

History of Fresno City College

Fresno City College was established in 1910, becoming California's first community college and ultimately changing education in California.

The college's history began in 1907 when C. L. McLane, then superintendent of schools for the city of Fresno, recognized the need for college instruction for San Joaquin Valley students. Largely through McLane's efforts, Fresno Junior College was established. The first class consisted of 20 students and three instructors.

The campus was originally located at the former Fresno High School campus on "O" Street in downtown Fresno. In 1921, Fresno Junior College combined with the then Fresno Normal School, later Fresno State College and currently California State University, Fresno. The junior college operated on the same campus as the four-year school. Fresno Junior College continued to grant associate degrees and offer a two-year curriculum, but its campus and staff were identical with those of the normal school. In 1948 new laws permitted local school districts to operate junior colleges, and Fresno City College returned to the "O" Street campus, which it shared with Fresno Technical High School. By 1950, the technical high school program had been phased out and the district

began looking for another campus. The junior college district completed negotiations for the purchase of the University Avenue site from Fresno State College, and by 1956 Fresno Junior College had moved to its current location on University Avenue. The name was changed to Fresno City College on May 11, 1958.

Fresno City College has built upon its rich history and gone on to pioneer many new developments in community college education. Thousands of local people have worked through the years to make Fresno City College a viable and strong educational institution.

Descriptive Background and Demographics

Service Areas

Fresno City College is a public community college located in the center of the city of Fresno. The college serves the State Center Community College District, which encompasses approximately 5,000 square miles located in several counties, including most of Fresno County, all of Madera County, and parts of Kings and Tulare counties. Fresno City College draws the vast majority of its students, over 65 percent, from the immediate Fresno-Clovis metropolitan area,

which encompasses about 60 percent of the population of Fresno County. According to the 2000 census, Fresno County was the state's tenth largest county in terms of population, with 799,407 residents, 427,652 of whom reside in the city of Fresno. As of 2003, Fresno County had 832,344 residents, marking a growth of 4.12 percent. The number of residents living in the city of Fresno grew by 6.55 percent to a total of 455,676 residents.¹

CHART A: Fresno City College Student Survey—Spring 2004

Fresno City College is equally supportive of all racial/ethnic groups.

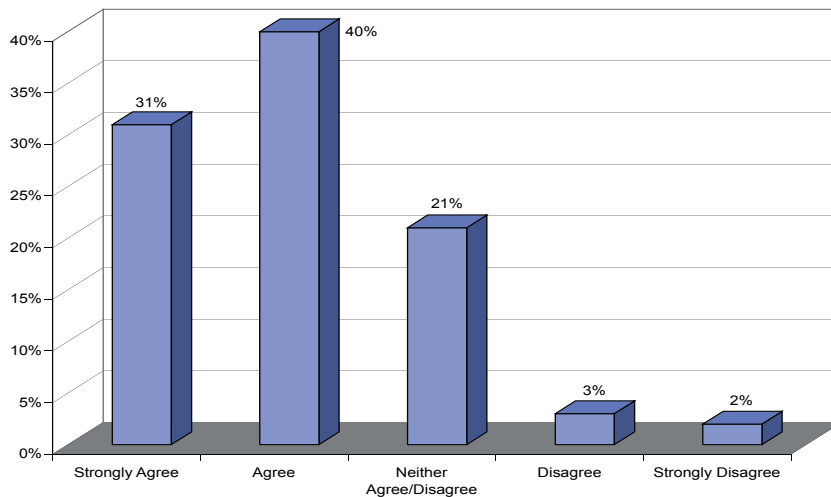


Table A: Fresno City College Staff and Student Body: Compared to 2003 Service Area Data

POPULATION	White	Hispanic	Asian/Pacific Islander	African American	American Indian	Unknown
Service Area (Fresno Metro.) 2003	33.34%	44.79%	12.64%	7.48%	0.41%	1.34%
Students Fall 2004	30.13%	32.75%	14.99%	7.35%	1.12%	13.66%
Academic Fall 2004	66.33%	13.95%	6.80%	5.78%	1.02%	6.12%
Classified Fall 2004	48.83%	25.00%	5.86%	10.94%	1.17%	8.20%

Students

Fresno City College enrolled 22,238 students in Fall 2004. This was an increase of 15.85 percent from 19,196 students enrolled in Fall 1998.²

Using the city of Fresno as a guide for ethnic composition within Fresno City College's primary service area, 2000 census data shows that of the city's 427,652 residents, 37.3 percent were of European/Caucasian ancestry, hereafter referred to as White. Approximately 62.7 percent were identified from minority ethnic groups including Hispanic, African American, Asian and Pacific Islander and American Indian.¹ The city's demographics continued to change so that by 2003, 33.3 percent were White and 66.7 percent were from minority groups.¹

Fresno City College ethnic enrollment figures show a corresponding ethnic distribution commensurate with service area data. In Fall 2004, the college's student enrollment by ethnic group was 30 percent White and 56 percent minority groups.² Fourteen percent of students did not report ethnicity. While a substantial decline of 18.6 percent from Fall 1992 to Fall 1998 in the White student population was noted in the March 2000 Accreditation Self Study, ethnic student populations have remained fairly consistent from Fall 1999 to Fall 2004. The White student population accounted for 33 percent in Fall 1999 and 30 percent in Fall 2004, while minority student populations accounted for 52 percent and 56 percent for the same period.^{2, 4}

