2i** The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

**Descriptive Summary**

The College has implemented a timeline to achieve proficiency status regarding student learning outcomes by fall 2012. The College has established an institutional framework for defining student learning outcomes. An institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate (IIA.29 Outcomes & Assessment Committee Blackboard Site).

To ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates, discipline faculty have developed degree/certificate learning outcomes based upon the course student learning outcomes required for each degree and certificate. College faculty and the Outcomes and Assessment Committee are mapping course student learning outcomes to degree/certificate student learning outcomes. At the program level, the Program Review Committee now requires all programs going through the review cycle to report on progress in completing program, degree, and course-level outcomes. In addition, student achievement data are used as part of this review to recommend program improvements (IIA.81).

The College has established student learning outcomes for all courses. As programs begin the mapping process, student achievement data will be integrally tied with student learning outcomes. A template has been implemented by the Outcomes and Assessment Committee to guide faculty in assessing student learning outcomes. Each department has developed an assessment calendar that includes a planning, assessment, and evaluation timeline (IIA.29).
Self Evaluation

The College meets this standard through mapping of course SLOs to program SLOs. The College assures that certificates and degrees are awarded on the basis of the achievement of the program’s stated learning outcomes.

Planning Agenda

None.

IIA.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA.3a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

Fresno City College’s philosophy is that “General Education coursework is intended to complement a concentrated study in a single discipline or ‘major,’ It should provide a broad base of educational experience about aspects of the world, which a major area of study may not include. The student who completes the general education requirement at Fresno City College will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning” (IIA.81).

Students graduating with an associate degree must complete a minimum of 18 semester units in a major or area of emphasis. The general education areas, based upon Title 5, include Area A: Natural Sciences; Area B: Social and Behavioral Sciences; Area C: Humanities; and Area D: Language and Rationality. As per the College mission, courses in these areas are “responsive to the lifelong learning needs” of the students, offering students a variety of options that are also aligned with the Fresno City College Institutional Student Learning Outcomes listed in the College catalog.

Three of these areas directly relate to this Standard: Area A Natural Sciences, Area B Social and Behavioral Sciences and Area C Humanities. Each area includes the following General Education Student Learning Outcomes:

Area A: Natural Sciences

Students who complete natural sciences general education courses will be able to:

1. Analyze basic concepts of biological and/or physical science to evaluate and debate the validity of scientific information.
2. Express an understanding of the relationships between science and other human activities.

Area B: Social and Behavioral Sciences

Students who complete social and behavioral sciences general education courses will be able to:

1. Analyze how people act and have acted to shape and respond to their societies and the natural environment.
2. Describe how societies and social subgroups and individuals operate in specific historical and contemporary contexts.
3. Compare and critique the principles, perspectives, and methods of inquiry and measurement appropriate to the particular discipline being studied.
Area C: Humanities

Students who complete humanities general education courses will be able to:

1. Describe how peoples of different times and cultures relate to their environments through individual artistic expression and shared cultural traditions.
2. Articulate an understanding of the relationships between the arts, the humanities and themselves.
3. Describe, explain, discuss, evaluate, compare and contrast theories to understand the nature of reasoning, reality and value.

Students fulfilling the General Education requirements are expected to meet these College’s General Educational Student Learning Outcomes. Each course that is part of the General Education pattern will be mapped to the General Education SLOs. The mapping process of the General Education and Institutional SLOs is still ongoing and will be completed by spring 2012. Not only are courses a method to assess the College’s General Education SLOs, but the results from the ACT College Outcomes Survey were used to also measure the achievement of these outcomes. The Outcomes & Assessment Committee will continue to map the General Education SLOs to selected questions of the ACT College Outcomes Survey. Results of the last three ACT Surveys dating back to 2004 are listed below (IIA.8: Presentation of ACT Outcomes Mapped to ISLOs and GE Outcomes).

In the Area A: Natural Sciences, students must take at least one course in either physical or life sciences. Vocational students are also given the option of taking Applied Science 120: Industrial Science, which is an applied sciences course applicable to the trades (IIA.81). Students seeking both associate degrees and transfer options may take courses in biology and chemistry that also meet the general education transfer requirements for IGETC and California State University admissions. In addition, general student learning outcomes have been established for this area.

