

Standard IIA: Instructional Programs

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 education 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 provides comprehensive educational programs tailored specifically to its institutional mission and to meet the needs of a diverse community. The college's programs provide students with opportunities to transfer to four-year institutions, earn associate degrees, fulfill general education requirements, develop job skills in occupational programs, enhance careers through continuing education, and enrich their lives through lifelong learning (IIA.1,2).

Fresno City College also acknowledges the importance of its role in the community, including the community's economic and cultural development, and for community resources that can contribute to the college's ability to provide programs and services. The numerous and varied cultural programs the college provides enhance instructional areas, while inviting community participation. As an example, each year the college has invited

the Oregon Shakespeare Festival in Ashland to perform in its main theatre, bringing in significant community support, while enhancing instruction by providing classroom workshops. In addition, the college speakers forum has consistently brought in renowned individuals, such as Maya Angelou, to speak to students, staff, faculty, and the community (IIA.3).

In support of its instructional programs, the coordinator of institutional research assists college departments in the program review process. A five-year program review cycle was established as a part of the last accreditation process. Data gathered from institutional research have been used to make recommendations within program reviews (IIA.4,5). Once departments have completed their program review, they proceed with their five-year curriculum review.

Assessment

Fresno City College expands and adjusts programs to meet the demands of a growing and changing population. Listed in its college catalog are over 250 areas of study, with 25 associate in arts degree programs, 67 associate in science degree programs, 68 certificate of achievement programs, and 91 certificate of completion programs. In order to increase student access, program courses are offered in a variety of formats, including traditional 18-week day and evening classes; short-term, online and distance education, and accelerated classes; and through weekend college. Intensive degree and certificate programs are offered through the business, applied technology, social sciences, and health sciences divisions, and through the Career & Technology Center. In addition, to

enhance Fresno City College's instructional programs, a variety of alternative educational programs, such as DSP&S, the Puente Project, IDILE, USEAA, and Learning Communities are offered (IIA.2).

The results of the staff survey indicate that 64.9 percent of the faculty agree or strongly agree that Fresno City College ensures that all instructional programs address and meet the mission of the institution and uphold its integrity, while only 11.8 percent of those surveyed disagree or strongly disagree. In addition, 77.2 percent of the faculty report that Fresno City College programs and services are high quality and appropriate to the college. In all, the faculty are overwhelmingly positive about the quality of the instructional programs (IIA.6).

The results of the student survey confirm the same positive view of instruction (IIA.7). Satisfaction with the quality of instruction scored a 3.93 average out of 5, which is consistent with, if not greater than, the averages in the faculty survey. In addition, more specific areas, such as learning to think and reason and developing creativity and generating original ideas and concepts, indicate higher averages of 4.35 and 4.06 out of 5. Combined, the results of staff and student surveys confirm that in terms of instruction, the college shows strong efforts in meeting the academic needs of students.

To assess the progress toward achieving student learning outcomes, the curriculum committee has established student learning outcomes as a part of the curriculum review process. Therefore, all curriculum committee approved course outlines will contain student learning outcomes within the next five years (IIA.8).

IIA.1b 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 strives to meet the learning needs of a growing diverse student population. Multiple modes of delivery are available. Faculty members implement methods promoting active and collaborative learning.

Modes of instruction are outlined on the official course outline of record in the "methods" section (IIA.8). The curriculum committee reviews and approves course and program curricula on a five-year schedule. Department faculty propose curriculum that meets identified objectives and student needs. The modes of instruction include lecture, discussion, individual instruction, demonstration, visual aids, laboratory assignments, small group activities, field trips, student panels and individual presentations, guest speakers, technology, and audiovisual tools. In addition to the official course offerings, students can attend speakers forums and other special events to enhance the learning experience. The campus also supports discipline-specific displays and museums, such as art and anthropology.

Instructional delivery systems at Fresno City College include online and distance education, weekend college, sunrise classes, the Career & Technology Center, large group instruction, the 25-month business administration program, DSP&S, honors program, learning communities, and other similar programs such as Puente, IDILE, SYMBAA, USEAA, TANF (IIA.1,9).

Library services are frequently delivered electronically due to the increasing use of electronic databases and the online public access catalog (IIA.2). Numerous computer laboratories exist on campus for students. The high tech computer center is designed to meet the specific needs of disabled students.

Distance education courses are also approved by the curriculum committee. The Distance Education Addendum, available on the curriculum web site, addresses delivery methods and modes of instruction.

Assessment

Fresno City College has an established five-year curriculum review calendar that requires every instructional program on campus to assess its curriculum and how it meets student needs (IIA.8). This commitment to evaluation, planning, and improvement helps identify appropriate curriculum and programs. Additionally, the program review includes an analysis of enrollment trends, staffing patterns, and industry trends to ensure that requests for resources having the greatest impact on students are prioritized.

Fresno City College utilizes nontraditional class scheduling formats to maximize the use of facilities as enrollments increase. The college has experienced a growth of nontraditional programs as a result of student need. For example, the police academy is continually adding courses to meet the ongoing training requirements of area police and sheriff's departments. In addition, the Career & Technology Center offers noncredit training courses and services. Such instructional services as Learning Communities, Strengthening Young Men by Academic Achievement (SYMBAA), and online courses are most recent to the

college. In addition, in 2004, the college was awarded a Title V Cooperative Grant to work with Reedley College and the district's college centers to develop extended learning centers for reading, writing, and mathematics and to increase online instruction, with the goal of offering an online associates degree within the next five years (IIA.10).

Institutional commitment to distance education is demonstrated through increased offerings and the Title V Cooperative Grant. Furthermore, a district goal is to "increase the online capacity to expand distance learning instructional opportunities, web-based communications, student support services, and student access to computers" (IIA.11).

The district has made a commitment to innovative teaching techniques as described in the district strategic plan document Goal #1: "Initiate the development of professional enrichment activities that support innovative teaching methodologies that address outcome-based teaching and learning" (IIA.11). The college has developed learning communities, technology institutes, and monthly workshops in the teaching and learning center.

Formal and informal class-level student evaluations and surveys are used to determine and improve delivery systems and modes of instruction. To confirm this fact, question 2c of the staff survey showed that 77.1 percent of the 228 who responded agree or strongly agree that Fresno City College "seeks to meet the varied educational needs of students through programs consistent with their educational preparation and community demographics" (IIA.6). In addition, results of the student survey are positive with respect to the delivery of instructional programs. The students averaged a 3.80 rating when

asked whether they had acquired a well-rounded general education. When asked about the variety of courses offered, student satisfaction averaged 3.76 (IIA.7). In all, both staff and student surveys indicate favorable attitudes toward the variety of instructional programs and the methods and modes by which the college delivers instruction.

2A.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

Fresno City College began implementing a student learning outcomes assessment plan as part of the program review process in 2003. Each program was to identify at least three learning outcomes to track and assess over a five-year period. (IIA.5). As several staff and faculty have gone through training and staff development activities on student learning outcomes, the process has been modified to coincide with the five-year curriculum review cycle.

Fresno City College is in the first year (2004-05) of developing student learning outcomes at the course level. The campus curriculum committee revised the course outline of record in February 2004 to reflect student learning outcomes. Several workshops between Spring 2003 and Fall 2004 have been presented to faculty and administration. The curriculum committee has taken a lead on educating the faculty on student learning outcomes. A web site to help guide faculty to develop student learning outcomes at the course level has been created. In addition to the established web site, several workshops (Summer Technology Institute 2004, Faculty

Flex Day 2004, Research and Planning Group Workshop December 2004) and a presentation to the academic senate have been done on the topic (IIA.28). Additionally, several departments have conducted workshops on the development of student learning outcomes.

The first group of courses identifying student learning outcomes was approved by the State Center Community College District Board of Trustees in December 2004.

Assessment

Results from the staff survey indicate that only 54.9 percent of the staff are aware that Fresno City College has identified student learning outcomes as a part of curriculum.

Certificate- and degree-level outcomes have not been developed. A formal assessment process has not been established to review student achievement of learning outcomes. However, one of the objectives of the district strategic plan is to “provide staff development and training workshops that assist faculty, administrators, and staff in the development and implementation of a student learning outcomes assessment plan for the colleges/centers” (IIA.11).

2A.2 *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 learning outcomes. The provisions of*

this standard are broadly applicable to all instructional activities offered in the name of the institution.

2A.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

At Fresno City College, the curriculum development and approval process is faculty driven. All courses, programs, certificates and degrees are approved by the curriculum committee, which is a standing committee of the academic senate. In the final approval step, the board of trustees relies primarily upon the recommendations of the faculty as stipulated in Title 5.

The curriculum committee is composed of faculty representing the various academic areas on campus. There are two student representatives who are voting members. Contributing, but nonvoting members, are the dean of instruction and the articulation officer.

The process of identifying course student learning outcomes began in the Fall 2004 semester. Courses continue to move through the curriculum committee for approval.

Administration and delivery of courses are implemented at the division level with input from the appropriate departments. Formal evaluation of courses occurs through the curriculum and program review processes.

Evaluation results are used to improve, modify or delete content, courses, and/or programs (IIA.5,8).

Before final presentation to the board of trustees, all curriculum is reviewed at the district Educational Coordinating and Planning Committee (ECPC) meetings. The ECPC is a districtwide committee chaired by the vice chancellor of educational services and planning. It is made up of the college presidents, vice chancellor of the North Centers, deans of instruction, deans of students, academic senate presidents, and curriculum committee chairs. It reviews all curriculum committee action during the semester before it is presented to the board of trustees in December and June.

Assessment

The curriculum process is faculty driven. Because some departments are small and have one to two faculty per discipline, there is limited time and personnel to conduct the five-year curriculum and program review according to the calendar.

When asked whether Fresno City College has identified student learning outcomes, only 54.9 percent of those staff surveyed agreed or strongly agreed. Twenty-three percent were neutral and the remaining percentage either didn't know or strongly disagreed. Although faculty and administrators have attended at least one in-service training on student learning outcomes, and while the Fresno City College curriculum committee is in the process of implementing student learning outcomes across the curriculum, the review and revision cycle of course outlines of records at the department level, which is five years, may have affected the outcomes of this survey (IIA.6).

Since the development of student learning outcomes has begun at the course development and review process, awareness and implementation of student learning outcomes will increase incrementally. To date, the development of program/department student learning outcomes has not been approached proactively. This will be addressed in the next strategic plan.

Results of the ACT College Outcomes Survey (COS), assessed student awareness of specific outcomes, such as whether they are able to develop problem-solving skills, rather than a specific awareness that student learning outcomes actually exist in writing (IIA.7). However, active student participation from members of the associated student government in the accreditation process, in academic senate meetings, on the curriculum committee, and as a part of the shared governance process, indicates that the student body leadership is aware that student learning outcomes do exist.

2A.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 toward achieving those outcomes.

Descriptive Summary

Faculty are responsible for identifying competency levels and have recently started implementing student learning outcomes into the curriculum. As a part of this approval process, the curriculum committee closely

scrutinizes how student learning outcomes are written into the course outlines, taking into consideration whether or not those outcomes are measurable. In addition, the coordinator of institutional research provides updated statistics regarding student success at the college, department, and course levels. Departments primarily use this information when reviewing programs (IIA.5).