Full-Time Equivalent Students (FTES)

99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	Growth
6,609.84	6,335.42	6,994.47	6,498.95	6,655.18	6,427.24	7,384.72	7,167.13	7,180.74	7,391.91	11.8%

Source: State Center Community College District Office of Institutional Research

Student Enrollment

Enrollment	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
Students	20,888	19,555	21,504	20,433	21,431	20,818	22,812	21,683	22,960	22,537	22,238

Source: State Center Community College District Office of Institutional Research

Students by Gender

Gender	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
Female	51%	50%	50%	52%	53%	53%	52%	54%	52%	53%	54%
Male	49%	49%	47%	48%	47%	47%	48%	46%	48%	47%	46%
Not reported	0%	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%

Source: State Center Community College District Office of Institutional Research

Students by Age

Age	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
19 or younger	25%	19%	25%	21%	24%	20%	24%	20%	26%	20%	26%
20-24	30%	32%	30%	33%	32%	35%	33%	36%	33%	36%	34%
25-29	13%	13%	12%	13%	13%	13%	12%	13%	12%	13%	12%
30-34	9%	10%	9%	9%	9%	9%	9%	9%	9%	9%	8%
35-39	7%	8%	7%	8%	7%	7%	7%	6%	6%	7%	6%
40-49	11%	11%	11%	11%	10%	10%	10%	10%	10%	10%	9%
50+	5%	6%	5%	6%	5%	5%	5%	5%	5%	5%	5%
Not reported	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Source: State Center Community College District Office of Institutional Research

Students by Ethnicity

Ethnicity	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
African American/non-Hispanic	8%	8%	8%	8%	8%	9%	8%	8%	7%	8%	7%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Asian/Pacific Islander	11%	12%	14%	14%	15%	14%	14%	14%	14%	14%	15%
Hispanic	32%	31%	31%	32%	32%	32%	32%	32%	32%	32%	33%
White/non-Hispanic	33%	33%	32%	32%	33%	32%	32%	31%	31%	31%	30%
Race/ethnicity unknown	15%	15%	14%	12%	12%	12%	13%	13%	13%	14%	14%

Source: State Center Community College District Office of Institutional Research

Students by Day/Evening

Day/Evening	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
Day	72.0%	73.6%	73.5%	73.0%	75.0%	71.4%	74.9%	73.2%	73.0%	71.8%	74.8%
Evening	23.7%	24.8%	22.9%	24.2%	24.4%	24.6%	23.1%	23.6%	20.5%	21.5%	21.4%
Unknown	4.3%	1.7%	3.6%	2.8%	0.6%	4.1%	2.0%	3.2%	6.5%	6.6%	3.8%

Source: California Community Colleges, Chancellor's Office Data Mart

Students by Unit Load

Unit Load	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
Noncredit	0.9%	1.8%	0.8%	1.6%	1.0%	1.5%	1.9%	1.4%	1.8%	2.8%	1.6%
0.1 - 2.9	14.5%	14.1%	14.1%	14.9%	11.3%	11.5%	11.0%	10.0%	11.2%	12.5%	9.8%
3.0 - 5.9	21.3%	21.3%	20.3%	20.6%	20.3%	20.7%	19.7%	19.5%	18.8%	18.9%	18.2%
6.0 - 8.9	16.4%	16.7%	16.6%	16.2%	17.0%	16.9%	16.7%	17.7%	16.4%	17.0%	16.6%
9.0 - 11.9	14.6%	14.9%	14.7%	14.5%	15.4%	15.1%	15.2%	16.3%	15.9%	15.5%	15.4%
12.0 -14.9	22.9%	21.9%	24.0%	22.5%	25.1%	24.1%	25.1%	24.5%	25.8%	23.5%	28.0%
15 +	9.6%	9.3%	9.5%	9.8%	9.8%	10.2%	10.4%	10.6%	10.0%	9.8%	10.4%

Source: Fresno City College Office of institutional Research

Enrollment Status

Enrollment Status	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
Continuing Student	62.4%	80.4%	59.8%	80.3%	59.1%	75.6%	60.5%	77.0%	59.7%
First-Time Student	28.3%	10.4%	27.7%	10.3%	21.5%	7.8%	21.5%	6.9%	23.0%
First-Time Transfer Student	3.8%	3.5%	6.2%	3.8%	6.1%	5.5%	5.9%	5.1%	5.9%
Not Applicable	0.9%	2.4%	1.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Returning Student	4.5%	3.1%	4.7%	5.0%	11.7%	10.3%	10.6%	10.5%	10.0%
Uncollected/Unreported	0.1%	0.0%	0.4%	0.3%	1.3%	0.6%	1.3%	0.4%	1.2%