In Area B: Social and Behavioral Sciences, students are required to take at least two courses in two separate areas: Political Science and another Social/Behavioral Science. The Political Science option is also used to satisfy the American institutions requirement (degree requirement 11). In area B.2, students are given fifteen different disciplines from which to
choose that include a variety of social, cultural, and behavioral studies courses, meeting the interests and needs of a diverse population, per the College mission. As with Natural Sciences, student learning outcomes have been established by discipline faculty in collaboration with the Curriculum Committee.

As with Social and Behavioral sciences, Area C: Humanities offers students a variety of subjects (30 total) that meet students’ diverse needs, including courses in art, dance, foreign language, graphic communications, literature, music, photography, and theatre arts, to name a few. Likewise, student learning outcomes have been established for this subject area.

**Self Evaluation**

The College meets this standard. College processes ensure careful and appropriate consideration of courses included in the general education pattern.

**Planning Agenda**

None.

**IIA.3b A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**Descriptive Summary**

In order for students to attain an associate degree, they must successfully complete courses in six distinct areas relative to this Standard. These include:

- competence in writing (successful completion of English 1A)
- competence in reading (successful completion of English 1A or score on placement test)
- competence in oral communication
- competence in mathematics (successful completion of Intermediate Algebra or higher)
- familiarity with computer concepts (successful completion of a course with a computer literacy component or passing a college examination of computer literacy)
- one course in an “awareness of lifetime physical and mental wellness”

Three of these areas directly relate to this standard:

**Area D: Language and Rationality**

Students who complete language and rationality general education courses will be able to:

1. Write clear, logically organized essays using expository and argumentative modes and apply conventions of documentation when appropriate.

2. Apply logical reasoning to make decisions based on information.

3. Solve problems, explain conclusions, employ and evaluate evidence and inferences; and/or critique the thing of self and others.

4. Construct, deliver, and comprehend appropriate and clear oral messages and exchanges in interpersonal, public, and processional contexts.

Students fulfilling the General Education requirements are expected to meet these General Educational Student Learning Outcomes. In reviewing the most recent ACT Survey results, two of the five outcomes that made the most progress were “Learning to think and reason” and “Developing problem-solving skills” (IIA.6: ACT Survey Presentation). These survey results indicated that the College and students continue to value the core components of General Education.

Additionally, students must complete two courses minimum in language and rationality from two Areas (composition, D.1; communication and analytical thinking, D.2). In particular, in Area D.2, vocational students are given options related to various vocational disciplines, such as graphic communications, electrical systems technology, computer sciences, business administration, and applied technology courses.
Self Evaluation

The College meets this standard. The associate degree includes the courses relevant to attaining lifelong learning skills.

Planning Agenda

None.

IIA.3c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

In order to earn an associate’s degree, students are required to complete courses in cultural studies, history, humanities, philosophy, and art. These courses emphasize cultural diversity, historical and aesthetic sensitivity, and national and global awareness (Areas B and C of the graduation requirement in the FCC Catalog). In addition, students must successfully complete one course in oral communication, which focuses on effective communication and interpersonal skills, as well as a course on the principles of national, state, and local government, including the study of American institutions.

Although a mapping process to the College’s General Education SLOs is taking place, the ACT Survey data provides insight on the overall personal, academic, and career development of our students. In reviewing the College’s Institutional Student Learning Outcomes, #4: Personal, Academic Career Development most closely aligns with this Standard. Survey results from the ACT Survey (student survey) provide data to measure the success of the College’s Institutional SLOs. In particular, students felt that the following two outcomes were the most important: “Acquiring knowledge and skills needed for a career” and “Becoming competent in my major.” Students also felt that they made the most progress with “Acquiring knowledge and skills needed for a career”, “Listening to and understanding what others say,” and “Developing openness to new ideas and practices” (IIA.6).