Many disciplines, particularly vocational, have active advisory committees and/or external licensing agencies that provide guidance to faculty in establishing required competencies. This frequently leads to faculty development of new certificate programs, such as electrical systems technology and child development early intervention assistant (IIA.13).

Success rates in courses that have mandatory state and national examinations provide assessment of the students' progress toward achieving student learning outcomes.

The program review process also provides the opportunity for programs and departments to evaluate the learning outcomes for courses, certificates, and programs (IIA.5).

Assessment

Results of the staff survey indicate that 68 percent of the faculty believe that Fresno City College recognizes the central role of faculty for establishing quality and improving instructional courses and programs (IIA.6). In addition, academic senate and curriculum committee constitution and bylaws, in compliance with Title 5 and AB 1725, place primary responsibility for development, evaluation, changes, and implementation of curriculum with the faculty (IIA.12).

The breadth of programs and certificates demonstrates the responsiveness of the faculty to meet the needs of students and the community. There are active advisory committees that provide feedback to the respective faculty (IIA.13).

Unless mandated by an outside agency, student learning outcomes at the program level have not yet been developed. However, this will be addressed in the next strategic plan.

2A.2c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Fresno City College's commitment to high-quality instruction and academic rigor, regardless of service location or delivery, is realized through several institutional procedures. The program review process allows departments to gather and use information to initiate, expand, reduce, consolidate, and evaluate programs. With the information gathered from program review, departments revise existing programs, delete programs that are no longer viable, or add new course offerings through the five-year curriculum review process. All revisions and/or additions are reviewed and approved by Fresno City College's curriculum committee (IIA.8).

Academic rigor is ensured through a variety of mechanisms coordinated by department faculty, the curriculum committee, the academic senate, and the office of instruction.

Articulation agreements exist between Fresno City College and the California State University and University of California campuses (IIA.27). High quality instruction and academic rigor are maintained through adherence of these agreements. Completion of programs in the applied technology and health sciences divisions qualify students to take state exams and/or enter the workforce.

Academic rigor is also maintained through instructor hiring and evaluations. All instructors meet the minimum standards set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Full-time instructors are evaluated every year for the first four years and once every three years after that. Part-time instructors are evaluated twice during their first three semesters and then every six semesters (IIA.14,29).

Sequencing of courses is listed in the college catalog and schedule of classes that identify prerequisites, corequisites, and advisories to courses (IIA.1). The curriculum committee has an established validation process that complies with Title 5.

The college catalog provides information on courses required to complete an associate in arts or associate in science degree, certificate programs, and transfer requirements (IIA.1,15). Counselors assist students in developing a student educational plan. The office of instruction coordinates the development of the class schedule. Division deans review course offerings for breadth and depth of general education and majors to ensure all courses for certificates and degrees are being offered to allow students to complete programs in a timely manner.

Any change to a program's requirements or the elimination of a program must be acted upon by the curriculum committee. Elimination of programs usually occurs when a department is undergoing its five-year review. Generally, these are programs and courses that are not currently being offered, no longer meet industry standards or needs, or have not maintained sufficient enrollment. Students are given other options to complete programs scheduled for discontinuance.

Assessment

Institutional research data indicate that, in 2003-2004, Fresno City College awarded a total of 2,445 degrees and certificates. Of this total, 1,243 were associate in arts and associate in science degrees, with the remaining being either certificates of achievement or completion (IIA.16). In this same year, a total of 798 Fresno City College students transferred to the California State University system, and 79 students transferred to the University of California.

Results of the student survey also show strong satisfaction ratings for students' perceptions of the quality of instruction they receive, the variety of courses offered, their increased awareness of global and international issues, and, in general, their receiving a well-rounded education (IIA.7).

In addition, 64.1 percent of the faculty and staff believe that Fresno City College students completing vocational and occupational certificates and degrees are prepared for external licensure and certification (IIA.6). Approximately 74 percent of the staff also believe that Fresno City College students completing academic transfer requirements are prepared for transfer.

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

Descriptive Summary

At Fresno City College many divisions offer online instruction, and planning is underway to offer an online degree. Tegrity, a state-of-the-art system that digitally records and streams an instructor's lecture in real-time over the Internet to online students, was recently acquired. Online instructors in a distance education Special Interest Group (SIG) are currently using these new instructional delivery systems. Learning communities, online education, and service learning also offer students alternative choices to instruction.

Many classrooms are equipped with computers, Internet connectivity, projection devices, or audio equipment allowing PowerPoint and other multi-media instructional software to be integrated with classroom lectures.

Faculty use a variety of teaching methods including lecture, video, the Internet, field study, hands-on projects, student research papers, and student presentations. For example, the business division uses a mock trial format in its business law classes. Many courses in math, science, and engineering, as well as applied technology, are hands-on laboratory and application-oriented courses. Art history faculty use multi-media approaches in large group classes and take their students on field trips to local art museums. In general, Fresno City College offers students a broad curriculum with opportunities to search for and discover a variety of course offerings.

Additionally, the college provides services for students with disabilities. These services include interpreters, note takers, special software, test-taking proctors, readers, and other accommodations when necessary.

Assessment

Fresno City College evaluates its instructional delivery modes and teaching methodologies to reflect the diverse needs and learning styles of its students.

According to the staff survey, not only do the faculty and staff believe strongly that the college seeks to meet the varied educational needs of its students (77.1 percent agree or strongly agree), but they also believe that faculty play a central role in establishing quality and improving courses and programs (68 percent agree or strongly agree). Furthermore, 67.1 percent of the faculty strongly agree or agree that all courses and programs are systematically and thoroughly reviewed by departments for their relevance and appropriateness in meeting student needs (IIA.6).

Results of the ACT Student Outcomes Survey show a high satisfaction rating in terms of equally supporting both men and women (4.09/5.0), in equally supporting all racial and ethnic backgrounds (3.99/5.00), and in helping students meet their educational goals (3.90/5.0). Overall results of the student survey indicate that students believe they receive a well-rounded, thorough education that broadens their awareness of diversity; helps them think about the greater contexts of a “larger world view”; increases their knowledge of the earth and its resources; and increases their appreciation of works of literature, philosophy, and art (IIA.7).

2A.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

The program review process allows each department to review the relevance, appropriateness, and currency of their course offerings. Program review was instituted in 1999, and most programs have undergone the process. Program review analyzes data which includes FTES, success retention, course enrollments, and number of degrees and certificates awarded for each discipline for the past five years (IIA.4,5).

Beginning in Fall 2004, all course outlines are being updated to include student learning outcomes. The Curriculum Committee Handbook lists the semester and year programs are scheduled for curriculum five-year review.

Many programs in applied technology, health sciences, and other divisions with vocational programs have advisory committees made up of staff and industry representatives. These committees meet regularly to discuss current trends that need to be incorporated in programs to ensure their currency vis-à-vis industry standards.

Assessment

The college includes student learning outcomes in the course outlines of record. The inclusion of student learning outcomes will enable departments to better assess student achievement, which will provide a more focused understanding of whether or not students are meeting program goals.

Sixty-seven percent of the faculty and staff agree or strongly agree that the college evaluates “all courses and programs in an ongoing systematic review of their relevance, appropriateness, and future needs.” To date, 38 programs have completed the program review process within the first three years of implementation. The Program Planning and Evaluation Committee (PPEC) is reviewing the process for effectiveness to determine the most effective way to proceed. Student learning outcomes are currently included in the program review process as part of the program assessment plan (IIA.5).

2A.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

Fresno City College has a faculty driven process for curriculum review.

Student learning outcomes for courses are now required in the course outline of record and are available to faculty, students, and other interested parties for review (IIA.8).

Currently, there are no established student learning outcomes for most degrees, certificates, and programs at Fresno City College. However, certain programs, such as radiologic technology, registered nursing, surgical technology, medical assisting, General Motors (GM) automotive, dental

hygiene, and respiratory care practitioner work with outside accreditation organizations requiring assessment of outcomes that measure achievement. Many of these programs also require state or national board exams for student certification and/or licensure (IIA.17).

Assessment

The college is in its first year of writing course outlines with student learning outcomes. It has not yet established learning outcomes for programs, certificates, and degrees. Since courses are evaluated on a five-year basis, all of the course outlines will include student learning outcomes within the next five years. In addition, the five-year program review process, which includes a review of student success data, requires that programs review their effectiveness based on student retention, persistence, and success data. Program-level student learning outcomes will incorporate similar data.

2A.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

There are only a few courses that use departmental examinations. Instructors teaching Business Administration 10 and Information Systems 12 and 15 use departmentally chosen examinations for their finals. Instructors teaching English 250 and 252 courses administer department-chosen writing samples for their midterms and finals, which are scored in a holistic reading session.

Assessment

Currently, departmental and course examinations are not systematically validated for effectiveness. As such, these examinations are not used as “exit exams” but are considered as part of the multiple measures used in determining final grades for classes.

2A.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

Units of credit awarded are based on Carnegie Unit Standards, the accepted norm in higher education (IIA.1,8). Fresno City College awards credit based on students satisfying minimum course requirements and meeting the learning objectives. These requirements are made available to students in syllabi provided at the beginning of each class session. Syllabi contain the particular course’s learning objectives or student learning outcomes and grading criteria used for evaluation.

Assessment

The awarding of credit is based on students satisfying course requirements and meeting a course’s stated learning objectives. As the college continues to develop course-level student learning outcomes, credit will be awarded based on students achieving those outcomes. It is expected that all courses will contain student learning outcomes by Fall 2009.

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

Descriptive Summary

Fresno City College has not yet developed program-level learning outcomes.

Assessment

Some dialogue has occurred within the framework of program review about what learning is expected of students in specific programs. In the program review, each discipline develops three to five learning outcomes; however, these do not affect awarding of degrees or certificates.

2A.3a General education has comprehensive learning outcomes for students who complete it, including 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

The college requires associate degree seeking students to complete at least 18 units of general education. The units are selected from four areas of knowledge: natural sciences, humanities, social and behavioral sciences, and language and rationality. Courses in general education are reviewed and evaluated by the curriculum committee for content and methodology as outlined on the course outline of record (IIA.1,8).

Assessment

General education is designed so that students demonstrate a basic understanding of knowledge appropriate for college educated

individuals and for specific programs, degrees, and certificates. Since the college is in the initial phase of implementing course-level student learning outcomes, not all courses assess student achievement based on student learning outcomes.

Student survey results indicate that 55 percent of students believe the college contributed to their acquiring a well-rounded general education. Fifty-seven percent of students stated the college greatly prepares them for a career, and 59.6 percent found the college greatly prepared them for further study (IIA.7).

2A.3b *General education has comprehensive learning outcomes for students who complete it, including a capability to be a productive individual and lifelong 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

Fresno City College's commitment to offer courses that promote lifelong learning skills is demonstrated by the comprehensiveness of course and program offerings. Students are offered courses and programs that upon completion promote the ability to be a productive and lifelong learner. Courses that meet general education requirements are listed in the college catalog (IIA.1). The curriculum committee reviews and evaluates all courses recommended for inclusion in the general education pattern for content and collegiate-level standards as outlined on the course outline of record (IIA.8).