Source: California Community Colleges, Chancellor's Office Data Mart

Staffing

The ethnic distribution of Fresno City College academic faculty as of Fall 2004 shows representation of 66.3 percent for individuals indicating their background as White, a figure about 36 percent higher than

the student enrollment for Fall 2004. At the other end of the scale, Asian and Hispanic groups are the most underrepresented in terms of parity with student enrollment.^{2,3}

Fresno City College Personnel by Classification and Gender

Classification	Gender	2000	2001	2002	2003	2004	2005
Classified	Female	159	175	174	188	189	181
	Male	85	102	100	100	103	89
Classified Total		244	277	274	288	292	270
Management	Female	15	17	20	19	18	12
	Male	18	19	20	18	21	19
Management Total		33	36	40	37	39	31
Part-Time Faculty	Female	308	428	431	431	427	358
	Male	457	539	527	511	492	437
Part-Time Faculty Total		765	967	958	942	919	795
Full-Time Faculty	Female	131	157	153	150	147	140
	Male	174	195	179	170	167	162
Full-Time Faculty Total		305	352	332	320	314	302

Source: State Center Community College District Office of Human Resources

Fresno City College Personnel by Classification and Ethnicity

Classification		2000	2001	2002	2003	2004	2005
Classified	Asian	11	9	10	10	12	12
	African American	25	28	31	30	31	30
	Hispanic	54	64	63	77	75	66
	Native American	1	4	3	3	3	3
	White	132	148	143	144	146	135
	Declined to state	20	22	22	22	22	21
	Filipino	1	2	2	2	3	3
Classified Total		244	277	274	288	292	270
Management	Asian	2	2	2	2	2	1
	African American	6	6	7	7	7	6
	Hispanic	7	7	7	7	7	6
	White	16	19	20	17	19	14
	Declined to state	2	2	4	4	4	4
Management Total		33	36	40	37	39	31
Part-Time Faculty	Asian	46	46	50	49	40	35
	African American	29	37	38	40	39	32
	Hispanic	77	103	108	108	113	113
	Native American	10	12	10	8	8	7
	White	498	650	642	640	631	526
	Declined to state	102	112	105	92	80	75
	Pacific Islander	2	2	2	3	5	5
	Filipino	1	5	3	2	3	2
Part-Time Faculty Total		765	967	958	942	919	795
Full-Time Faculty	Asian	16	18	17	17	17	17
	African American	20	25	23	23	20	18
	Hispanic	43	48	47	44	45	43
	Native American	6	6	6	5	4	4
	White	204	232	219	211	207	200
	Declined to state	12	19	16	16	17	17
	Pacific Islander	2	2	2	2	2	1
	Filipino	2	2	2	2	2	2
Full-Time Faculty Total		305	352	332	320	314	302

Source: State Center Community College District Office of Human Resources

Data Sources

1. United States Census Bureau—
2000 Census Data and
2003 American Community Survey
<http://www.census.gov>
2. State Center Community College
District—Office of Institutional
Research, <http://www.ir.scccd.com>
3. State Center Community College
District—Provided by the Human
Resources Office
4. Fresno City College March 2000
Accreditation Self Study

Responses to the Recommendations of the 2000 Visiting Team

Major Recommendations

The team felt that there were three overarching areas that encompassed issues of critical importance to the college.

- 1. The team recommends the college continue the implementation of planning processes which integrate budgeting, program review, strategic planning, and staff development. This process should be based upon objective analysis of the current situation and a forecast of future circumstances. It should become an institutionalized effort, understood by all participants. The desired outcomes of all planning efforts should be clear and measurable. (Recommendations 1, 9: Standard 3 A.1-3; B.1-3; C.1-3 and Standard 4 A.1; A.4; D.1 and Standard 5.10 and Standard 6.7 and Standard 8 A.5 and Standard 9 A.1-5)*

The college has demonstrated a commitment to the planning process by hiring a full-time coordinator of planning, faculty development and program review.

The Fiscal Resources Theme Team has developed a Budget Procedures Handbook that directly integrates strategic plan recommendations and program review into decision making. The Budget Procedures Handbook clearly outlines the budget process and institutionalizes the integration of planning and analysis of information into collegewide decision-making processes. The handbook was distributed campuswide.

The Institutional Planning and Budget Committee Final Report illustrates the integration of planning in the areas of

instruction, facilities, student services, assessment, and community partnerships, among others.

The Facilities Theme Team provides a clear example of the process at work with the development of a campus space allocation plan that included use of the Historic Old Administration Building. The Facilities Theme Team developed a clear proposal with input and feedback from all appropriate college and district constituencies. This proposal was presented several times to the Institutional Planning and Budget Committee (IPBC), which made a final recommendation to the college president to accept the proposal as the official working draft. The president accepted this recommendation, which has been the basis for preliminary planning.

The IPBC became the accreditation steering committee for the 2004-2005 academic year. The membership changed to reflect the needs of the accreditation process. The rationale was that the self study would guide the development of the next strategic plan. There was a great deal of feedback from the campus community that the IPBC should have remained in tact as the shared governance venue for the 2004-2005 academic year, despite the ending of the strategic plan. The full IPBC was brought together in the Spring 2005 semester to discuss this, review the final report, and informally evaluate the 1999-2004 strategic planning process. These issues are discussed at length in standards one and four of the self study and in the IPBC final report.