One of the more insightful results from the survey were the following items that students ranked as the top five in terms of personal growth since starting at Fresno City College:

1. Taking responsibility of my own behavior
2. Setting long-term or ‘life’ goals
3. Acquiring a well-rounded general education
4. Learning how to become a more responsible family member
5. Interacting well with people from cultures other than my own

Student learning outcomes for these areas have been established at the course level and for each of the general education area requirements, which include courses specifically related to this Standard. The Curriculum Committee, working with program faculty, establishes the basis for including courses that meet each of the requirements for this Standard.

Self Evaluation

The College meets the standard. Ethics and being an effective citizen are an integral part of the College curriculum.

Planning Agenda

None.

IIA.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All associate degree programs have a minimum of 18 units in a major or an area of emphasis. All associate degree programs include a focus in at least one area of inquiry, are in compliance with Title 5 regulations, and are certified by the Systems Office of the California Community College Chancellor’s Office.
pertaining to minimum required units in a focused area of study. In addition, in order to earn an associate’s degree, students must complete general education requirements, which include “a broad base of educational experience about aspects of the world which a major area of study may not include.” The four general education areas require students to take courses in natural sciences, social and behavioral sciences, the humanities, and language and rationality. As noted in the catalog, effective fall 2009, all students must complete freshman composition (English 1A) and at minimum intermediate algebra (Math 103), per new Title 5 regulations. Additionally, the College requires students to fulfill course or competency requirements for computer concepts and use, complete at least one course in the “awareness of lifetime physical and mental wellness,” two physical education courses, and one American government course. Thus, students must take an extensive interdisciplinary core to obtain an associate’s degree. (IIA.81).

As noted in the College catalog, students must complete at least 60 degree-applicable units to earn an associate’s degree. At least 18 of those units must be in a specific discipline, with the remaining units fulfilling general education breadth requirements. Some degree programs require more units than others within an area of inquiry. As previously noted, major areas are determined through a rigorous review process with final approval by the Board of Trustees and certification at the state level. Finally, when students apply for a degree, the Evaluations Office certifies that students have fulfilled the necessary requirements before they are awarded degrees.

**Self Evaluation**

The College meets the standard. All associate’s degree programs include a focus in at least one area of inquiry.

**Planning Agenda**

None.
Associate in Science degree fulfills requirements for the Teacher level, qualifying students to work in state-funded preschools or for Head Start.

Other programs in this area include the Fire Science Academy, the Paralegal Program, Human Services and Social Work Programs, the Real Estate Program, and the Paramedics/EMT Program. (IIA.81).

Self Evaluation

The College meets the standard. All vocational programs prepare students for the licensure/certification relevant to the program.

Planning Agenda

None.

IIA.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

IIA.6a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer of credit policies are made available to students who transfer to Fresno City College from other institutions and for those students wishing to transfer from Fresno City College to another college or university. Transfer-in policies are available in the College catalog as part of the admissions policies.

Through the Evaluations Office and through counseling, “pass-along” equivalency forms are used when students transfer in from outside colleges. As a part of this process, college transcripts, related catalog descriptions, course outlines, and syllabi are given to the instructional division offices and subsequently to department chairs in the associated disciplines for evaluation.

The College diligently maintains articulation agreements and close evaluation processes at all levels for both those students transferring in and those transferring out to other colleges and universities (IIA.69: ASSIST online student-transfer information system website). The close scrutiny given by the Curriculum Committee, with the assistance of the articulation officer, help to ensure courses are comparable at all levels with courses offered outside the College. Intra-district articulation between Reedley College and Fresno City College requires that faculty have agreed on courses that are considered common or in-lieu-of.

To assist students who are transferring from Fresno City College to four-year colleges and universities, articulation agreements have been established, particularly with the California State University (CSU) and University of California (UC) systems. The College’s articulation officer works closely with the Curriculum Committee, faculty, and the division deans in communicating changes to policies established at the CSU and UC systems. When new courses are established or changes are made to current courses, this information is sent to the CSU and UC systems as a part of the articulation process. Courses are then certified as part of the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU pattern and are listed in the College catalog along with other policies pertaining to transfer that are specific to individual universities. This information is also available on transfer checklist handouts in the Counseling Department. In addition, when
students receive orientation through student services, they are introduced to Project Assist, which is accessible to any student through the assist.org website, which provides lists and tables of courses in specific majors and areas of study that help prepare students at Fresno City College for transfer to specific CSU and UC campuses.