Assessment

The process for and assessment of programs and courses takes place during the five-year curriculum review and program review processes. Student success in general education courses is measured by successful completion of coursework.

The faculty and staff survey found that 77.2 percent of faculty agreed, or strongly agreed, that the programs and services offered at the college were of high quality and appropriate to an institution of higher learning. The survey also supports the idea that the college evaluates courses and programs: 67.1 percent of faculty agree or strongly agree that there is ongoing and systematic review for relevance and appropriateness of all college curriculum (IIA.6).

The student survey addressed information literacy (35.4 percent of students believe the college provided moderate progress in locating, screening, and organizing information and 33.7 percent felt it provided much progress) and technology (31.1 percent of students felt the college provided moderate progress to effectively use technology and 26.9 percent felt it provided much progress). Speaking more effectively was very important (42.8 percent) to students but only 16.2 percent felt the college helped them progress "very much" in this category. Likewise, improving writing skills was very important (40.5 percent) but only 18.6 percent felt the college helped them progress "very much." Despite this discrepancy, the vast majority of students did state the college helped them moderately or more (79.8 percent speaking and 83.3 percent writing) to progress with oral and written communication (IIA.7).

2A.3c *General education has comprehensive learning outcomes for students who complete it, including 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

Fresno City College offers students a wide variety of course and campus activities designed to promote intellectual stimulation. As a part of graduation requirements, students must take one course designed to develop an understanding of the human being as an integrated physiological, social, and psychological organism, and one course on the principles of national, state, and local government. The inclusion of service-learning assignments to many course offerings promotes ethics and citizenship (IIA.1).

Fresno City College provides many opportunities for co-curricular experiences that enhance student learning. The speakers forum has showcased such speakers as Spike Lee and Maya Angelou. In addition, a wide variety of fine and performing arts events are provided to students and the community throughout the year. Co-curricular activities also include events such as Black History Month, Asian Pacific American Heritage Month, and Hispanic Heritage Month (IIA.19). Student involvement in student leadership, clubs/organizations, peer mentoring programs, recreational and intercollegiate

sports, and campus governance committees enhances their ability to become productive individuals and lifelong learners.

Assessment

The student educational plan ensures that students will complete a sequence of courses that meets this standard. In addition, departments are working on including student learning outcomes as a part of course outlines of record.

The student survey asked a series of questions regarding political, social, ethical, and multicultural topics. The personal growth goals of students match the perceived college contribution to attaining those outcomes in relation to multiculturalism, religion, global awareness, political participation, social issues, and citizenship. For example, where 62.3 percent found preparation for the electoral process to be moderately important or very important, 54.3 percent agreed that the college moderately or greatly prepared them for the electoral process. Fifty-seven percent of students thought becoming a more effective member in a multicultural society to be moderately important or important. The college contributed moderately or greatly to 53 percent of the students becoming a more effective member in a multicultural society. The student survey asked students if actively participating in volunteer work was a worthwhile cause. Where 57.3 percent stated it was moderately to very important, only 48.1 percent of the students thought the college moderately or very greatly contributed to this objective. Becoming more aware of local and national political and social issues was moderately important to 56.3 percent of the students and the college moderately or greatly contributed to the outcome for 51 percent of those students surveyed (IIA.7).

Forty percent of faculty agree and 17.5 percent strongly agree that the Fresno City College environment encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for students. Less than 15 percent disagree or strongly disagree (IIA.6). The evidence supports that the college is meeting this standard.

2A.4 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

In order to receive an associate degree at Fresno City College, students are required to take a core of classes in four areas of general education: natural sciences, social and behavioral sciences, humanities, and language and rationality. In addition, there are a total of 12 course requirement categories that are part of the graduation requirements at Fresno City College. Students must complete a core of courses that teach competence in reading, writing, mathematics, oral communication, computer concepts, lifetime and physical wellness, physical education, and political science. Thus, by the very nature of the graduation requirements, students must take an established interdisciplinary core and one area of inquiry (IIA.1).

Assessment

As outlined in the Fresno City College catalog, all degree programs require students to complete 40 units of credit in courses which expose them to a breadth and depth of ideas reflective of the college mission to be responsive to the “lifelong learning needs of our diverse population.” In addition to the core breadth requirements, students must

complete an additional 20 or more units of focused study in one discipline or major. The quality of each area of inquiry is determined through a strict review process, as prescribed by the curriculum committee (IIA.2).

2A.5 *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Descriptive Summary

Fresno City College offers several vocational and occupational certificate and degree programs that require students to meet employment standards and prepare them for outside licensure and certification.

The automotive technology program includes specialized certificates and degrees that are endorsed and certified by outside agencies. Programs such as automotive technology, Cisco, the police academy, and the fire academy work in collaboration with outside private and public corporations and agencies to prepare students to obtain certification and/or licensing.

One prime example, the General Motors Automotive Service Educational Program (GM ASEP) program is an automotive service technician program fully backed and supported by General Motors. The GM ASEP curriculum was created by General Motors, and 50 percent of student contact hours are spent working at a GM approved site. Subsequently, GM hires technicians graduating from this program (IIA.2).

The clean air program offers certification by the State of California Bureau of Automotive Repair, preparing students as technicians for the State of California Smog Check Licensing Exam. The Advanced Transportation Technology Center, an initiative of the Economic and Workforce Development Program of California Community Colleges, “provides the necessary infrastructure for well-trained technicians to support Alternative Fuel Vehicles” (IIA.1).

The child development program prepares students for different levels of state department of education certification. The certificate of achievement fulfills the child development coursework requirement for the California Child Development Permit at the Teacher Level (IIA.1). The certificate of completion qualifies students to obtain a California Child Development Permit at the associate teacher level. The associate in science degree in child development fulfills the requirements for the California Child Development Permit at the teacher level, which qualifies the student to work in a state of California funded child development center or preschool.

In the health sciences, there are several programs, including radiologic technology, dental hygiene, respiratory care, and registered nursing, that prepare students for outside licensing. Dental hygiene has certification with the California registered dental hygienists, and students completing the program take national board certification tests. Both radiologic technology and respiratory care programs also prepare students to take licensure exams.

According to the Fresno City College registered nursing web site, Fresno City College has the largest community college

nursing program in California and the second largest program in the country. Entry into the program is highly competitive, and a lottery system is used as a part of the admissions process. Once a student has completed the requirements for the associate in science degree in nursing, he or she is eligible to apply to the California Board of Registered Nursing (BRN) to take the NCLEX examination for a registered nursing license. The registered nursing program is accredited by the BRN.

Assessment

The college’s programs attain a high degree of success in terms of licensing and certification from outside agencies. The dental hygiene program, for example, has averaged a 99 percent retention rate and a 94.5 percent successful completion rate over the last five years, with a nearly 100 percent success rate for students on the National Certification Exam. This past year, the registered nursing program was fully accredited by the BRN, and its students attained one of the highest pass rates on the NCLEX in the state. The GM ASEP was equally impressive in its retention and success rates, averaging 96.9 percent retention and 87 percent success rates over the last five years. Because of collaboration with outside agencies and demand for personnel in key professions, such as nursing, placement rates are high for many occupational programs.

The student survey found that 57 percent of the students agreed that the college contribution to career preparation is great or very great. When students who moderately agreed to the statement are included, the number increases to 82.4 percent of the students surveyed (IIA.7).

2A.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

The college's articulation officer works closely with faculty and participates as a nonvoting member of the curriculum committee. The articulation officer keeps the counseling department updated on any new articulation agreements and changes. She works to increase the number of articulation agreements with private schools in addition to the University of California (UC) and California State University (CSU) systems. These agreements may be viewed on the ASSIST web site or requested from the transfer center. Major sheets and articulation agreements are always available to students in the counseling center (IIA.1,2).

The counseling and evaluations departments complete a "pass along" document to identify and combine various college agreements to streamline transfer. The coursework can also be either Intersegmental General Education Transfer Curriculum (IGETC) or CSU certified by either area. The counseling department also assists students to meet the requirements for the Transfer Admission Agreements established with University of California system schools (IIA.27).

Fresno City College has developed 2+2 articulation agreements with high schools in the district's service area. The State Center Consortium facilitates the articulation process. All 2+2 agreements, renewals, and discontinuances are approved by the curriculum committee (IIA.8).

Assessment

Transfer center staff assist students as they plan for transfer. The information is made available to students by providing web site addresses, forms, major sheets, and pamphlets (IIA.1,2,15).

2A.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 curriculum committee is required to act upon any proposal to change a program's requirements or to eliminate a program. Eliminations typically occur when departments are undergoing program review or five-year curriculum review. However, programs have also been eliminated due to low enrollments.

Assessment

When changes to programs are brought before the curriculum committee, discussions focus primarily upon student impact. When programs are eliminated, efforts are made to minimize impact on affected students, often by gradually phasing out a program. Students in the eliminated program are informed of the impending changes, and accommodations and adjustments are made appropriately,

keeping with the requirements of students' educational plans. In most cases, programs that are approved for discontinuance at the curriculum committee have not been offered in a number of years. For example, the cabinet making program is being phased out due to low enrollment and the retirement of the lead faculty member. In such cases, every effort is made to minimize the impact on students' educational plans.

There is also a petition process that students may use to waive changes or to substitute courses within programs. Every possible consideration is given to allow students opportunities to complete programs (IIA.20).

The program review process ensures that programs are thoroughly reviewed. If a program is to be considered for elimination as a result of this review, the recommendation is forwarded to the curriculum committee for action. This process coincides with the five-year curriculum review process. This allows departments to assess needs and trends for long-term planning (IIA.1,21).

2A.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

Fresno City College displays institutional integrity in writing and in practice. Institutional policies, procedures, and publications are widely available throughout the community in both written and electronic formats. The college catalog, the college web site, and the schedule of classes provide the public with current information about degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, and transfer requirements. The catalog and schedule of classes are coordinated and updated by the office of instruction and the public information office. The college catalog and schedule of classes are available electronically and in print. All publicly distributed materials are reviewed and approved for publication by the public information office. The college catalog is printed every two years with an addendum published annually.

During the review and updating process, the dean of instruction, associate deans, department faculty, program administrators, and the articulation officer review the catalog drafts. Departments review their respective catalog sections for accuracy. The addendum is available to the public on the college web site. The office of instruction, public information office, and the State Center Community College District (SCCCD) common catalog committee regularly assess the catalog for compliance with California Education Code and SCCC Board Policies and Administrative Regulations. The SCCC common catalog committee membership includes administrators, faculty, and staff from the district colleges and centers (IIA.22).

Academic programs are regularly updated through the five-year curriculum review process. These updates are available on the web site, in the college catalog, and in the addenda. The president's cabinet, academic senate, academic standards committee, SCCC common catalog committee, curriculum committee, and the instructional committee of the academic senate regularly review institutional policies and procedures.

The faculty receive a printed copy of the faculty manual, and department chairs receive a department chair's manual (IIA.18,30). Calendars, announcements, memos, and newsletters are distributed campuswide in print and electronically.