2. *The college should articulate its plan for distance education and technology and coordinate it with staff development, resource allocation and staff support to ensure effective implementation for students. (Recommendations 2: Standard 4 A.1; A.4; D.2; D.5; D.7; and Standard 6.1-5 and Standard 5.3; 5.6 and Standard 7 C.1)*

Fresno City College has implemented a program to provide on-site training to its faculty, staff, and administrators through two forums: 1) a state-of-the-art teaching and learning center (TLC) and 2) through a series of technology training workshops sponsored by the State Center Community College District (SCCCD) classified professionals.

Funding from statewide technology resources under the Telecommunication and Technology Infrastructure Project (TTIP), lottery, Partnership for Excellence, instructional equipment block grant, district-funded LAN/WAN infrastructure upgrades, and the general fund made the TLC possible. Additionally, the college received a Department of Education Title V Grant that funded the creation of four distance learning centers/classrooms and a Title V Cooperative Grant that will fund advancements in online education.

The coordinator of academic computing has worked to establish a schedule of training workshops that focus on online course development products, productivity software, and our student information system software (Colleague: Management Information System and WebAdvisor).

In Spring 2001, the college began an annual event in cooperation with vendors and other technology organizations to showcase technology teaching and learning products, teaching techniques, and the use

of computer software. The first Tech Faire was held in cooperation with CVC4 and @ONE. In Spring 2002, Tech Faire II was co-sponsored by the Northern Central California Consortium of Community Colleges (NC⁵) and was expanded to include areas of interest to our K-12 colleagues.

In Summer 2001, the first weeklong Summer Institute was held. The institute was developed to address faculty concerns regarding the time-consuming process of learning and incorporating software into the classroom. Faculty find it difficult to commit the time necessary to acquire these skills during the regular semester; therefore, the institute is held during the summer. It is a weeklong training workshop designed to teach faculty how to use multimedia techniques and incorporate them into their courses. Topics for the institute have included application software fundamentals, research on the web, the differences and similarities of web browsers, technology and the social implications of synchronous and asynchronous learning, learning communities, student learning outcomes, and alternative teaching modalities. To support this increase in technology use, the college has hired five additional microcomputer specialists.

3. *The college needs to address correction of the serious deficiencies in the currency, quality, and depth of the library's materials collection. (Recommendation 3: Standard 6.5; 6.7)*

Between 1999 and 2004, the library has slowly moved forward with a collection-development program that includes de-selection of worn and outdated materials, inventory of all collections, library catalog database cleanup, purchase of new materials for the collections, and subscriptions to electronic periodical databases. In analyzing

the results of the program, it has become clear that although the college has invested in excess of \$115,000 per fiscal year, the size, breadth, and depth of the library's circulating collection should be enhanced to meet student needs.

The library catalog database cleanup project revealed our library catalog to contain titles and items that had been withdrawn or lost prior to the data load. This was due to vendor error in the data load. As a result, the library's collection appeared larger to our end-users than it actually was. In response, an inventory project was undertaken to ensure a correct count of the library's collections. The inventory project is now complete. The loss rate for all collections never exceeded five percent. Although the percentage is within the normal range of loss for an institution, the largest portion of loss was sustained by newer titles in the circulating collections that directly support student research.

The age of the materials in the library's collections has been a concern of the librarians and the previous accreditation team. An ongoing project of de-selection of outdated and worn materials began in December 1999. As a result, more than 11,000 items have been discarded from the collections. The addition of new materials has been equal to the number of items de-selected from the collections. However, the age of the print collections is still in the category of "older" as at least 43 percent of the circulating print collection's publication dates are 21 years or over with less than 17 percent of the collection being published within the last five years.

According to the Association of College and Research Libraries of the American Library Association in 1994, for a student population

of 9,000 to 10,999 FTES, a minimum collection would contain 110,000 print volumes (excluding serials and audiovisual materials). Currently, the library's collection of circulating print collections is 66,163 items and non-circulating print materials is 14,045 items for a total of 80,208 items of which approximately 3,727 are lost or missing. This brings the total of print materials down to 76,481 or 69 percent of what was a nationally accepted standard in 1994.

However, students are making full use of the current collection. The number of students coming to the library has increased from 159,358 (Fall 2000) to 238,901 (Fall 2002). The addition of a computer lab within the library has attracted as many as 4,000 student visits a month. Classroom bibliographic instruction given to students has increased from fewer than 250 per year (1999) to over 5,000 (2002-2003). Each of these factors has increased student awareness of the library's collections resulting in the increased use of materials. The use of library materials has doubled in the last four years. During the 1999-2000 academic year, approximately 54,238 items from the library's collections were used. This figure rose to 103,944 items in the 2002-2003 academic year.

The library now utilizes electronic databases to supplement an aging print periodical collection and a shrinking current periodical subscription list. The library subscribes to several periodical databases—ProQuest Research Library, Lexis-Nexis Academic Universe, CINAHL, Historical New York Times, and NewsBank—Fresno Bee. In addition, selective periodical and reference databases are also subscribed to by the library (e.g., Ethnic News Watch, Gender News Watch, SIRS, Literature Resource

Center, and Science Resource Center). Access to electronic databases has allowed the library to access more current periodical resources; however, they cannot replace the larger circulating monographic collection. In addition, much of the library's budget is spent on electronic resources. In 2004-2005, electronic subscriptions exceeded \$80,000.