With the approval of SB1440 (Padilla, 2010) or the Transfer Model Curriculum (TMC), faculty have actively participated in discipline hearings throughout the state. Through concerted effort, the College will be offering three TMCs in fall 2011 (Psychology, Sociology, and Communication), with more to come in the future (IIA.70: Board of Trustees Meeting Notes May 2011).

Through the State Center Consortium, local area high schools develop 2+2 agreements with discipline faculty at the College.

Counseling and admissions and records staff work closely with students to provide them with accurate information and assist them with evaluations processes that allow students to apply credit they have received from outside colleges and universities to Fresno City College transcripts. In addition, website addresses, forms, major and transfer sheets, and brochures are given to students in assisting them with the process of transferring from Fresno City College to other colleges. The Transfer Center assists students with Transfer Articulation Guarantee (TAG) agreements to the UCs and with all other information pertinent to an effective transfer.

Self Evaluation

The College meets the standard. The College has clearly communicated transfer of credit policies and assists students in understanding and applying these policies.

Planning Agenda

None.

IIA.6b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The Fresno City College Curriculum Committee approves any modifications to existing programs and utilizes the rules and processes set forth in the Program and Course Approval Handbook (IIA.71: Program and Course Approval Handbook) concerning both non-substantial and substantial changes in programs offered at the College. In addition, a program discontinuance policy has been established that sets forth a process in the event it is necessary to eliminate a program. Both the Program Review Committee and the Curriculum Committee act accordingly when this happens and due consideration is given to minimize effects on students enrolled in discontinued programs.

As of spring 2011, the Program Discontinuance Policy, which was recently approved, has not been utilized. However, as per ongoing policies, due diligence is given to those students affected when a program is being phased out to see that the students are able to complete the program. Students are informed of impending changes, and accommodations are made to help students fulfill their educational goals. In many cases, program elimination occurs because of low enrollments and limited offerings in courses. For example, the College’s Weekend College Program is currently being phased out due to low enrollments, and this is occurring gradually enough so that every student who committed to the program is given optimum opportunity to finish. (IIA.41).

In addition, a course waiver or substitution petition process is used when certain courses have been eliminated or are not being offered during semesters when students need to complete coursework that would allow them to graduate or certify in specific program areas (IIA.72: Course Waiver Form). These waivers are processed through admissions and records and are approved by discipline faculty (typically department chairs) and division deans.
The five-year program review cycle ensures a timely and thorough review of program effectiveness. A calendar has been developed that places five-year curriculum review just after program review has been completed, therefore assuring a consistent and timely process for substantial changes to both programs and courses (IIA.23).

Self Evaluation

The College meets this standard. Processes are in place to ensure that program changes/elimination do not affect the students ability to complete the program.

Planning Agenda

None.

IIA.6c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The primary access point for public information is the College website (www.fresnocitycollege.edu). The website contains dropdown menus containing information about nearly every aspect of the College, including course schedules and catalogs, and links to websites that allow students, faculty, staff, administration, and the public to access pertinent information. Given the amount of information contained within this website, the College works diligently to maintain accuracy, consistency, and accessibility for persons with disabilities. Responsibility for updating information on the website is delegated to individuals overseeing various areas within the site.

Fresno City College provides a variety of publications, including the College catalog, which is updated every two years and is available to students in both print and electronic formats. An addendum to the catalog is published annually to reflect updates in curriculum and College policies, and the electronic version of the catalog is updated concurrent with the addendum. During the review and updating process, the Public Information Office, the vice presidents of instruction and student services, the division deans, and the department chairs review both the catalog and the class schedules for accuracy. Changes in policies, degree requirements, course offerings, and other pertinent information are included each time new publications are released.

College policies, the current College catalog, the schedule of courses, and information about fee payments and other services are updated regularly on the website and in the printed catalog. The Public Information Office and the Office of Instruction oversee the editing and updating of schedules and catalogs. Drafts of such printed documents are distributed to all divisions and departments for editing and updating in a process that takes several weeks before information is finalized in print form.

Self Evaluation

The College meets the standard. The College makes every effort to provide accurate and consistent information to students and the public.