Assessment

The college has made an effort to provide the public with ready access to information. The college catalog and college policies are available to the public on the web site. Contact information, fees, and services are clearly articulated electronically and in print. Every effort is made to keep the catalog, schedule of classes, and web site current and accurate. There is a necessary time lag between the writing and the printing of the college catalog and between publications.

Forty-six percent of faculty agree and 33.8 percent strongly agree that Fresno City College represents itself clearly, accurately, and consistently through catalogs, statements, and publications in both electronic and printed format. Less than ten percent disagree or strongly disagree (IIA.6).

2A.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 worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

2A.7a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Board Policy 4118.2 states that academic freedom "...carries the obligation to study, to investigate, to present, to discuss and to interpret fairly and objectively facts and ideas related to the instructor's assignments...". It further states that "While striving to avoid bias, the instructor will cite the evidence available and present the conclusions to which the instructor believes this evidence points without limiting the freedom of the student to express and defend the student's own views and beliefs" (IIA.23). BP 4118.3 also makes clear the faculty's responsibility in regards to freedom of speech and political activities (IIA.24).

The college has a student grievance procedure published in the college catalog that allows students to file formal grievances when they feel they are not being treated fairly when their views and beliefs differ from those of the instructor's (IIA.1). Grievance petition forms are available in the office of the district dean

of admissions and records, the office of the dean of students, the office of the associate dean of students, and in division offices.

Assessment

Forty-one percent of faculty agree and 20.6 percent strongly agree that the published policies on academic freedom demonstrate the college's commitment to the free pursuit and dissemination of knowledge. Fewer than 10 percent disagree or strongly disagree (IIA.6).

2A.7b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Board Policy 5410, Student Conduct Standards, addresses student dishonesty: "Dishonesty, including, but not limited to cheating, plagiarism, or furnishing false information to the college" is cause for discipline (IIA.25). Procedures for discipline are outlined in Administrative Regulation 5410 (IIA.26). This information is also included in the college catalog. Additionally, the college catalog defines academic dishonesty, cheating, and plagiarism and states their consequences.

The academic senate developed an Academic Dishonesty form to report cases of academic dishonesty (IIA.31). This form is available in the office of the dean of students and in division offices. Furthermore, instructors are encouraged to include the academic dishonesty policy in their syllabi and review it with students at the beginning of each semester.

Assessment

Student conduct standards are published in the Administrative Requirements section of the college catalog (IIA.1). These standards clearly define academic dishonesty and its consequences.

Forty-one percent of faculty agree and 29.4 percent strongly agree that Fresno City College is committed to enforcing published policies on student academic honesty. Ten percent disagree or strongly disagree (IIA.6).

2A.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 board policies regarding academic freedom, duties and responsibilities, and student conduct. This creates a collegial work environment for employees and a positive learning environment for students. The college does not promote specific beliefs or worldviews to which all employees and students must conform.

Assessment

This standard is not applicable to Fresno City College.

2A.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.

Assessment

This standard is not applicable to Fresno City College.

Planning Agenda for Standard IIA

1. Beginning in Fall 2005, develop a plan to assess the effectiveness of program review and five-year curriculum review processes.
2. Under the leadership of the academic senate and the curriculum committee during the Fall 2005 semester, begin the dialogue regarding outcomes at the program and degree levels.
3. As student learning outcomes continue to be included at the course level, begin the development of a process to measure the achievement of stated outcomes.

Resource Documents

- | | | | |
|--------|---|--------|---|
| IIA.1 | Fresno City College 2004-2006 Catalog | IIA.11 | State Center Community College District Strategic Plan 2004-2007 |
| IIA.2 | http://www.fresnocitycollege.edu | IIA.12 | www.fresnocitycollege.edu/senate |
| IIA.3 | Speakers Forum Committee Minutes | IIA.13 | Advisory Committee Minutes |
| IIA.4 | www.ir.scccd.com | IIA.14 | Agreement for Fiscal Years 2003-2004; 2004-2005; 2005-2006 between the State Center Community College District and State Center Federation of Teachers Local 1533, CFT/AFT, AFL-CIO |
| IIA.5 | Program Planning and Evaluation Handbook | IIA.15 | Program Major Sheets |
| IIA.6 | Accreditation Faculty and Staff Survey Results
Accreditation Faculty and Staff Survey: Executive Summary | IIA.16 | SCCCD Factbook 2004
www.ir.scccd.com |
| IIA.7 | ACT College Student Outcomes Graphics Report | IIA.17 | Program Accreditation Reports |
| IIA.8 | http://online.fresnocitycollege.edu/senate/curriculum/ | IIA.18 | Faculty Manual |
| IIA.9 | Fresno City College Fall 2005 Class Schedule | IIA.19 | Public Information Office: Activities Calendars |
| IIA.10 | Fresno City College and Reedley College Title V Cooperative Grant | IIA.20 | Course Petition Form |

- IIA.21 Curriculum Committee Handbook
- IIA.22 Common Catalog Committee Minutes
- IIA.23 BP 4118.2, Academic Freedom
- IIA.24 BP 4118.3, Freedom of Speech, Political Activities
- IIA.25 BP 5410, Student Conduct Standards
- IIA.26 AR 5410, Student Conduct Standards and Discipline
- IIA.27 Articulation Agreements: Fresno City College-California State University and Fresno City College-University of California
- IIA.28 Student Learning Outcomes Training
- IIA.29 Agreement between the State Center Community College District and Part-Time Faculty Bargaining Unit State Center Federation of Teachers July 1, 2002 – June 30, 2005
- IIA.30 Department Chair Manual
- IIA.31 Academic Senate Dishonesty Form

Standard IIB: Student Development and Support Services

IIB. *The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

IIB.1 *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

The college has established an ongoing process to ensure and facilitate the planning and evaluation of all programs. This process involves systematic data collection and review of information received as outlined in the Fresno City College Program Planning and Evaluation Handbook (IIB.1). The evaluation of student services conforms to a schedule set forth by the program review committee. These reviews are supplemented by formal reviews required by the proponent agencies of the EOPS, DSP&S, and transfer

center programs. Student satisfaction surveys, analysis of student performance, and focus groups are also used to review program activities.

At the Career & Technology Center, the following student services are available: job placement, assessment, counseling, and financial aid (IIB.2). Additionally, health, police, and psychological services personnel are on call to respond to health and safety, environmental health, and mental health issues (IIB.3).

At Fresno City College, the student services staff has placed a high priority on the availability of services required to ensure student success. As a result, all student services are offered during the day on the main campus.

In addition, evening hours have been established in admissions and records, guidance and counseling, financial aid, job placement, assessment, health services, the bookstore, and food services. To accommodate weekend college classes, admissions and records, the assessment center, financial aid, and the book store are open for limited weekend hours, particularly on Saturdays. Police services are open and/or on-call 24/7.

Assessment

Results from the faculty and staff survey indicate that over 65 percent of those completing the survey agree or strongly agree that student support services address the identified needs of students and enhance

a supportive learning environment (IIB.4). Additionally, 65 percent of the faculty and staff agree or strongly agree that the college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services. To further support this, results from various answers to questions from the ACT College Outcomes Survey that relate to student services show an average point value of 3.50 to 3.98 out of 5.0, indicating that students are satisfied with support services (IIB.5).

The quality of student development and support services is assured by ongoing evaluation of effectiveness. Many activities are evaluated informally at their conclusion by using the “3 ups and 3 downs” process. This practice requires participating staff members to identify three positive and three negative impacts regarding service delivery after major events. This information is then compiled into a document that is used for program improvement. Additionally, the planning of most new initiatives includes the enumeration of expected outcomes and desired impact on student development and learning that serve as criteria for evaluation. The program review process serves as another method for the evaluation of programs and services (IIB.1). However, the phased nature of the five-year process fails to provide in-depth analysis in a timely fashion.

With the increasing use and development of online services, planning and evaluation must be reviewed to accommodate implementation.

IIB.2 The Institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- ***Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

b. Requirements

- ***Admissions***
- ***Student Fees and Other Financial Obligations***

c. Major Policies Affecting Students

- ***Academic Regulations, including Academic Honesty***
- ***Nondiscrimination***
- ***Acceptance of Transfer Credits***
- ***Grievance and Complaint Procedures***
- ***Sexual Harassment***
- ***Refund of Fees***

d. Location or publications where other policies may be found.

Descriptive Summary

The most comprehensive and widely distributed college publication is the Fresno City College Catalog, which is prepared by

the office of instruction every two years. An addendum is published annually (IIB.3). The addendum is posted on the college web site and hard copies are distributed to the admissions and records office and the counseling center.

In addition to the name, address, phone number, and web site address of the college, the college catalog fully describes general information: the college's history and mission; course, program, and degree offerings; academic calendar; length of programs; academic freedom statement; available financial aid and other learning/support services; names and degrees of faculty and administrators; and the names of governing board members.

The requirements for admission, degrees, certificates, graduation, and transfer are also described in the college catalog. Student fees, other financial obligations, and available financial aid are presented along with procedures for refunds and waiver of fees.

Fresno City College accepts transfer courses from other accredited institutions and describes this in the catalog. The college utilizes the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) and the California Articulation Number system (CAN) to ascertain the transferability of courses from other colleges and to award credit. Articulation agreements between the college and other institutions allow for ease and efficacy when determining the transferability of a given course. A specific statement as to the college's procedures for accepting transfer credit from colleges that have no articulation agreements with Fresno City College is not included in the 2004-2006 college catalog (IIB.3).

The major policies of the college are outlined in the college catalog and address the issues of grievance, complaints, and sexual harassment. The college catalog also informs students of their right not to be discriminated against on the basis of race, color, national origin, sex, disability, age, or sexual orientation in any of its policies, procedures, or practices. This statement is provided in both English and Spanish. The college catalog also clearly states the college's commitment to academic freedom (IIB.3).

The college catalog is available in print and online. It is given to all students who attend the new student orientation on campus and at the high schools as part of the college's orientation and Registration-To-Go (RTG) programs. It is also available for purchase for \$2.50 in the college bookstore. In addition to the college catalog, information about the college is presented in a general orientation offered online at the counseling department web site (IIB.6).

In addition to the college catalog, the schedule of classes contains information on class offerings, enrollment policies, procedures, matriculation, testing, and additional student information (IIB.7). The schedule of classes is available free of charge in the admissions and records office and on the college web site.

Assessment

The college meets this standard in all areas with the exception of providing a written statement outlining the procedure for accepting transfer credit from accredited institutions with which there is not an articulation agreement.

IIB.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Fresno City College researches and identifies the learning support needs of its students through a variety of avenues. The admissions application for the college allows students to identify services they would like to receive by checking appropriate boxes. This information is then distributed to the appropriate programs to follow up with students. The college provides an orientation program that new first-time college students are strongly encouraged to attend. As a result, the majority of new students receive orientation services. At this orientation, students are advised into an educational program based on their assessment results. Counselors and educational advisors at this orientation refer students to appropriate student services during the advising session.