Although the college continues to provide monies for updating the library's print collections and access to electronic databases, the amount is insufficient to compensate for many years of inadequate funding. Funds for electronic resources need to be budgeted with inflation and enrollment growth factors, as access rates to electronic resources grow proportionally with student enrollment. Monies also need to be allocated to the library's print collections with an inflation factor. In doing so, the college will make progress in meeting the minimum requirements as set forth in the accreditation standard.

Standard One: Institutional Mission

There were no recommendations for this standard.

Standard Two: Institutional Integrity

There were no recommendations for this standard.

Standard Three: Institutional Effectiveness

Recommendation #1

The college needs to enhance its use, analysis and interpretation of information as it institutes a college-wide planning process. That process needs to integrate all major functional planning for the college. (Standard 3 A.1; A.3; B.1-2; C.1-3 and Standard 4 A.1; A.4 and Standard 5.10 and Standard 6.7 and Standard 8 A.5 and Standard 9 A.1-4)

Response:

The college has developed multiple processes that require the use, analysis, and interpretation of information. These processes include Partnership for Excellence funding, requests for additional faculty, the program review process, and the development of classroom-based assessment plans.

The former institutional research coordinator at Fresno City College conducted a series of workshops on effective use of data specific to these programs. Each of these processes is fully integrated into the collegewide planning process. Districtwide institutional research has developed a web-based decision support system that eliminates routine institutional research requests, thus allowing the researchers to support the integration of information into collegewide decision-making processes.

Most important has been the use of information in the development of program review. The program review document itself requires the inclusion and interpretation of data. Requests and recommendations noted in the program review must be substantiated by appropriate data, research, or information.

Each instructional program develops a student learning outcome-based assessment plan, which incorporates the use of information at the classroom level.

Standard Four: Educational Programs

Recommendation #2

The team recommends that the college articulate its plan and resource allocation process for distance education and technology. (Standard 4 A.1; A.4; D.2; D.5; D.7 and Standard 6.1; 6.2; 6.5)

Response:

Considerable time and effort have been put into developing a Districtwide Technology Plan that articulates the goals identified in standards four and six. The cornerstone of the technology plan was the adoption of a Total Cost of Ownership (TCO) model that was recommended by the California Community Colleges Chancellor's Office based upon research conducted by the Gartner Group.

The college's transition towards the TCO Model began fiscal year 2001. Although state TCO funding was not forthcoming, the guidelines for prioritizing distance education and technology resources have been established and will be used when upgrading distance education and other technology resources. There is still a need for additional technology planning that will include the purchase and inventory of network management software, training of support staff, and the acquisition of additional technology to replace older systems. These issues were addressed by the Technology Theme Team, which attempted to update the Campus Technology Use Plan. Although

a revised technology plan has not been completed, it will be incorporated in the development of the new college strategy plan.

Current initiatives are providing support to technology. The college was recently awarded a Title V Cooperative Grant that will further advance technology on the campus.

Standard Five: Student Support and Development

There were no recommendations for this standard.

Standard Six: Learning Resources, Institutional Information/Technology Services

Recommendation #3

The college needs to address correction of the serious deficiencies in the currency, quality, and depth of the library's materials collection. (Standard 6.5; 6.7)

Response:

This recommendation is addressed above in response to major recommendation #3 (page 18).

Recommendation #4

The team recommends that the college evaluate its efforts in distance learning and coordinate them with other technology needs. In addition, it should develop a resource allocation program consistent with a frequency reassessed technology plan to provide adequate levels of technology support and training. (Standard 6.1-5 and Standard 5.3; 5.6 and Standard 7 C.1)

Response:

A survey of faculty, staff, and administrators was completed in Spring 2002. Compilation and dissemination of data took place, and subcommittees were formed to review and address major areas of interest. The Title V Cooperative Grant award will focus heavily on distance learning initiatives.

Standard Seven: Faculty and Staff

Recommendation #5

In order for college faculty to reflect the population they serve, the team recommends that the college design and implement a unified staff development process under which there would be coordinated training for faculty screening committees and which would provide multi-cultural awareness training for all staff. (Standard 7: Standard 7 A.3; C.1; D.2)

Response:

The college provides training for all screening committees on a yearly basis in equal opportunity and diversity employment procedures to be in compliance with the new equal opportunity and diversity policies that are being developed by the California Community Colleges Chancellor's Office. The training is coordinated by the district office of human resources. The college is making progress in hiring a diverse faculty.

Recommendation #6

The team supports the college's assessment that a study focusing on the organization and depth of classified support is in order as the College assumes new challenges. (Standard 7 A.1 and Standard 4 A.4)

Response:

State Center Community College District has entered into an agreement with California School Employees Association (CSEA) bargaining unit to complete a three-year transition plan to address classified professionals hiring. The transition plan covered fiscal years 2001-2002, 2002-2003, and 2003-2004. The district has committed one million dollars for each year of the transition plan, with Fresno City College receiving \$630,000 each year.