Planning Agenda

None.
IIA.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

IIA.7a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

District Board Policy 4030 addresses academic freedom as both a right and a responsibility. (IIA.73: Board Policy 4030). As a right, it cites Title 5 section 51023. Administrative Regulation 4030 further delineates academic freedom as it pertains to faculty and Fresno City College. Administrative Regulation 4030 defines academic freedom as “the right of an instructor to discuss pertinent subjects within his or her field of professional competency in the classroom, consistent with course objectives, and for counselors, librarians and other academic employees to provide appropriate student services within their fields of professional competency and consistent with sound educational principles.” In addition, as a part of the evaluation process in the local AFT contract, instructors are asked to comply with the code of ethics as defined by the American Association of University Professors (IIA.47a: Faculty Contract Article XIII.E.2.b). As a part of the self-evaluation component of the faculty evaluation, instructors typically include a response to this code of conduct.

Administrative Regulation 5530 defines student rights in cases when faculty may have violated codes of conduct related to academic freedom (IIA.74: Administrative Regulation 5530). A grievance process has been established and published in the College catalog, governing situations where there is a question concerning the fair and objective presentation of information.

Self Evaluation

The College meets the standard through adherence to District and College regulations and policies.

Planning Agenda

None.

IIA.7b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Standards of conduct for students are defined in Administrative Regulation 5500 (IIA.75: Board Policy / Administrative Regulation 5500) and are published in the College catalog. These standards define academic dishonesty and its consequences and allow for due process for students accused of cheating or plagiarizing in classes. Procedures for discipline are outlined in this regulation. An academic dishonesty form is also available in division offices and in the Office of the Vice President of Student Services. (IIA.76: Academic Dishonesty Form). In addition, the College catalog defines academic dishonesty, cheating, and plagiarism and details the consequences.

Self Evaluation

The College meets the standard through adherence to District and College regulations and policies.

Planning Agenda

None.
IIA.7c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Fresno City College adheres to administrative regulations and board policies regarding academic freedom, duties and responsibilities, and student conduct.

Board Policy 3150 defines a code of ethics for administrators directing them to be “committed to the principles of honest and equity (IIA.77: Board Policy / Administrative Regulation 3150). They shall not seek to abridge for any purpose the freedoms of faculty, staff, and students. At the same time, they shall not willingly permit the right and privileges of any members of the College community to override the best interests of the public served by the College.” Administrative regulation 7122 (IIA.78: Administrative Regulation 7122) defines the duties and responsibilities of instructors into 29 areas, in addition to a list of responsibilities for athletic coaches. Duties and responsibilities of instructors are given to all new full time faculty during an orientation at the being of their employment and are included in the faculty handbook.

In terms of conformity to specific beliefs and worldviews, Fresno City College does not promote specific beliefs or worldviews to which all employees and students must conform.

Self Evaluation

This standard is not fully applicable to Fresno City College.

Planning Agenda

None.

IIA.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Fresno City College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

This standard is not applicable to Fresno City College.

