

Standard I: Institutional Mission and Effectiveness

STANDARD IA: INSTITUTIONAL MISSION

IA. *The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

IA.1 *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

Descriptive Summary

As a comprehensive community college, Fresno City College serves degree- and certificate-seeking transfer and occupational students, and provides lifelong learning. Over 250 degrees and certificates are currently offered to meet these goals. In addition to meeting the needs of these broader groups, programs are designed to serve specific target populations. For example, the Leon S. Peters Honors Program serves academically gifted students, while developmental education courses prepare students assessed below college-level math and/or English for degree credit instruction. Options are also provided for credit by examination, credit for military service, travel-study credit, field work credit, Advanced Placement, and College-Level Examination Program (CLEP) credit. Fresno City College also offers weekend, sunrise, and evening classes to facilitate student learning (IA.1).

The college offers a number of programs targeted toward specific student populations (IA.2,3):

- IDILE Program is designed for African American students to enhance leadership skills and assist in developing self-confidence to succeed in post-secondary education.
- Puente Project provides students with accelerated writing instruction, sustained academic counseling, and mentoring by professionals from the community. The course content of Puente classes has a Chicano/Latino emphasis.
- USEAA Program prepares Southeast Asian American students for transfer to four-year colleges or universities.
- Career & Technology Center (CTC) provides employable-skills training to students. Programs are open entry and run from 10 to 30 weeks. CTC teaches practical skills in an environment closely resembling the workplace to prepare students for their chosen careers.
- Extended Opportunity Programs and Services (EOPS) provides a comprehensive program of services for low-income and academically-underprepared students.
- Disabled Students Programs and Services (DSP&S) coordinates needed services and courses for students with disabilities in pursuit of a community college education.
- Training Institute provides training, reeducation, and continuing education for business, government, and industry.

In addition, Fresno City College was recently awarded a federal Title V Cooperative Grant with Reedley College to develop a full online associate degree and extended learning centers (IA.4). This follows a Title V Grant sunseting in September 2005, which focused on the development of alternative teaching methods, including learning communities.

In addition to full-service counseling, guidance, matriculation, and financial aid services, Fresno City College offers the following:

- Online application and telephone registration to streamline the admissions process, facilitate access, provide faster service, reduce wait-lines, and increase accuracy.
- Health services provide confidential health counseling, screening tests, health education, and emergency first aid.
- Psychological services provide crisis intervention, faculty consultation, psychological testing and assessment, and assistance for a variety of issues.
- Employment Resource Center assists with job placement services for students, graduates, and employers.
- Child Development Center provides an enriched learning environment for children, as well as supervised training for child care professionals.

Assessment

As set forth in the mission statement, Fresno City College provides a wide variety of programs and services responsive to the learning needs of its population. These offerings include programs targeted to

specific populations; flexible class times; and courses in many academic, occupational, and certificate areas. Efforts to seek grant-based funding to develop new programs is ongoing.

The Accreditation Faculty and Staff Survey showed agreement among administration, faculty, and staff that Fresno City College makes a conscious effort to facilitate and support student learning and makes necessary changes to improve student learning (IA.5).

IA.2 The mission statement is approved by the governing board and published.

Descriptive Summary

The mission statement is approved by the Board of Trustees and is published on the Fresno City College web site and in the college catalog (IA.6).

Assessment

The mission statement was last approved by the Board of Trustees during the 2000 accreditation cycle.

IA.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The Fresno City College mission statement is reviewed as part of the strategic planning and accreditation processes. The mission statement was last reviewed and approved as part of the 1999-2004 Institutional Strategic Plan. In Fall 2004, the mission statement was reviewed by the Accreditation Steering Committee and its standard committees, campus constituencies, and administration (IA.7). Campus constituencies include

the Classified Senate, Academic Senate, Associated Student Body, President's Cabinet, Instructional Deans, and Student Services managers. Minor changes are proposed for future implementation.

Assessment

As part of the accreditation process, the mission statement was reviewed with minor recommendations for changes. It is noteworthy that after five years, the college community believes that the current mission statement adequately reflects the charge of the college. The Accreditation Faculty and Staff Survey showed agreement among the administrators, faculty, and staff that Fresno City College has a strong commitment to a mission that emphasizes achievement of student learning (IA.5).

IA.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The college mission statement provides the overarching structure for the development of college goals and played a formative role in the development of the 1999-2004 Institutional Strategic Plan and the District Strategic Plan.

The diversity of programs and course offerings is evaluated regularly during the program and five-year curriculum review cycles. In addition to providing core degree and transfer requirements, the college offers and develops many courses and programs based on the needs and interests of the local community. This is evidenced by courses available in the police and fire academies, the applied technology division, the associate degree nursing program, and other allied health programs.

Assessment

The college mission statement provides structure for decision making. Evidence is found primarily in the Fresno City College Institutional Strategic Plan 1999-2004, the Program Planning and Evaluation Handbook, the college catalog, and the State Center Community College District Strategic Plan (IA.8,9,10).