To date, 48 permanent full-time and 8 permanent part-time classified professionals have been hired. Unfortunately, because of the budget cuts that the community colleges had to make in 2002-2003 and 2003-2004, the transition plan was put on hold until the budget situation improved. The district has allocated funds to resume the transition plan in 2005-2006, which will add additional classified professionals.

Standard Eight: Facilities

Recommendation #7

The team recommends that the college focus on development of an inventory system that integrates with the management information system. Steps should be taken immediately to establish a process which satisfies audit requirements. (Standard 8 A.1; A.4)

Response:

State Center Community College District contracted with American Appraisal to maintain a fixed asset inventory. Fresno City College participates in support of this agreement. In coordination with district purchasing, the college business office reports monthly to area managers to ascertain placement, location, model number, serial number, and disposition of all equipment.

Recommendation #8

Given the enormous demand for new facilities on college grounds, the college must continue to work toward a resolution of the problems posed by the "Old Administration Building." (Standard 8 A.2-3)

Response:

In 2002, voters approved a bond measure for the district. Restoration of the Historic Old Administration Building is top priority in the bond projects. The district has contracted with an architectural firm that has begun the design process. A citizen's oversight committee oversees the bond project, and the public has access to information at <http://measuree.scccd.com/>.

Standard Nine: Financial Resources

Recommendation #9

The present accreditation team concurs with the 1994 accreditation team and recommends strongly that the college develop and provide written guidelines for developing and prioritizing of budget plans. These guidelines should clearly articulate each campus constituency's role in the process and link planning to the budgeting process. (Standard 9 A.1; A.3-5 and Standard 3 A.2; B.2-3)

Response:

The Fiscal Resources Theme Team completed the Budget Procedures Handbook, which directly integrates strategic plan recommendations and program review into decision making. The handbook outlines the budget process and the integration of planning and analysis of information into collegewide decision-making processes.

Standard Ten: Governance and Administration

Recommendation #10

The Board should do a regular self-assessment of its effectiveness. This self-assessment could serve as a model for other units on campus. (Standard 10 A.5)

Response:

The board of trustees attends an annual retreat in the spring to review the progress on goals established in the prior year, set goals for the upcoming academic year, and evaluate its effectiveness. Since 2003, the board has conducted a formal self-evaluation. This evaluation occurs in conjunction with the chancellor's evaluation.

Longitudinal Student Achievement Data

Student achievement has remained stable over the past five years in terms of GPA and successful completion of courses, with GPA ranging from 2.37 in Fall of 1999 to 2.39 in Fall of 2004, and success ranging from 64.2 percent to 65.8 percent. Retention shows a slight increase, from 83.8 percent to 86.9 percent in the same timeframe.

Basic skills improvement (as indicated by the California Community Colleges Chancellor's Office Annual Partnership for Excellence reports) also showed a steady increase, from 29.60 percent improved for the Fall 1999 cohort to 31.15 percent improved for the Fall 2001 cohort (which ended in Spring 2004). This increase was due to increases in the number of students who improved their English skills; the numbers of those improving their math skills remained stable.

Improvements are also evident in successful completion of vocational coursework; 73.8 percent of those attempting vocational work in 1999-2000 successfully completed those courses, while 77.7 percent of vocational students completed their courses in 2003-2004.

The numbers of degrees and certificates awarded has shown strong increases between 1999 and 2004; awards of AA/AS degrees increased 15.5 percent and awards of certificates increased 29.2 percent. Further, while transfers to the CSU and UC systems declined from 1,158 in 1999-2000 to 877 in 2003-2004, transfer-readiness (as defined for the California Community Colleges Chancellor's Office Partnership for Excellence) increased from 2,456 to 3,348, a net increase of 36 percent, and transfers to private institutions were up to 179 in 2000-2001.

GPA, Retention, and Successful Course Completion

	99FA	00SP	00FA	01SP	01FA	02SP	02FA	03SP	03FA	04SP	04FA
GPA	2.37	2.41	2.38	2.40	2.38	2.42	2.40	2.39	2.35	2.39	2.39
Retention	83.8%	85.9%	83.4%	84.2%	84.3%	84.9%	85.1%	85.4%	86.0%	86.3%	86.9%
Successful Completion	64.2%	66.2%	64.1%	64.5%	63.7%	64.6%	65.3%	64.8%	64.7%	66.0%	65.8%