Planning Agenda

None.
Evidence for Standard IIA

IIA.1 Mission, Vision, and Core Values
IIA.2 Alternative Educational Programs and Brochures
IIA.3 ARCC Report
IIA.4 2010 Environmental Scan Report
IIA.5a Strategic Plan Brochures 2010–2012
IIA.5b Strategic Plan Brochures 2009–2012
IIA.6 ACT Survey Presentation
IIA.7 Institutional Research Effectiveness Committee Operating agreement
IIA.8 Presentation of ACT Outcomes Mapped to ISLOs and GE SLOs
IIA.10 Outcomes and Assessment Calendars by Discipline
IIA.11a Outcomes & Assessment Training Spring 2011
IIA.11b Fall 2010 Flex Day Brochure
IIA.11c Spring 2011 Flex Day Brochure
IIA.11c CurricuNET Outcomes Training Schedule Fall 2010
IIA.12 CIT Program Outcomes Website
IIA.13 Nursing Degree Assessment Report
IIA.15 Honors Program Brochure
IIA.16a Non-Instructional Program Review CTC
IIA.16b Program Review Auto Collision Repair
IIA.18 Program Schedules
IIA.19 Basic Skills Blackboard Site
IIA.20 2010 Fall Faculty-Staff Survey Report
IIA.22 DE Addendum Sample
IIA.23 Curriculum and Program Review 5-year Review Calendar
IIA.24 Distance Education Plan Reviewed January 2010
IIA.25 Distance Learning Courses
IIA.26 Outcomes and Assessment Committee Operating Agreement
IIA.27 Curriculum Committee Meeting Minutes
IIA.28 Curriculum Committee Blackboard Site
IIA.29 Outcomes & Assessment Committee Blackboard Site
IIA.30 Sample Course Outlines of Record
IIA.31 CurricUNET Website
IIA.32 Sample Syllabi
IIA.33 Schedule of Outcomes Submissions
IIA.34 RN Outcome Assessment Report
IIA.35 Curriculum Committee Operating Agreement
IIA.36 Program Review Committee Operating Agreement
IIA.37 California Education Code 78016
IIA.38a Planning and Training Schedule for Fall 2009 Program Review Presentations
IIA.38b Planning and Training Calendar for Fall 2010 Presentations
IIA.39 Program Review Committee Blackboard Site
IIA.40a Instructional Program Review Template November 10, 2009 Final
IIA.40b Course Outcome & Student Learning Outcomes Checklist
IIA.40c Occupational Program Template Pilot Version March 26, 2008
IIA.40d Administrative Service Unit Template March 2, 2008
IIA.41 Program Discontinuance Policy
IIA.42a Program Review Participant Survey Results: 2009 Open End Comments
IIA.42b Program Review Participant Survey Results: 2009 Program Review Survey Data
IIA.42c Program Review Participant Survey Results: 2010 Spring Program Review Evaluation Survey Results
IIA.42d Program Review Participant Survey Results: 2011 Spring Program Participant Program Review Survey Occupational Programs
IIA.43 Annual Program Review Committee Reports
IIA.44 BT Advisory Committee Documentation
IIA.45 Completed CTE Occupational Program Review Samples
IIA.46 Samples of Quantitative Data for Occupational Program Reviews
IIA.47a Full-Time Faculty Contract
IIA.47b Part Time Faculty Contract
IIA.48 ESL Sample Norms and Rubrics
IIA.49 CurricUNET Instructions
IIA.50 LING 11 Course Outline of Record
IIA.51 Board Policy / Administrative Regulation 4020
IIA.52 Distance Education Committee Operating Agreement
IIA.53 Faculty Technology Training Brochure and Evaluation Results
IIA.54 2011 Faculty Technology Survey Results
IIA.55a COMM-1 Course Outline of Record
IIA.55b COMM-4 Course Outline of Record
IIA.55c COMM-25 Course Outcome of Record
IIA.56a COMM-1 Syllabus
IIA.56b COMM-4 Syllabus
IIA.56c COMM-25 Syllabus
IIA.57 Program Review Standard Dataset
IIA.58 Child Development 2008 Program Review Self Study
IIA.59 SPC Minutes March 24, 2001 and April 7, 2011
IIA.60 Integrated Planning Handbook
IIA.61 FCC College Priority Goals
IIA.62 Strategic Planning Council Blackboard Site
IIA.63 Program Review Committee Campus-wide Recommendations to the SPC
IIA.64 District Institutional Research Website
IIA.65 Political Science Instruction Program Review
IIA.66 BT-2 Departmental Final
IIA.67 RN Comprehensive Predictor
IIA.68 Examples of Outside Accreditation Reports
IIA.69 ASSIST Online Student-transfer Information System Website
IIA.70 Board of Trustees Meeting Notes May 2011
IIA.71 Program and Course Approval Handbook
IIA.72 Course Waiver Form
IIA.73 Board Policy 4030
IIA.74 Administrative Regulation 5530
IIA.75 Board Policy / Administrative Regulation 5500
IIA.76 Academic Dishonesty Form
IIA.77 Board Policy / Administrative Regulation 3150
IIA.78 Administrative Regulation 7122
IIA.79 25 Month Program Review
IIA.80 FCC Schedule of Classes
IIA.81 FCC Catalog
IIA.82 FCC Institutional Research Website