

Abstract

The following abstract synthesizes each of the standards and highlights the integration of the following themes: institutional commitment; student learning outcomes; organization; dialogue; institutional integrity; and evaluation, planning, and improvement.

Standard I: Institutional Mission and Effectiveness

A comprehensive community college, Fresno City College demonstrates an institutional commitment to offering a wide range of courses and services to support students in their vocational, general education, transfer, and lifelong learning goals. The college offers courses during traditional times and through traditional modes; it also offers courses on weekends, early mornings, late nights, and online. Numerous programs provide education and support for the very diverse student body of the service area.

The mission statement of the college is widely published and is used by the campus community as the guiding ethos for their work. College goals are developed annually.

Improvements to programs and services are ongoing and supported by innovative teaching strategies and grant-funded initiatives.

Although numerous mechanisms are in place for planning, decision-making, and implementation, evaluation and “closing the loop” are weaknesses the college is addressing.

Standard IIA: Instructional Programs

Fresno City College provides a comprehensive curriculum for students interested in general education leading to an associate degree or transfer, vocational education, or lifelong learning opportunities. Over 250 areas of study are listed in the college catalog, and faculty, staff, and students indicate the college makes enormous efforts to meet the needs of students. There are a variety of instructional formats, teaching methodologies, and programs designed to support student learning.

The program review process has made strides in the area of evaluation, planning, and improvement. Many programs have completed program review, and the college continues to discuss methods for full integration of these data into college processes.

The college began the dialogue of student learning outcomes in the 2000-2001 academic year and has implemented several initiatives through trial and error. The college has recently begun integrating student learning outcomes into the course outline of record. Plans for implementation at the program level are moving ahead. The faculty and the college’s curriculum committee direct the development of curriculum to ensure its appropriateness, currency, and integrity. Information regarding the college’s academic policies and procedures is distributed publicly through numerous methods of dialogue.

Standard IIB: Student Development and Support Services

Fresno City College offers comprehensive support services to students which are available to all students. The college catalog contains the most comprehensive list of services provided as well as the policies affecting students. Many services and policies are available online or via other print media. As much as possible, student services are provided regardless of location or time. The college community operates under the assumption that it is a matter of institutional integrity to provide the necessary services for students to be successful and support student learning.

Student services personnel play a leading role in promoting civic and leadership qualities in students as well as celebrating the vast cultural diversity of the campus. They are also responsible for academic assessment, advising, career counseling, and employment resources. Evaluation of the student services area has not yet incorporated student learning outcomes.

Management of student records, a district function, follows federal, state, and district policy.

Standard IIC: Library and Learning Support Services

Since the last accreditation, the library's collection development has improved. Compared to 1999, not only are more resources available to students, outdated materials have been discarded and the

collection's inventory continues to be brought up to date. This has been a major effort to ensure that the organization of the college is such that adequate resources are available to support student learning. One-on-one and group instruction of library and research skills are available, and the library is available to students over 78 percent of the time that classes are in session. Student survey results indicate that they are satisfied with the services provided by the library.

Maintenance and security of the library and learning resources center is a district function. Formal agreements exist to provide support for the library, and these agreements are accessible and utilized. The services provided are evaluated on an annual basis as contracts are renewed.

Standard IIIA: Human Resources

Procedures for hiring faculty, staff, and administrators are well-documented and are followed. Faculty adhere to the standards of conduct outlined in board policy, which is based upon American Association of University Professors (AAUP) standards. The district meets its full-time faculty obligation.

Employment policies and procedures are developed by the district, and the college adheres to those policies. Personnel files are kept secure and confidential. The college takes extraordinary measures to celebrate the diversity of its students, faculty, and staff. The college provides significant opportunities for faculty and staff to participate in professional development; however, these activities need to go through evaluation, planning, and improvement processes. A consistent

evaluation and assessment process for the improvement of these opportunities is lacking.

The major weakness noted regarding human resources is the lack of a planning process for the development of faculty and staff hiring priorities.

Standard IIIB: Physical Resources

Fresno City College is included in the State Center Community College District five-year construction plan and space inventory report. These documents are reviewed yearly and provide the state with information regarding utilization of campus facilities. The college has used bond, Prop 47, lottery, and matching monies from the state to assure a safe, secure, and adequate physical environment that supports the mission of the college. Parking, particularly for students at peak periods, remains an issue for which the college has allocated over two million dollars of bond monies.