In addition, all departments within the student services area go through the program review process, which is conducted every five years (IIB.1). The college also revises its strategic plan every five years. Both processes involve the research and analysis of each department through student satisfaction surveys, faculty and staff satisfaction surveys, and data analysis conducted by program staff or managers. Through these processes, the institution has identified student needs and developed programs that address identified learning issues.

WebAdvisor, the college's online enrollment system, has broadened student access and has allowed for greater efficiency in the

registration process. For example, common complaints for many years were the long lines at registration. The college has ameliorated this by utilizing WebAdvisor, an internet-based student administrative system, which allows students to apply for admissions and register for classes online. Students also have the option of registering via telephone using TouchTone registration (IIB.7).

The assessment center offers students English and math placement tests in order to evaluate student basic skill needs (IIB.8). This process assists counselors in determining individual academic need and is essential in the preparation of student education plans. In response to student demographic data collected by the institutional research office, the institution provides programs which address cultural and financial needs. Programs including Disabled Students Programs and Services (DSP&S); IDILE, a transfer program for African American students; Puente, a Mexican-American transfer program; and USEAA, a Southeast Asian transfer program, address the needs of a diverse student population that includes ethnicity and disability (IIB.9,10,11,12,38, 39,40). Most recently, as a result of national reports indicating the enormous difficulties encountered for African American male students to succeed in college, Fresno City College instituted the Strengthening Young Men by Academic Achievement (SYMBAA) program (IIB.13). The college has several TRIO programs including upward bound, student support services and talent search (IIB.14). EOPS and the financial aid departments provide services and financial resources to assist low income students (IIB.15). The counseling center promotes student success through its early alert academic intervention program. Guidance

studies classes assist students with their academic, personal, and career needs. To address the vocational needs of students, the college offers career development programs like CalWORKs and Work Assessment Vocational Evaluation (WAVE) that provide career skills, job training, and assessment to a growing number of students interested in vocational training (IIB.16,17).

Assessment

Results from the ACT College Outcomes Survey showed an average rating of 3.76 out of 5.0 that the college responds favorably to nontraditional students (IIB.5). In addition, the survey indicated a 3.50 average rating for providing personal counseling and a 3.62 rating for career planning services. In all, results from program reviews, student surveys, and institutional research are used for planning and implementing changes in the student services area. Development and restructuring of programs and services directly reflect the needs of the student population.

IIB.3a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The college is committed to providing appropriate comprehensive and reliable services to students regardless of service location or delivery method.

Students attend classes on the main campus, the Manchester Educational Resource Center located in a nearby retail mall, and the Career & Technology Center located in the industrial

part of Fresno (IIB.2,18). Increased offerings in distance education and online classes provide an alternative means to classroom instruction. Services to students, including admissions, assessment, counseling, orientation, and financial aid, are provided on the main campus and at off-campus sites. The college received a Title V Cooperative Grant in conjunction with Reedley College to develop districtwide student online services (IIB.19).

The campus maintains several outreach programs that include EOPS; upward bound, educational talent search, and student support services program (TRIO); CalWORKs; registration-to-go; and financial aid (IIB.14, 15,16,20,21).

The college offers the following student support services in order to help ensure student success:

- DSP&S support services enhance access of disabled students to participate in college life and achieve independence.
- DSP&S transition to college courses are made available to incoming high school students at many Fresno, Clovis and surrounding area high schools (IIB.9).
- WebAdvisor provides comprehensive online access to student services. (IIB.6,7).
- The web room is a staffed computer lab adjacent to the admissions and records office where students can apply for admission, register for classes, and complete forms online to submit change of address and/or name and request transcripts, for example.
- The help line assists students with the admissions/registration process.

- The phone bank is accessible during business hours to answer student inquiries (IIB.22).
- Registration-To-Go offers convenient, easy-access admissions and registration services to graduating high school students at their high school. This service is provided at all 34 feeder high schools and registers 48 percent of high school seniors each year (IIB.20).
- The employment resource center provides employment services that include a web site accessible by students, employers, and the community (IIB.23).
- The CalWORKs office provides services to students who are receiving public assistance through Temporary Assistance to Needy Families (TANF) (IIB.16).
- The transfer center provides a variety of programs and services designed to assist in transfer to a baccalaureate granting institution (IIB.24).
- The learning resources center provides computer, writing, and math labs; and tutorial services.
- Academic counseling provides counseling services, individual appointments, drop-in, and online general advising.
- Orientation sessions provide new students with services and assistance on campus, online, and at local high school campuses. The counseling department has also created a mini-orientation that is available to students online, regardless of their matriculation status (IIB.25).
- Guidance studies classes are taught on campus by counseling faculty and are designed to assist students with their

academic, personal, and career needs (IIB.26). Two guidance studies courses, a career planning class and a course designed for students on academic and/or progress probation, are taught completely online in a learning community format.

- The financial aid staff in the computer lab assist students with the timely and accurate submission of financial aid forms.

Assessment

Over the last five years, the campus has made great strides in providing online services in the areas of admissions, registration, student records, counseling and orientation, financial aid information, classes, and general campus information.

The admissions and records office provides online and paper application processing (IIB.36). In calendar year 2002, 38,627 applications were processed, of which 34 percent were submitted through the online process. In 2003, 38,616 applications were processed of which 45 percent were submitted through the online process. In 2004 (through November 10), 39,933 applications were processed of which 56 percent were submitted through the online process.

The college provides online registration through WebAdvisor as an additional method in which to register. In 2002, a total of 225,903 class registration transactions were processed of which ten percent were transacted through WebAdvisor. In 2003, a total of 228,257 transactions were processed of which 15 percent were through WebAdvisor. In 2004 (through November 10), a total of 238,549 transactions occurred of which 20 percent were through WebAdvisor.

The college also provides TouchTone (telephone) registration. In 2002, five percent of the total 225,903 registration transactions were processed through TouchTone; in 2003, two percent (the lower percentage was due to technical problems with the TouchTone system that year) of the total of 228,257; and in 2004 (through November 10) ten percent of the 238,549 transactions were processed through TouchTone.

The phone bank is a valuable tool for students and the general public who seek information about the campus and its services. The phone bank averages about 200 calls per day and over 400 calls per day during peak registration periods. The goal of the phone bank is to respond to the caller's query rather than direct that query to another department.

In the last five years, the campus has done an excellent job in assimilating an increasing student population. To accommodate future growth, the campus will need to consider strategies to provide for continued growth.

IIB.3b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all of its students.

Descriptive Summary

One of the primary goals of Fresno City College is to foster human potential as it relates to personal growth, civic responsibility, intellectual achievement, and aesthetic appreciation. With this in mind, the college supports several co-curricular programs that facilitate positive student outcomes.

The college activities program at Fresno City College offers students an opportunity to participate in student government and

social and cultural events. There are currently thirty active special interest student clubs representing a wide array of interests and activities that actively contribute to student growth, social life, and links to the community at large (IIB.27).

The speakers forum provides speakers on a wide range of topics to students, faculty and staff, and the community. These speakers have included nationally renowned guest speakers, such as Maya Angelou and Spike Lee. Participation in these enriching activities fosters leadership and democratic ideals.

Service learning programs, which partner academic instruction with meaningful community service, are an integral part of Fresno City College's curricular offerings. Speech 20, Community Involvement, is a class that provides students an opportunity to participate in a community service experience in a learning environment. Students study communication theory, leadership, teamwork, and citizenship as these concepts apply to community service. Students work in a nonprofit agency of their choice. More than 100 placement sites are available including schools, government offices, hospitals and clinics, and a variety of other nonprofit agencies. Working with the instructor and the site supervisor, students develop a plan for their service experience. Approximately 20 to 25 faculty include some form of service learning as an integral part of their curricular activities (IIB.28).

Fresno City College also sponsors an AmeriCorps program that provides community service in the area of literacy development. Members of this program are placed in ten school sites. They provide one-on-one and small group tutoring to students in grades K-6 who are performing below grade

level in reading. This program also offers a semester-long class that focuses on community service, literacy tutorial techniques, and civic responsibility (IIB.29).

Fresno City College also has several learning communities that allow students and faculty to work collaboratively for positive student and faculty outcomes.

The college offers students the opportunity to participate in a full spectrum of intercollegiate sports. In addition, the college's fine, performing, and communication arts division provides a full offering of live theater, music programs, and dance performances (IIB.6). Students enrolled in the journalism program have the opportunity to gain valuable experience in the production of the college newspaper, *The Rampage* (IIB.30).

The counseling department encourages personal development through guidance studies classes, special programs, career services and workshops, and individual and group counseling. The department currently offers 12 guidance studies courses, each with a component to facilitate personal development. Each special program offered through the counseling department assists students in exploring personal matters as they relate to and affect their academic success via mentoring, counseling support, and guidance studies courses (IIB.3,6,7).

The career center provides another method for students to participate in self-awareness exploration activities that apply to potential careers, majors, and occupations. Students are assisted through group and one-on-one sessions (IIB.31).

Health services is supported by a student health fee of \$14 per semester and district

general fund monies. Due to the high percentage of students receiving the Board of Governors Grant (BOGG) waiver and financial aid, more than 70 percent of students do not pay the health fee. The services are provided by college public health nurses and are available to all enrolled students. These services include nursing assessment; treatment and referral for medical problems; health counseling; medical screening; crisis and emergency care; communicable disease control, including MMR, Hep-B immunizations, and TB testing; and a self-care center. When available, flu immunizations are offered annually. Selected services are available to campus employees, including first reporting and referral for industrial injuries. The district provides an insurance plan for uninsured students in case they are injured while under college supervision.

Health services nurses provide support to both staff and students. This support includes, but is not limited to, crisis care when needed in the classroom; assisting instructors in medical emergencies, such as seizures, diabetic crisis, and fainting (IIB.32).

The health services office is located on the first floor of the student services building and is open from 8 a.m. to 5 p.m. Monday through Friday. More than 130 first-aid kits are placed throughout the campus and maintained annually (IIB.32).

Psychological services are also available by a clinical psychologist and the Association of Psychology Internship Centers (APIC) level pre-doctoral interns (IIB.33). Services include short-term psychotherapy, crisis intervention, college consultation, group presentations, and campus mental health screenings. The program, which is American Psychological

Association (APA) accredited through its membership in the Central Valley Internship Consortium, provides information to students about personal issues. It also sponsors and coordinates special awareness days. These may include Depression Awareness Day and smoking cessation assistance. The psychological services office is located on the second floor of the bookstore building and is open from 8 a.m. to 5 p.m. Monday through Friday.

The district police, college nurses, psychological services, and dean of students are members of the Campus Crisis Team and are available by police radio. The team is activated by the district police and responds to campus health, psychological, and disruptive situations.

Assessment

Results from the ACT College Outcomes Survey indicate a 3.62 average satisfaction rating in terms of opportunities for campus involvement. Similar ratings are also indicated with regards to career planning services, student health and wellness services, student mental health services, and recreational and intramural programs (IIB.5). In all, the college is effective in helping students address and overcome personal challenges, develop civic responsibility, and attain greater intellectual and aesthetic awareness. This area will be continually assessed as student needs change.