Source: State Center Community College District Office of Institutional Research

Mark Analysis

	99FA		00SP		00FA		01SP		01FA		02SP		02FA		03SP		03FA		04SP		04FA	
A	22%	12802	23%	12801	22%	13390	23%	12997	22%	13558	24%	14188	22%	14647	22%	14781	20%	14915	20%	14820	21%	15713
B	17%	9993	18%	9698	17%	10394	17%	9486	18%	10899	17%	10316	17%	11520	16%	10928	15%	11134	14%	10622	15%	11386
C	14%	8335	14%	7436	14%	8542	14%	7789	14%	8758	14%	8241	14%	9344	12%	8374	12%	9191	12%	8616	13%	9502
CR	11%	6162	10%	5519	11%	6555	9%	5245	8%	5084	8%	4986	10%	6687	9%	5919	9%	6958	10%	7643	8%	6129
D	6%	3445	6%	3036	6%	3468	6%	3149	6%	3478	5%	3158	6%	3702	5%	3428	5%	3829	5%	3386	5%	3741
F	11%	6675	12%	6372	11%	6963	12%	6536	12%	7411	12%	6964	11%	7446	11%	7698	11%	8323	11%	7798	11%	8283
I	1%	295	0%	232	0%	280	0%	255	0%	284	0%	284	0%	306	0%	246	0%	316	0%	257	0%	239
IP	0%	192	2%	923	1%	383	1%	494	2%	1081	1%	834	1%	525	1%	868	1%	460	1%	1002	0%	212
NC	2%	994	2%	887	2%	949	2%	915	2%	1258	2%	1426	2%	1353	2%	1358	2%	1431	2%	1429	2%	1479
RD	0%	224	0%	249	0%	249	1%	825	0%	0	1%	380	1%	414	0%	262	0%	155	0%	313	0%	53
W	16%	9387	14%	7541	16%	10085	15%	8721	15%	9434	15%	8830	14%	9595	13%	9024	12%	9120	12%	8638	12%	8496
X	0%	104	0%	88	0%	80	0%	211	0%	119	0%	140	1%	647	8%	5275	12%	8938	12%	9056	12%	8527
NA	0%	0	0%	99	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%	0
Totals		58608		54881		61338		56623		61364		59747		66186		68161		74772		73580		73764

Source: State Center Community College District Office of Institutional Research

Number of Degrees and Certificates Awarded

Degree Type	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
AA/AS	1076	1127	1114	1350	1243
CC/CA	816	199	653	1011	1202
Total	1892	1326	1767	2361	2445

Source: California Community Colleges Chancellor's Office (CCCCO)

Transfers to the UC and CSU Systems

Destination	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
CSU	1076	1015	1129	1026	798
UC	82	101	102	91	79
Total	1158	1116	1231	1117	877

Source: California State University (CSU) Analytic Studies Division and California Postsecondary Education Commission (CPEC)

Student-Right-to-Know Rates

	1997 Fall to 2000 Spring	1998 Fall to 2001 Spring	1999 Fall to 2002 Spring	2000 Fall to 2003 Spring	2001 Fall to 2004 Spring
Completion	30.2%	24.9%	30.2%	22.3%	28.7%
Transfer	21.5%	23.9%	32.8%	18.4%	15.9%

Source: California Community Colleges Chancellor's Office (CCCCO)

Student Learning Outcomes Training and Development

Fresno City College began addressing student learning outcomes (SLOs) in Fall 2000. Several faculty, staff, and administrators have received training and implemented various projects. Some of these projects have been successful and others have not, but all of have been beneficial in understanding learning outcomes and developing processes that are beneficial and appropriate for Fresno City College. The following matrix outlines the implementation and assessment of campuswide student learning activities.

Training/Activity	Date	Attendees	Implementation	Assessment
Measuring Program Outcomes—A Practical Approach Training (Logic Models)	9/21/00	Institutional Planning and Budget Committee	Theme teams used this to measure outcomes for one-year test period.	We learned that not all actions can be assessed in measurable terms. Needs to be more long-term/global-goal assessment.
Janice Denton Training	1/4/01	All opening day attendees and flex day workshop attendees	The information was used in departmental in-service training regarding development of SLOs.	This focused on the assessment of SLOs. Although this information was disseminated to faculty, we did not yet have a solid understanding of SLOs.
Jim Nichols Training	8/8/01	Cyndie Luna, Coordinator of Planning, Faculty Development and Program Review	Developed SLO template for program review.	A good start to beginning a discussion and developing a campus vocabulary. It provided practical tools for charting SLOs. Some programs have implemented the template as part of the program review process.
Department In-Service Training: Child Development CalWORKs Math Education Aide	2001-03	Facilitators: Cyndie Luna and Paula Castagna Department Faculty Participants	Departments created assessment plans as part of their five-year program review.	The process of determining learning priorities for programs was successful. At this point the campus was still unclear as to the difference between an objective and an outcome. We have also learned that the assessment component needs to be stronger.

Continued on next page . . .

Student Learning Outcomes Training and Development

Continued from prior page.