Planning Agenda for Standard IA

Please see Planning Agenda under Standard IB.

Resource Documents

IA.1	Fresno City College Fall 2005 Class Schedule	IA. 6	http://www.fresnocitycollege.edu
IA.2	Fresno City College Catalog, 2004-2006	IA. 7	Minutes of Accreditation Steering Committee Meetings
IA.3	Program Brochures	IA.8	Fresno City College Institutional Strategic Plan 1999-2004
IA.4	Fresno City College and Reedley College Title V Cooperative Grant	IA.9	State Center Community College District Strategic Plan 2004-2007
IA.5	Accreditation Faculty and Staff Survey: Executive Summary Accreditation Faculty and Staff Survey Results	IA.10	Program Planning and Evaluation Handbook

STANDARD IB: INSTITUTIONAL EFFECTIVENESS

IB. *The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

IB.1 *The institution maintains an ongoing, collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Descriptive Summary

Fresno City College faculty, staff, students, and administrators work to improve student learning through a myriad of programs, services, and activities. Discussions of these issues occur in meetings at every level: department, division, college, district, board of trustees, academic senate and its subcommittees (specifically the curriculum, student welfare, instruction, and instructional technology committees), and associated student government.

There is continuous dialogue across disciplines and a campuswide focus on the community of students seeking to broaden their knowledge

base and improve their skills to become productive citizens. This dialogue occurs in meetings of the curriculum committee, college governance groups, departments and divisions, president's cabinet, and instructional deans. The associated student government participates through their involvement in various aspects of campus life. The student services managers and counselors hold regular meetings to improve delivery of student services. Essential to the occupational programs are their advisory committees.

As a result of the 1999-2004 strategic planning process, a Program Logic Model to evaluate the effectiveness of strategic planning efforts was developed (IB.1). The program review process includes an assessment plan that focuses on the development of three to five student learning outcomes.

Assessment

Among the strengths of Fresno City College are the opportunities for open dialogue among constituent groups. Efforts to evaluate strategic planning and program review procedures are included in the self study process and will be reflected in the next strategic plan. The self-reflective dialogue also occurs at the department level. Although suggestions for improvement move through the proper administrative channels, there is weakness in the lack of consistency regarding feedback on suggestions for improvement. Additionally, not all decisions are based on sufficient research or data analysis.

The Accreditation Faculty and Staff Survey showed agreement among administrators, faculty, and staff that Fresno City College makes a conscious effort to assess how well learning is occurring (IB.2).

IB.2 *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Descriptive Summary

The college president, after collegial input, develops the annual goals for Fresno City College. The goals for 2004-2005 align with the District Strategic Plan and the Institutional Strategic Plan, 1999-2004 (IB.3,4,5).

Assessment

Though the college president solicits input from college administrators, who in turn solicit information from subordinates, the college's goals reflect the president's interpretation of this information. The college's goals are disseminated to the college community through administration. Prior to 2005, there is no evidence that the goals were communicated to the campus community, other than what was distributed at the division/department level. In Spring 2005, the college president's goals for 2005-2006 were distributed in a campuswide email (IB.6). The goals are presented to the Board of Trustees for approval.

Not all goals are stated in measurable terms. The goals are not discussed campuswide to assess their achievement. The president submits an annual report to the Board of Trustees; however, it is not systematically distributed to campus constituencies.

IB.3 *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Descriptive Summary

The institutional strategic plan was adopted in 1999 for implementation through 2004. The structure included ten theme teams (patterned after the previous accreditation standards) charged to implement action plans, evaluate progress, and forward recommendations to the Institutional Planning and Budget Committee (IPBC). The IPBC evaluates the Theme Team recommendations for recommendation to the college president. The use of data to assess progress toward goals is seen in the budget development process and program review.

The program review cycle requires that all requests be accompanied by appropriate data. Institutional strategic planning and program review have influenced decision making and allocation of resources. For example, Theme Team 7, Physical Resources, developed a space utilization recommendation for the Historic Old Administration Building with input from all constituencies. The recommendation was adopted by the president and used for initial discussions with architects (IB.7).

Theme Team 10, Research and Planning, developed an intent to survey process approved by all campus constituencies and then adopted by the president. This process ensures that all privacy laws are adhered

to and that survey research is relevant to the goals of the college (IB.8). As further evidence of the college's commitment toward evaluation, the coordinator of institutional research position was developed to conduct research and facilitate the training of faculty and staff on effective data analysis.

Assessment

The Institutional Strategic Plan 1999-2004 has not been formally evaluated in terms of effectiveness. The relationship of the theme teams to IPBC seemed to work as far as reporting, but there was a lack of feedback from the IPBC to the theme teams and then to the bodies that provided information to the theme teams. Many of the proposals discussed required discretionary budget funds, and most times these funds did not exist. Program review has been working in the aspect of self-evaluation. However, institutional changes made based on these processes have been anecdotal and need to move toward systematic evaluation and improvement. In recent years, budgetary constraints have controlled the planning process. While the college is clearly striving toward utilization of data for planning, much work and refinement needs to be done.