IIB.3c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The college's counseling and academic advising programs and services are comprehensive. Such program areas as the transfer and career centers; the IDILE, Puente, and USEAA programs; the honors program; EAGLE; DSP&S; EOPS; CARES; TRIO; upward bound; CalWORKs; international students program, education talent search, veterans counseling services, and transition to college programs were designed to meet student needs as they relate to their academic, personal, vocational and/or career goals. Resources include individual appointments, on- and off-campus and online orientations, group sessions and workshops, and online counseling. Other services include courses, class presentations, and the counseling department's web site. Counselors assist students with educational plans, personal or crisis intervention counseling, and academic advising in areas such as certificate programs, graduation requirements, transfer planning, selecting courses and majors, developing career plans, and enhancing study skills.

The college provides counseling services via individual appointments, drop-in appointments, and online access. Some counselors are generalists and others divide their time among general counseling duties, coordination of special programs, and division liaison responsibilities. Counselors are available both day and evening.

The transfer center program ensures that students, counselors, and the college community receive accurate and current academic and transfer information. The center staff coordinates transfer services throughout the college and with inter-segmental university partners. The center

staff coordinates and schedules the following activities: Transfer College and University Day; transfer admission and application workshops; transfer inservice training for counselors and the college community; transfer orientations; guarantee transfer contracts with UC Davis, UC Santa Barbara, UC Santa Cruz, UC Riverside, and UC Merced; and transfer counseling for students in the honors program (IIB.24).

Student services faculty and staff are provided training in their service area to facilitate and support student development and success. Counselors attend transfer success conferences annually pertaining to both the University of California and California State University systems. Many of the special programs arrange for assigned counseling and teaching faculty to attend conferences to keep up to date on student success strategies. In addition, they participate in staff development activities each semester to enhance their skills. To ensure accurate dissemination of information, counselors from all programs meet weekly. The online counseling committee meets weekly to maintain technology goals set forth by the counseling department and the college.

Assessment

The counseling and guidance department and specialized counseling programs continue to emphasize ongoing assessment and improvement of counseling programs. These programs are committed to evaluating the effect that support services have on student achievement relative to retention, persistence, grade point average, certificate/degree completion, and transfer rates.

IIB.3d The institution designs and maintains appropriate programs, practices and services that enhance student understanding and appreciation of diversity.

Descriptive Summary

Fresno City College is strongly committed to diversity. The college continues to support and emphasize hiring practices that result in faculty and staff who are sensitive to cultural diversity. Counseling staff who speak foreign languages are available to many students for whom English is a second language. In addition, materials are printed in other languages, including Spanish and Hmong. Several flex day workshops and sensitivity training sessions that address the issue of diversity have been offered for administrators, faculty, and staff (IIB.34).

The college supports its diverse student population by providing programs, events, and services that are designed to enhance student understanding and appreciation of diversity. According to the ACT Student Satisfaction Survey, 70 percent agree that the college is equally supportive of all racial/ethnic groups (IIB.5). The college's commitment to student diversity is exemplified in the comprehensive academic and co-curricular programs designed to meet the needs of a diverse student population that includes disabled, socio-economically disadvantaged, immigrant, and international students. These programs include Puente, IDILE, SYMBAA, TRIO, USEAA (IIB.9,10,11,12,13).

The college activities office is responsible for special events, campus clubs and organizations, and student government (IIB.27). The student survey found that 86 percent believe that interaction with

people from cultures other than their own is important in their personal growth. There are currently 30 active clubs at Fresno City College representing a wide array of cultural interests: Anime Club, Art Club, Campus Crusade, Club Azteca, Disabled Students Program Booster Club, Bonsai Club, Filipino-American Club, Hmong Students Club, Korean-American Student Association, Lao Student Association, Muslim Student Association, Native American Indian Student Association, Pan African Student Union, and the People to People International Club. The college also provides support for campuswide events and ongoing activities, such as Asian Awareness Week, Black History Month, Women's History Month, Cinco de Mayo, Disability Awareness Day, and College Night, which include special performances and guest speakers. In addition to these various events, the college activities office offers forums and lectures for students and staff on issues such as race, ethnicity, and tolerance in both the classroom and in open forums on campus.

Programs and events are well planned and are used to attract and introduce students to culturally diverse experiences. A high level of participation in many of the cultural events indicates students and staff are interested in promoting diversity at the college.

Assessment

Results from the ACT College Outcomes Survey indicate a 3.66 out of 5.0 average satisfaction rating in terms of college social activities. Thus, overall, students are satisfied with the services provided by the college, and the college remains committed to providing programs and events that appeal to the multicultural student population (IIB.5).

IIB.3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Students take English and math assessment tests to participate in matriculation; for guidance information; and/or to meet course prerequisites, graduation, and financial aid requirements. The assessment center coordinates with the college relations office to provide less stressful, convenient opportunities for high school seniors to participate in matriculation by offering assessment at each high school (IIB.8,35). Fresno City College has established comprehensive guidelines for evaluating assessment instruments and placement practices consistent with the California Community Colleges Chancellor's Office standards. This effort includes the systematic review of student performance in selected courses and reliability of these instruments as predictors of student performance consistent with acceptable research standards and practices.

Local validation and cut score studies have been constructed for all exams by the matriculation researcher. Cut scores are re-evaluated every three to five years or as needed by changes in the curriculum or placement scheme. The college's assessment staff continues to monitor legislation and new regulations affecting admission policies and procedures. Where applicable, admissions publications, procedures, and inter-district communications are modified to reflect these legislative and systemwide changes in regulations.

The assessment center conducts English, English as a Second Language (ESL), Ability to Benefit (ATB), study skills, and math tests to prospective, enrolled, and nonexempt students. Approximately 11,000 of the tests are administered each year to English speakers and 1,000 to nonnative English speakers. The student may repeat the test every three months. Testing is free and placements are valid for three years. Fresno City College accepts placement recommendations from other institutions of higher learning. Applicants are tested on a first-come first-served basis on regularly appointed days and times at the assessment center. The testing schedule is available online, by phone, and at the counseling center. Assessment testing determines basic skills competencies in reading, written English, and math, and are used as a benchmark in assessing reading/writing levels for non-English courses. The assessment scores determine the initial placement in English writing, reading, ESL, mathematics, and other classes that have prerequisites. The college uses multiple measures to determine a student's academic readiness in reading, written English, and math. The college does not use tests to determine eligibility for admission (IIB.8).

Adaptive testing is available to students referred by DSP&S (IIB.8,9). International students are given the Combined English Language Skills Assessment (CELSA), the college's ESL exam. After considering other measures (previous grades, education level, and overall GPA), a counselor determines the student's course eligibility in English. Students can provide Test of English as a Foreign Language (TOEFL) scores and

related data in order to discuss their academic objectives with counselors if they wish to dispute their placements.

Counselors use assessment scores to advise students during the registration process and in creating educational plans. Counselors also review transcripts from other accredited educational institutions to verify prerequisite completion for transfer students registering in math and/or English courses.

Assessment

Standards for admission are consistent with the State Center Community College Board of Trustees policies and are effectively linked to the college's educational mission (IIB.41). The assessment center participates in the program review process. Their staff and the district dean of admissions and records, associate dean of students for counseling and guidance, and director of financial aid consult with faculty in the appropriate departments and programs for advice and assistance with tests and services.

IIB.3f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The management of student records is a districtwide function under the district dean of admissions and records (IIB.36). Student services and programs follow the regulations and policies outlined in the Family Education Rights and Privacy Act (FERPA), the California Code of Regulations (Title 5)

54626, and State Center Community College District's Board Policy 5240 (IIB.42).

As a result, the following policies and procedures have been developed:

- Password-protected computerized records
- Secured backup of student record files to allow for recovery from accidents or disasters
- Signed confidentiality agreements for student aides prior to employment
- Limited key access to the student records vault
- Limited and locked access to office file cabinets
- The use of secure forms for online student records access
- Retention of original copies of final semester grades in the records vault after computer input
- Computerization of all student records as students request Fresno City College transcripts, microfilm and/or microfiche information
- Required written authorization to release student directory information and student records to public or private institutions in accordance with board policy, state, and federal law
- Information provided on the SCCCD admission application providing students with the opportunity to exercise their right to object to the release of their directory information (IIB.37)
- Formal notification to students when records have been requested through a

subpoena sent to the last known address advising students of the subpoena and the length of time in which they have to object to the release

- Documenting the release of nondirectory information as set forth in Board Policy 5240 (IIB.42), including a signatory that identifies the purpose for the needed information and acknowledging acceptance that any unauthorized or misuse may cause legal action

Assessment

The college securely maintains student records permanently. The college continues to work toward imaging grade rosters and computerizing historical student records in order to provide additional security for these records.

IIB.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The student services area is committed to ongoing formal and informal evaluation of programs. The evaluation is based on annual plans developed by each area and periodic reviews of campus reports. As indicated, each area of student services is responsible for the development of an annual plan based on administrative guidance and analysis of the impact resulting from the implementation of the plan the proceeding year (IIB.38). This facet of the evaluation process is most

important because it affords the college an opportunity to view the evaluation of student support services in a comparative and incremental manner.

The program review process has provided helpful insights into the evaluation process, including the limitations of the annual plan, which fails to address the issue of student learning outcomes. To date, the areas that have completed the program review process are guidance and counseling, CalWorks, and DSP&S.

The college has successfully employed a process which includes reliance on available data and student feedback (IIB.39). Examples include Welcome Week, which was conceptualized as a result of data that indicated many new students who registered for classes failed to persist until census. After observing the flow of students on the first day of classes, it was concluded that many students, including those who were familiar with the campus, had to enter the student services building for such information as the replacement of individual class schedules, the location of classes, financial aid disbursement dates, available and open class lists, and general campus information.

As a result, a group of highly motivated students was recruited, trained, and stationed at information booths at four high student traffic areas. This minor adjustment which has been in existence since 2000 has made a discernable difference in the amount of traffic in the student services building.

The college phone bank was created for similar reasons. During peak activity periods, which include the weeks surrounding the commencement of the semester, all student services offices receive numerous telephone

calls that interrupt major areas of activity. In order to provide quality service to walk-in and phone customers, the college routed most of the inbound student services phone traffic (with the exceptions of financial aid and counseling) to the phone bank. The college also has a toll free number (866-24-LEARN). During these peak traffic periods, a record high of 765 calls were received by the phone bank on the first day of the Fall 2003 semester. Indicators of the phone bank's success are that over 65 percent of the 47,560 inquiries received during 2003-2004 were resolved without having to transfer callers to other offices. That rate increased to 69 percent in Fall 2004 (IIB.22).

Another example of programs developed based on student needs validated by data is the EAGL³E program (IIB.40). This program was implemented based on data that confirmed new students who completed their first semester in many cases failed to perform academically.

Assessment

Although the college evaluates its student support services, the current schedule of program review must be accelerated to ensure that information is available for program improvement decisions. Additionally, the current program review needs to be augmented by the inclusion of elements designed to measure the impact of new and existing programs and services on student development.

Planning Agenda for Standard IIB

1. Develop a comprehensive plan to improve the college transfer rate.
2. Assess current evaluation methods to better support student development and success.

