

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

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|--------|---|--------|---|
| 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