Training/Activity	Date	Attendees	Implementation	Assessment
RP Group Training Brad Phillips and Scott Corbett Training	12/5/04 1/8/04	Two representatives from each division	Departments are including SLOs in all new course outlines of record.	These trainings helped us to develop our first campuswide efforts in respect to SLOs. Requiring SLOs in the course outlines has lead to productive dialogue in departments as well as in the curriculum committee. It has helped to develop exactly what a SLO is for our campus.
Summer Institute	5/27/04	67 people attended—all divisions were represented. Six deans/directors were also in attendance	Two-hour intensive seminar entitled "Learning Outcomes: Curriculum from the Outside In," given by Carol Schaafsma, Linn-Benton College.	Participants worked in groups to complete a model on how to create and assess student learning outcomes. More instructors started incorporating SLOs into their curriculum the semester following the institute.
Online SLO workshop	SP04	Kenley Neufeld, Curriculum Committee Chair	Developed SLO web site for faculty.	The web site has been helpful as faculty have incorporated SLOs into their course outlines.
Norena Badway	1/27/05	Riek Christl, Associate Dean of Instruction Cyndie Luna Kenley Neufeld, Curriculum Committee Chair Rhea Riegel, Institutional Research Coordinator Maggie Taylor, Academic Senate President	Plans to include an assessment component for at least one main course in each program going through the five-year curriculum review.	N/A
Association of CA Colleges for Tutoring and Learning (ACCTLA) online evaluation of assessment conference	2/25/05	Linda Bonaldi, Nanci Squier-Beem, John Spolsdoff, and Grace Gartman	SLOs for this area are complete.	This was effective in developing outcomes for tutorial services.

Off-Campus Sites and Distance Learning

Manchester Education Resource Center: Manchester Educational Resource Center (MERC) provides remediation, transition to employment, training services, career guidance, and viable options to develop marketable employment skills. In addition, MERC sponsors and/or co-sponsors numerous ongoing outreach and technical assistance workshops aimed at facilitating the educational development of special needs populations. The center is designed to serve nontraditional students who have been out of the workforce and education system for many years.

The center is 11,335 square feet. MERC is located at Manchester Mall because of its ample parking, central location, and convenient access from Freeways 41 and 99 and FAX main bus routes. The center is open 7:30 a.m. to 9:40 p.m., Monday through Friday. There are occasional classes on weekends. CalWORKs, the Fresno City College Training Institute, talent search, and short-term business education vocational programs are located in the Manchester Educational Resource Center. The facility has a full-service career center, seven classrooms and one computer lab.

The center has over thirty staff performing clerical, fiscal, case management, counseling, job placement, instructional, and management duties. The staff are employees of Fresno City College and Fresno County Human Services System. This is the truest possible collaborative: staff from different agencies, working under the same roof and serving the same clients. Financial support for MERC is through the Fresno Workforce

Development Board, Fresno County Human Services System Welfare-to-Work, and other categorical funding.

The center has over 100 computers and the capacity to add many additional units. All rooms in the center are equipped with additional wiring to add computers, printers, fax machines, phones, etc. Rooms can be easily modified from classroom space to office space to computer labs because of the technical infrastructure in place. The center also has a T-1 line in place to accommodate the Internet access available on each computer.

Fresno City College Training Institute: The Fresno City College Training Institute conducts training at specific employer work-sites and other locations in the college's service area. The administration offices of the training institute are located within the Manchester Educational Resource Center. The 1,600 square foot space consists of one enclosed office, seven cubicles, and a 12-seat conference room that is shared with MERC staff.

Career & Technology Center: For over 31 years, the Fresno City College Career & Technology Center (CTC) has taught applied skills in an environment that closely resembles the workplace. This learning environment, along with a hands-on educational style, allows students to develop skills that best prepare them for their chosen careers.

Students are 18 years of age or older, or under 18 with a high school diploma or equivalent. Training programs are from 10 to 30 weeks and are designed for concentrated learning.

The CTC has received state and national recognition as a model vocational education school excelling in community partnerships, competency-based education, and job placement. Open entry allows flexible start dates and individual instruction with senior students mentoring new students.

CTC provides enrollment assistance, orientation for new students, and on-site counseling. Job development and pre-employment counseling are also available for all students. A job developer provides employment leads for graduates in all training fields.

Distance Learning: Fresno City College and State Center Community College District have two different types of distance/distributed education: videoconferencing and online education. These options continue to increase as more teachers are trained in online teaching and as online courses progress through the curriculum process. Fresno City College and Reedley College recently received a Title V Cooperative Grant which will expand distance education, including online student support services. By 2009, SCCCDC will provide an online associate in arts degree. Currently distance education policy is discussed and defined in various district-level committees. These committees are represented by faculty, staff, and administrators from all campuses in the district.

External Independent Audit

As required by California Education Code, the district contracts with a reputable independent accounting firm to conduct an annual audit of the district and college. The audits have been historically completed in a timely manner. The firm of Vavrinek, Trine, Day & Co., LLP of Fresno, California completed the most recent audit. The annual audits are completed in compliance with the California Education Code, Title 5—California Code of Regulations (Sections 59101 - 59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants.

The district's and college's external independent audits since the last accreditation review have had no findings representing reportable conditions, material weaknesses, nor instances of noncompliance including questioned costs that were required to be reported in both state and federal grants and other programs. The few recommendations have been essentially procedural in nature. All audit findings and recommendations are responded to and implemented in a timely fashion. Annual audit reports, recommendations, and findings are communicated to budget managers and all others upon request.

The district's centralized organizational management oversight of all referenced functions provides active, effective management oversight. Admissions, records, financial aid, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments were centralized under district office supervision on July 1, 1996. A district dean of admissions and records provides district-wide policy development and implementation for consistency and standardization of related practices and operations.