Resource Documents

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|--------|---|--------|---|
| IIB.1 | Program Planning and Evaluation Handbook | IIB.11 | Puente Documents |
| IIB.2 | http://www.fresnocitycollege.edu/ctc/ | IIB.12 | USEAA Documents |
| IIB.3 | Fresno City College 2004-2006 Catalog | IIB.13 | SYMBAA Documents |
| IIB.4 | Accreditation Faculty and Staff Survey Results
Accreditation Faculty and Staff Survey: Executive Summary | IIB.14 | TRIO Documents |
| IIB.5 | ACT College Student Outcomes Survey Data Summary
ACT College Student Outcomes Graphics Report | IIB.15 | EOPS Documents |
| IIB.6 | http://www.fresnocitycollege.edu/counseling/ | IIB.16 | CalWORKS Documents |
| IIB.7 | Fresno City College Fall 2005 Class Schedule | IIB.17 | WAVE Documents |
| IIB.8 | Fresno City College Assessment Center | IIB.18 | Manchester Educational Resources Documents |
| IIB.9 | Disabled Students Programs and Services (DSP&S) Documents | IIB.19 | Fresno City College and Reedley College Title V Cooperative Grant |
| IIB.10 | IDILE Documents | IIB.20 | Registration-To-Go (RTG) Documents |
| | | IIB.21 | Financial Aid Documents |
| | | IIB.22 | Phone Bank Documents |
| | | IIB.23 | Employment Resource Center Documents |
| | | IIB.24 | Transfer Center Documents |
| | | IIB.25 | Orientation Documents |

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|--------|-------------------------------------|--------|---|
| IIB.26 | Counseling Department Documents | IIB.36 | Admission and Records Office |
| IIB.27 | College Activities Documents | IIB.37 | State Center Community College District Application Documents |
| IIB.28 | Service Learning Documents | IIB.38 | Student Services Annual Plans |
| IIB.29 | AmeriCorps Documents | IIB.39 | Student Feedback Data-Student Services |
| IIB.30 | The Rampage | IIB.40 | EAGL ³ E Program Documents |
| IIB.31 | Career Center Documents | IIB.41 | Board Policy 0200, Mission |
| IIB.32 | Health Services Documents | IIB.42 | Board Policy 5240, Student Records—Confidentiality |
| IIB.33 | Psychological Services Documents | | |
| IIB.34 | Student Services Flex Day Documents | | |
| IIB.35 | College Relations Office Documents | | |

Standard IIC: Library and Learning Support Services

IIC.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.

IIC.1a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

As of June 30, 2004, the library collection consisted of 80,103 volumes, 73,828 titles, 1,342 bound periodical volumes, 66 microfiche titles, 5,340 videos, and 270 audio book titles. The majority of the collections circulate for 21 days with a one-week renewal period. A special circulating period of seven days has been implemented for high-interest high-usage items for subjects such as abortion, capital punishment, and drug abuse. Librarians have selected and maintained subscriptions to a variety of electronic periodical databases (e.g., ProQuest, Literature Resource Center) to meet curriculum needs. A collection development policy has been implemented for use in the selection of materials (IIC.20). Selection criteria include librarian subject expertise, knowledge of curriculum content, and patron usage patterns of current materials. As part of the collection development program to improve the currency and depth of library

collections, other areas of the college have purchased materials through grant funds or instructional monies. For example, the social sciences division holdings in the library are approximately 710 items and those of the biology department are approximately 49. Each collection contains both print and nonprint materials.

Beginning in Fall 2005, all libraries in the State Center Community College District will participate in a common library catalog. In addition, the library has expanded its collections through the use of interlibrary loan service offered through Online Computer Library Center (OCLC) and the San Joaquin Valley County Library System (IIC.30).

Tutorial services offers subject-matter and study-skills tutoring through educational technology and learning-assistance software. As of June 30, 2004, tutorial services provided supervised tutoring in 73 subject matter areas (IIC.16) and supported and tracked learning assistance in special programs such as Title V Learning Communities, Student Support Services Program (TRIO), Extended Opportunity Programs and Services (EOPS), Guidance Studies 48, and CalWORKs (IIC.17). The tutorial computer lab has 69 personal computers, one Power Macintosh station, and two G4 Macintosh computers. Students also have access to ten personal computer stations in the computer lab (IIC.18). There is a dot matrix printer for every two computer stations and two network laser printers.

There are six computer stations to accommodate students with disabilities. Two of the stations have specialized software for visually impaired students, such as JAWS (talking software) and ZOOMTEXT.

Tutorial services personnel have developed, designed, and established an extensive collection of academic skills resources, including quick-reference sheets, skills outlines, and self study handouts (IIC.12). An extensive collection of handouts is maintained and is free of charge to students and faculty. These study skills handouts cover a wide range of topics from basic study skills, such as note taking, to fundamentals of mathematics and elements of composition. Additionally, over 159 academic resource files that cover a broad academic spectrum are provided for tutors to use during their sessions with students (IIC.12).

Assessment

Since the last accreditation, the library's collection development program has slowly moved forward. In analyzing the various projects within 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 print collection is still inadequate to meet student needs.

The library catalog database cleanup project completed in 2001 revealed the library catalog included titles and items that had been withdrawn or lost prior to the data load. As a result, the library's collection appeared larger to end-users than it actually was. An inventory project was undertaken to ensure a correct count of the library's collection. The inventory project was completed in 2002.

An ongoing project of de-selection of outdated and worn materials began in December 1999. More than 11,000 items have been discarded from the collection as part of this project. The addition of new materials has been equal to the number of items de-selected from the collection. However, even with the infusion of new materials, the age of the library's print collections still remains in the category of "older" since at least 43 percent of the library's circulating print collection's publication dates are 21 years or older, with less than 17 percent of the collection being published within the last five years. (IIC.25)

In comparing the size of the library's collection to suggested standards for community college libraries for a student population of 9,000 to 10,999 FTES, a minimum collection would contain 110,000 print volumes (excluding periodicals and audiovisual materials) (IIC.32). Currently, the library's circulating print collection is approximately 68,000 items. Noncirculating print materials is approximately 13,000 items for a total 81,000 of which approximately 1,300 are lost or missing. Thus, the actual total is 79,600 or 72 percent of what was a nationally accepted standard in 1994.

The number of students using the library has increased from 159,358 (Fall 2000) to 238,901 (Fall 2002) (IIC.31). The implementation of a computer lab within the library has increased the number of visits per month to as many as 4,000. Student participation in classroom bibliographic instruction has increased from fewer than 250 students per year in 1999 to over 5,000 in 2002-2003 (IIC.21,22). Each of these factors has increased the students' awareness and use of the library's collection and materials. The use of library

materials has doubled in the last four years from approximately 54,238 in 1999-2000 to 103,944 in 2002-2003 (IIC.23).

The library has turned to electronic periodical 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, the library also subscribes to selective periodical and reference databases: Ethnic News Watch, Gender News Watch, SIRS (School Improvement Research Series), Literature Resource Center, and Science Resource Center. Electronic databases have allowed access to more current periodical resources; however, periodical resources cannot replace the larger monographic works that the circulating collections contain. In 2004-2005, the cost for electronic subscriptions exceeded \$80,000.

The need for additional human, technology, and facilities resources will need to be addressed to meet the needs of a growing student body.

Although the college has provided, and continues to provide, funds for updating the library's print collection and access to electronic databases, the allocation is inadequate to sufficiently "play catch-up" after many years of inadequate funding. In order for the college to continue its support of the library, funding for electronic resources and library materials needs to be budgeted with a minimum of three percent inflation factor and a minimum of three percent growth factor.

While the number of tutors in the Tutorial Center has dropped from 87 in Spring 2002 to 66 in Fall 2004, the number of students served has risen from approximately 3,000 to over 10,000 (IIC.8,11). Providing the most current software in the tutorial computer lab with the most recent technological support is also becoming increasingly difficult. As in all areas, training for staff and tutors has become a concern as new curriculum makes it necessary to retrain tutors in the latest software and curriculum (IIC.11,13).

IIC.1b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library faculty provide one-on-one library and research skills instruction at a student's request or group instruction at the request of an instructor. In addition, two classes in library research skills have been developed and approved by the curriculum committee (IIC.28,29). A library computer lab is staffed by a student worker trained in applications software, and a librarian is available for more extensive instruction if requested by the student.

The library makes available evaluation forms to all faculty, staff, and library patrons for evaluation of library staff and services. The questionnaire provides a place where patrons may make suggestions for improvement. The evaluation form is available online as of July 1, 2005. A separate questionnaire is provided to subject matter faculty who bring their classes to the library for instruction. Participation in the evaluation process is voluntary.

The tutorial center offers a broad range of services including tutoring, test proctoring and instructional computing (IIC.3,5,6,7,11,14). The scope of subjects tutored and the depth of specific content is afforded through 14 supervised tutoring courses that support 73 subject matter areas. The campus computer lab associated with tutorial services provides tutors who are qualified in the software installed on the computers.

Assessment

In the past, the library personnel have emphasized student use of its services rather than the effectiveness of those services. Although the library has put in place programs to instruct students in information competency skills, their of evaluation is voluntary. This does not allow for a systematic evaluation nor does it indicate the student has gained any of the skills important for information competency. Therefore, tracking of individual student success is not available.

Students, tutors, and staff evaluate tutorial services (IIC.1,2,4). The results indicate 95 percent or greater satisfaction on all measures of the survey administered each semester from 2000 to present (IIC.4). Feedback reports are available to faculty in general tutoring subjects (IIC.3,5,6,14). More detailed reports, with more specific feedback items, are routinely issued for special tutoring labs, such as the writing tutorial lab and the math lab. Special reports are regularly prepared for EOPS, DSP&S, TRIO Programs, CalWORKs, Title V Learning Communities, Guidance Studies 48, and Developmental English (IIC.17). Data is collected, interpreted, and summarized at the end of the summer, fall, and spring semesters. An annual report is prepared every June (IIC.11). The reports indicate strengths, weaknesses, and recommendations for further improvement.

The results of the Faculty and Staff Survey indicate all groups, administrators, classified professionals, and faculty, agree that students who receive tutorial services are better prepared for their classes (IIC.19).

IIC.1c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

All library services and materials were available on campus 78 percent of the instructional hours during Fall 2004. Access to electronic databases, e-reference, and the library's catalog and web page are available 24/7. As part of web-based learning, a library tutorial has been developed on Blackboard for use by students and instructors who have Internet access. For the past two years, the college has not offered a four-week summer session. During this time, neither tutorial nor library services have been available. However, during the 2004 eight-week evening summer session, library services and materials were available for on-campus use 68 percent of the instructional hours.

Access to the library catalog and research databases from on campus has been limited by the number of computers available for use in the library and tutorial computer labs. The library computer lab contains 28 workstations with access to the Internet and the library's web-based services. There are an additional 27 terminals throughout the library with Internet access and the library's web-based services.