Planning, maintenance, and upgrade and/or replacement of physical resources are shared responsibilities between the college and the district. At the college, planning is done in the spirit of shared governance, with faculty, staff, students, and administration participating in dialogue around priorities and the use of fiscal resources to support physical resources. Total cost of ownership has been the guiding principle of the college in the acquisition of equipment for the past five years.

Instructional programs often get the largest allocation of lottery and instructional equipment monies in order to maintain the instructional programs of the college.

These funds are supplemented by various grant programs in individual divisions (e.g., federal Carl Perkins funds). Quarterly safety inspections are required by each building manager, and deficiencies are reported either to the district maintenance office or the college custodial department. Larger issues, such as restroom upgrades, are completed through collaboration with the district and the use of state scheduled maintenance monies.

Needs assessments have been successfully utilized to plan and implement improvements. For example, within the past six years, the college has made enormous strides in its technological resources.

Perhaps the greatest debate and issue facing the college is putting the Historic Old Administration Building to use. Positive dialogue and institutional commitment have been invested in the design and implementation of this renovation. Although successful in its bond measure to fund renovation, the college must acquire an additional \$3 million to complete the first two phases of the project and an additional \$7 million to complete the entire building. For a land-locked institution facing increasing enrollment, finding the funding to complete the renovation is a necessity.

Standard IIIC: Technological Resources

Fresno City College has made enormous advances in technology in the past five years. Planning is cooperative and shared, and there is evidence that faculty and staff believe the organization of the college is such that they have the necessary equipment and training to do their job.

Instructional software and hardware are determined primarily by the faculty. Over the past five years, the number of training opportunities offered to faculty and staff has increased dramatically.

Though some long-term planning occurs in technology (the LAN/WAN project funded by bond monies is a prime example), the college has not been able to keep up with technology needs. Consequently, some decisions are made as a reaction to particular problems. For over five years, the college has spent enormous sums of money on technology in order to catch up. Recently the college has begun to systematically set aside monies for upgrades.

Standard IIID: Financial Resources

State Center Community College District and its colleges are financially secure entities. The college has developed and implemented clear planning processes for budgeting that include all segments of the college. Despite increasing enrollments and a decrease in the percentage of the district allocation, the college remains financially stable.

The college utilizes its strategic plan to guide long-term and short-range budget planning. It has been successful in leveraging funds to supplement monies, but does so only when the funding requirements match the college goals and mission.

Over the past several years, the college has streamlined its financial reporting and budget development processes, which has allowed for increased planning time. Its administrative computing system allows for

timely, dependable, and accessible financial information, which has enhanced the college's financial decision-making process.

Audits, as well as quarterly and annual reports, demonstrate the college's sound fiscal management. Auxiliary and grant-funded programs are effectively administered, and unforeseen financial liabilities are effectively controlled due to the college's contingency and reserve funds.

Fiscal policies, the budget-development process, and financial status are communicated to all constituent groups. The college adheres to sound financial practices that ensure the integrity of the programs of the institution.

Standard IV: Leadership and Governance

Administrators, faculty, classified professionals, and student organizations all function well within their sphere of influence, and there is substantial collaboration among the constituent groups. Shared governance policies are in place and allow for substantial input by faculty in institutional policies, planning, and budgetary issues. Input by classified professionals is not as well-defined. At best, with the exception of the curriculum committee, the board of trustees, president's cabinet, and the bond oversight committee, input from students is inconsistent. Faculty are the initiators and regulators of curriculum and instructional programs and services. Administration serves in an ex officio capacity to the curriculum committee, and the board approves curriculum.

The college demonstrates honesty and integrity in its relations with external agencies. It remains in compliance with the accrediting commission's standards, policies, and guidelines.

Administrators of the college and the district are evaluated. The administrative structure of the college has been evaluated on different occasions, resulting in the creation of a new instructional division and a split of the responsibilities for learning resources and technology.

The governing board of the college is the Board of Trustees for the State Center Community College District. The trustees are elected and have worked together to uphold the mission and integrity of the district and the college.

Evidence of the board's evaluation of its policies are the annual updates of board issued policies and procedures. Furthermore, board policies and the supporting administrative regulations are currently being reviewed and rewritten.

Trustees participate in professional development activities and new trustees complete an orientation. Members complete an annual self-evaluation. Ethical standards for trustees are found in various board policies.

The board of trustees evaluates the chancellor of the district and delegates responsibility for the implementation of policies to the chancellor. The chancellor, in turn, delegates full responsibility for the implementation of policies to the college president. The president works very well with all campus constituencies, district personnel, members of the board, and members of the community.