The Accreditation Faculty and Staff Survey shows agreement among constituencies that the college assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation (IB.2).

IB.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The institution provides opportunity for broad-based participation from its various constituencies by soliciting input from faculty, staff, and students in its planning process. Students, faculty, and staff participated on one of ten theme teams to develop the 1999-2004 Institutional Strategic Plan. At the opening meeting of each semester, participation was solicited collegewide. The driving force for the institution is the culmination of its core values as embodied in the mission statement. The strategic planning process has established a structure and process that is more focused and collaborative while remaining responsive to its internal and external communities. Faculty have input into budget planning at the department level. At the IPBC level, recommendations were carried forward from the Theme Teams. The program review process allows for area-specific planning.

The institution continues to provide opportunities for broad-based planning through its academic senate standing committees, classified senate, student government groups, and various other committees.

Assessment

The budget process and curriculum review are well established cyclical processes that work. The IPBC and its Theme Teams were put on hiatus when the IPBC became the

Accreditation Steering Committee. However, the final report of the IPBC was distributed campuswide (IB.9). The program review process needs to be evaluated and streamlined to ensure timely submission, systematic evaluation, and improvement.

IB.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The college has a full-time coordinator of institutional research who analyzes data to inform decision makers about student and institutional success. Frequently requested statistics are posted and readily available at the district institutional research web site (IB.10). This has reduced the number of routine data requests so that the coordinator can use her time to conduct research regarding specific programs and populations.

The college community utilizes this data to evaluate its effectiveness in areas such as retention, completion, certificates, unit load, degrees, ethnic diversity, and grade point average. Data is also available in the SCCC Fact Book, college catalog, program review reports, and California Community Colleges Chancellor's office web site (IB.11,12). Fresno City College's transfer rates are also available through the University of California and California State University Chancellor's office. Campus safety information is available in the college catalog and from the district police office. The college's successes are also communicated in presentations to community groups and to area high school seniors in orientation meetings.

Some of the college's programs such as EOPS, DSP&S, and CalWORKs are also reviewed by outside agencies. Other accrediting agencies, such as the Board of Registered Nursing and the National Association for Education of Young Children require self studies and site visits.

Assessment

Administrators and faculty review campus data to assess division success and to prepare program review, but the data are not utilized in a comprehensive ongoing systematic manner. Although presentations are made off campus, aside from the area high schools, the college needs to identify defined places for local distribution. A strong effort has been made to document data through district institutional research and to ensure that they are used effectively by campus constituencies. The ongoing challenge will be to ensure that all constituencies have access to the results and that they are used systematically in campus decision-making processes.

IB.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The college developed the Institutional Strategic Plan, 1999-2004. The process was implemented as designed to include theme teams as subcommittees of the IPBC (IB.4).

Assessment

There were modifications to the Institutional Strategic Plan, 1999-2004 throughout the five-year cycle of work. The most challenging aspect has been evaluation of the effectiveness

of the process. The IPBC met in Spring 2005 to discuss the efforts made and review the final report (IB.9).

IB.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The program review process involves self-evaluation of the instructional programs, student support services, the library, and other learning support services. The schedule of completed and future program reviews is listed in the resource documents (IB.13). In its initial cycle, program review had

impacted resource allocation at the college. For example, many programs discussed significant needs for additional space. These data were reviewed by Theme Team Seven in development of a space utilization recommendation. Several occupational programs expressed the need for tracking job placement, and as a result, positions were allocated to the applied technology and business divisions.

Assessment

Though decisions are made that impact individual programs and services, there is no process to regularly assess the evaluation mechanisms.

Planning Agenda for Standard IB

1. Begin the development of Fresno City College's 2005-2010 strategic plan utilizing a collaborative process involving all constituencies and incorporating the findings of the current self study.

Resource Documents

- | | | | |
|-------|--|-------|--|
| IB.1 | Program Planning and Evaluation Handbook Program Logic Model | IB. 7 | Space Utilization Recommendations for the Historic Old Administration Building |
| IB.2 | Accreditation Faculty and Staff Survey Results | IB.8 | Intent to Survey Form |
| IB.3 | Fresno City College Goals 2004-2005 | IB.9 | Institutional Planning and Budget Committee Final Report |
| IB.4 | Fresno City College Institutional Strategic Plan 1999-2004 | IB.10 | www.ir.scccd.com |
| IB.5 | State Center Community College District Strategic Plan 2004-2007 | IB.11 | SCCCD Fact Book 2004 |
| IB. 6 | Fresno City College Goals 2005-2006 | IB.12 | Program Review Reports |
| | | IB.13 | Program Review Calendar |