Tutorial services were accessible to students on campus 75 percent of the instructional time during Fall 2004 (IIC.9,15). Hours of services have increased from 54 hours to 63.5 hours since 2000. The number of students using tutorial services has increased from 3,552 students in 1999-2000 to 10,794 in 2003-2004. Student-usage hours has increased from 98,892 hours in 1999-2000 to 152,675 hours in 2003-2004 (IIC.8).

In addition, the tutorial computer lab has 68 computer workstations (IIC.18). All of the tutorial computer lab workstations are equipped with the appropriate instructional software. During peak hours, from 8:30 a.m. to 1 p.m. Monday through Friday, computer terminals in the library and tutorial computer labs are heavily used and often students wait to use a terminal (IIC.11).

Assessment

Students ranked library/learning resources services as the number one aspect of the college with which they were satisfied (IIC.33). This is supported by students' heavy use of library/learning resources services throughout the fiscal year. The usage continues to rise every year (IIC.8). During the past five years, library and tutorial services during the summer sessions have been reduced or otherwise restricted due to budgeting constraints. For Summer 2004, the tutorial center was open during the six-week session, and services during the eight-week evening session shrunk to approximately 68 percent of the instructional hours. No physical access to the library's on-campus resources was provided for the instructional hours during June 2004.

As student usage has grown for the library and tutorial services, current physical facilities

have failed to provide adequate space. For example, during Fall 2004, the library served an average of 3,000 students a day. The library has the physical facilities to seat 531 students at study tables and carrels, 28 sit-down computers, and 27 stand-up computers. Trying to find a computer or a place to study often means sitting on the steps outside the library or in the foyer during the 9:30 a.m. to 1 p.m. peak hours.

The tutorial services area also lacks sufficient space during peak hours when students have to wait in line for services. Overall, as the number of students requiring tutoring has risen over the last five years, the allocated space for tutoring has not increased. In fact, it has decreased as other programs have acquired space in the facility (IIC.11).

Although the number of full-time librarians has increased by three positions in the last four years, the tutorial center still operates with only one full-time faculty coordinator and 1.5 FTE classified professionals (IIC.7,10,11).

The library has developed several web-based services for off-campus student populations. However, there is no current provision for 24/7 electronic tutorials in order to augment and reinforce tutor-to-tutee learning support (IIC.11).

IIC.1d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The learning resources center (LRC) facilities are maintained by district maintenance staff and the college custodial departments.

Quarterly safety reports are generated and reviewed by the college administration. An emergency plan specific to each area has been created and a disaster recovery plan for the library is being developed (IIC.26,27). A library and tutorial services evacuation plan is in place and periodically updated. A librarian sits on the campus safety committee.

District police provide routine patrols through the learning resources center. The police department provides armed response for security issues arising in the LRC. The LRC is protected by an integrated alarm system monitored by police dispatch.

An emergency plan and disaster recovery plan for library collections are in development. The library collection is protected by sensors and security gates placed in some, but not all, areas of the library. The west wing of the library is monitored by an array of video cameras that can be viewed from the library's main information desk. The video camera in the hallway leading to the loading dock is monitored from selected computer desktops. Supplies used by the library and tutorial services are kept in locked storage areas. Network cross connects are behind locked doors. Library audiovisual and computer equipment are located in designated work areas. All library staff are trained in the use of FRS two-way walkie-talkies.

Library safety training sessions are given to all new student aides at the time of their hire. Classified professionals, faculty, and student library staff make use of a dry erase message board as a monitoring device for their location/status during their duty hours.

Assessment

The library is perceived as being secure by staff and patrons. However, after 6 p.m. Monday through Thursday and Saturday hours, there are some areas of the library that may not have a classified professional, student, or faculty person within line of sight. In addition, library materials can be taken from the building via an unprotected stairway to the second floor of the building or through a door whose alarm is not loud enough to be heard in the main lobby of the library. Security is compromised in the library because of class scheduling extending beyond the operating hours of the library. For example, in the library, students in classes on the second floor may exit through the elevator into the library's first floor. The library closes at 8:30 p.m. Monday through Thursday, while classes scheduled on the second floor of the library may continue until 9 p.m. or later. The tutorial services staff do not have control of the security in their area because staff from other offices and programs share the facility.

Although the library's west wing video camera images are visible from the information desk at the front of the library, these images are not visible from the west wing instructional desk. In addition, only one screen at a time for a three-second duration may be at the information desk.

IIC.1e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended

purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The library purchases access to subscription databases through individual contractual agreements with vendors and a consortia purchasing program through the Council of Chief Librarians, California Community Colleges. All subscriptions are year-to-year. Approximately \$37,000 is provided through the Telecommunications Technical Infrastructure Program (TTIP). The remainder of the funding is provided from campus funding sources.

In order to support curriculum, the library maintains contractual agreements with the following subscription database vendors through the consortia purchasing program of the Council of Chief Librarians, California Community Colleges:

1. ProQuest Information and Learning
 - a. Access is purchased for the following database products:
 - i. ProQuest Research Library
 - ii. Historical New York Times
 - iii. Ethnic News Watch
 - iv. Gender News Watch
 - v. CINAHL (Cumulative Index to Nursing and Allied Health)
 - vi. ProQuest Nursing Journals
 - vii. National Newspaper Abstracts
2. Thomson Gale
 - a. Access is purchased for the following database products:
 - i. Literature Resource Center
 - ii. Scribner Writers Series
 - iii. Twayne Authors Series
 - iv. Opposing Viewpoints
 - v. Science Resource Center
3. Newsbank
 - a. Access is purchased for the following database products:
 - Fresno Bee
4. World Book
 - Access is purchased for the following database products:
 - World Book Encyclopedia
5. Lexis-Nexis
 - Access is purchased for the following database products:
 - Lexis-Nexis Academic Universe
6. CQ Press
 - Access is purchased for the following database products:
 - CQ Researcher
7. CountryWatch.com
 - Access is provided free of charge through the California State University system.
8. Books-in-Print
 - Access is purchased for the following database products:
 - Books-in-Print with reviews
- viii. ProQuest Biology Journals
- ix. Career & Technical Education
- x. SIRS

The library is a member of Online Computer Library Center (OCLC). This contractual agreement allows for purchase of bibliographic records for the library's online catalog and interlibrary loan services for library borrowers. For each item entered in the library's online catalog, a bibliographic record containing subject headings, contents, and the unique citation information of the item is purchased from OCLC. Through the interlibrary loan agreement, the library has agreed to loan materials to other libraries in the United States for no fee. In return, the library may borrow from other no-fee libraries.

The library purchases a year-to-year maintenance and upgrade software licensing contract from Dynix, Inc. for its integrated library system and supplemental software (i.e., Remote Patron Authentication software). The library's integrated library system provides software for circulation, reserve, online library catalog, cataloging, and authorities.

The library purchases a year-to-year software license for two print manager stations used by patrons to print from the workstations within the library. In addition, the library maintains five copiers for use by staff and borrowers. Each of the copiers is under a maintenance contract.

The library purchases physical materials from several different vendors, such as Ingram, Midwest, Gale Research and Baker & Taylor Continuations. Ingram is the library's primary vendor for one-time orders for print materials, while Gale Research and Baker & Taylor Continuations provide standing order print materials.

Tutorial services does not rely on or collaborate with other institutions or other sources for other learning support services for its instructional program.

Assessment

The consortia purchasing program available through the Council of Chief Librarians, California Community Colleges provides reduced rates for many subscription databases. TTIP funding has provided a base dollar amount (approximately \$32,000 per year) that colleges are mandated to use to fund the core collection of electronic resources outlined in Core Electronic Resources Recommendation at www.cclccc.org. Each subscription database vendor provides remote and on-campus access with a monthly usage statistics report.

The library relies heavily on subscription databases to provide periodical, newspaper, and legal resources for the library collections. The funding provided through TTIP currently covers one-third of the monies needed annually. Pricing for the subscription databases rises two to three percent per year for inflation and approximately two to three percent for student access growth. These equal an approximate six percent rise in costs per year. If a subscription database is dropped, the college loses access to current resources and archives. This issue affects the depth of coverage of the periodical, newspaper, and legal resource collections.

The relationship with the library's integrated library system vendor is long term. The vendor has changed ownership/management several times during the last six years. With each change of ownership, response time on trouble reports, help with functionality,

and general customer support has declined. In addition, pricing of the software licenses has increased 5 percent per year for the last six years.

The library lacks the physical resources to effectively provide copying services to on-campus library users. The library provides access to patrons to three black and white copiers and one color copier. The copiers are heavily used during peak hours (8:30 a.m. to 1 p.m.). Oftentimes the line at the copying machine is three and four students deep. The daily maintenance and training on the use of the copiers relies heavily on the classified professionals' time and the demand increases as the number of students using the library increases.

The library has insufficient human resources to effectively ensure the quality of service. An inordinate amount of time is dedicated by library personnel in maintaining the equipment and services provided by the library. This has impacted the time librarians have to dedicate to implementation and evaluation of new software releases, upgrades, subscription renewals, and vendors performance.

Planning Agenda for Standard IIC

Library Services

1. Assess current library services to determine an appropriate level of resource allocation.

Tutorial Services

1. Develop and implement a comprehensive online tutorial system.

Resource Documents

IIC.1	Tutor Evaluation of Tutorial Services	IIC.13	Educational Aide 1 (EdA1) Tutor Training Course Outline of Record
IIC.2	Tutor Evaluation of Tutorial Supervisor	IIC.14	Request for Tutoring Referral
IIC.3	Tutorial Center Program Evaluation	IIC.15	Tutorial Center Brochure
IIC.4	Student Evaluation of Tutors	IIC.16	Tutorial Subject Matter Labs
IIC.5	Writing Lab Tutoring Report	IIC.17	Special Programs Tracked in Tutorial Center
IIC.6	Writing Lab Tutoring Report for Composition Classes	IIC.18	Computer Software Serving Fresno City College
IIC.7	Supervised Tutoring Program Review	IIC.19	Accreditation Faculty and Staff Survey Results Accreditation Faculty and Staff Survey: Executive Summary
IIC.8	Tutorial Student Usage Reports	IIC.20	Library Collection Development Policy
IIC.9	Hours of Operation for Tutorial Center and Computer Lab	IIC.21	Bibliographic Instruction Statistics 2002-2003
IIC.10	Annual Reports to State Chancellor on Tutoring and Learning Centers	IIC.22	Bibliographic Instruction Statistics 2000-2002
IIC.11	Annual Final Reports of Student Success Tutorial Services	IIC.23	Library Materials Usage Statistics
IIC.12	Tutorial Center Academic Resources	IIC.24	Library Collection Development Report as of December 23, 2003

- IIC.25 Library Collections Age Report
- IIC.26 Library Emergency Procedures
- IIC.27 Library Policies and Procedures Manual
- IIC.28 Library Research Skills 1, Course Outline of Record
- IIC.29 Library Research Skills 2, Course Outline of Record
- IIC.30 Library Interlibrary Loan Statistics
- IIC.31 Library Usage-Door Counts
- IIC.32 Association of College and Research Libraries (ACRL) Standards for Community, Junior, and Technical College Learning Resource Programs, 1994
- IIC.33 ACT College Student Outcomes Graphics Report
ACT College Student Outcomes Survey Data Summary