

Fresno City College Black Serving Institution (BSI) Strategic Plan

BSI Application Questions:

1. **College/University:** Fresno City College
2. **Website:** <https://www.fresnocitycollege.edu/>
3. **Address:** 1101 East University Ave, Fresno, CA, 93741
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5. **College/University President Email Address:**
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State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Fresno City College's Mission, Vision, Core Values and Strategic Goals have been significantly restructured to target institutional racism, racial equity, closing the achievement gaps for our disproportionately impacted students, changing the paradigm of campus culture and creating an environment that is centered around student success through the lens of social justice.

The following is Fresno City College's Mission, which speaks volumes in the culture that this campus strives to create for our Black and/or African American students:

"As California's first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs, and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region."

Fresno City College's commitment to Black and/or African American student success is embedded into the framework of this institution and we use the Strategic Plan in meaningful and intentional practices to guide all constituency groups, decision making committees, instructional pedagogy and to change campus climate so that it is culturally responsive to our Black and/or African American students. Fresno City College has developed an Anti-Racist Committee where the charter is centered around ensuring that our collective work calls attention to patterns of inequity, removes institutional barriers and asks our faculty, staff and students to work courageously in

deconstructing exclusionary practices for our Black and/or African American and disproportionately impacted students.

Fresno City College is currently in the process of writing our Student Equity Plan for 2025-2028 and in this iteration, Black and/or African American students are strategically targeted in every metric (Successful Enrollment, Completed Transfer Math & English, Persistence, Transfer and Completion). All the Student Equity Plan metrics exist cohesively to ensure that our Black and/or African American students are successful in their academics and to ensure Fresno City College is creating opportunities towards a more sustainable social and economic mobility framework.

Fresno City College has a fundamental belief, as evident, in our Strategic Plan, Vision, Mission and Core Values, to provide both qualitative and quantitative research opportunities to engage our Black and/or African American students to leverage their voices to make institutional change. Most recently, our Institutional Research conducted student focus groups to collect qualitative data centering our Black and/or African American student voices around their transfer experiences. When students speak, we listen here at Fresno City College and through the students' recommendations, we have implemented key changes in practices. For example, our Black and/or African American students highlighted the need for instructors to create a caring and empathetic classroom environment and for counselor consistency and increase counselor knowledge in the transfer process. Based on those student recommendations, the Transfer Center has created a series of trainings for all counselors to increase their transfer knowledge, invited additional CSU and UC partners to provide counselor trainings, and drop-in services for counselors to seek advice from the Transfer Center. Based on the students' recommendations for changing the classroom environment, we have created documents for faculty to use that students have indicated were important for them as it relates to showing that they care, creating empathetic classroom environments and connecting students to resources on campus. These documents are available to faculty through the Faculty Virtual Hub in Canvas.

Most recently, through the use of data driven research briefs, Fresno City College has also committed financially to improving outcomes for our Black and/or African American students by leveraging general and Student Equity and Achievement (SEA) funds to hire the following, but the use of funds is not limited to the following positions: (1) Tenure-track Umoja Counselor/Coordinator, (2) Tenure-track Black Student Success Counselor/Coordinator, (3) Black Student Outreach Counselor, (4) first ever African American Transfer Center Counselor/Coordinator (tenured-track) and Transfer Center African American support staff . We are quite literally, holding ourselves accountable to ensure that our faculty and staff represent our Black and/or African American students and that we are providing targeted academic, social, emotional, and culturally responsive services along the continuum; from onboarding/application to graduation to transfer to career readiness.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

Here at Fresno City College, we understand that to capture the correct number/percent of enrolled student population identifying as Black/African American, we must work to have a system that truly identifies them as such. Both Federal and State reporting features tend to supersede the identification of Black/African if these same students also identify as Hispanic or Latino. This is the case for most California Community Colleges who are designated as a Hispanic Serving Institution (HSI), which Fresno City College is. Fresno City College's Institutional Research (IR) Department understands these data reporting nuances and is working collaboratively with The [Research and Planning Group](#) (RP Group) to create a more inclusive data collection and reporting process to encompass those students who identify as more than one ethnicity and those that identify as being both Hispanic and Black/African American. At Fresno City College, we understand that by incorporating additional and inclusive identification methods that it will lead to a more accurate and complete data set for capturing Black and/or African American students as well as our disproportionately impacted students.

9.5% of the institutions enrolled student population has identified as Black and/or African American for the current term.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

Fresno City College has 2,590 students identifying as Black and/or African American enrolled at the college for the current term.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Fresno City College will align our five-year academic goals for the Black Serving Institution (BSI) designation with our Strategic Goals. By aligning our academic goals with institutional practices, standards and goals will ensure that we are folding this designation into every facet of the work that we do as a college and ensuring that we truly serve our Black and/or African American students in name and in practice.

Goal 1: Start Strong

The college is committed to using principles of equity-mindedness, anti-racism, diversity and inclusion to clarify the path to ensure students understand their educational goals.

1. Increase enrollment of marginalized groups by 5% annually with a special focus on men of color.
2. Increase percentage of African American students who successfully complete their first semester by 3% annually.
3. Increase completion of both transfer level math and English in their first year to 25%

Under Goal 1: Start Strong, Fresno City College will also provide additional activities to ensure that we meet these Strategic Goals:

- As an institution, we have funded an Outreach Counselor specifically to help assist with our Black and/or African American students. The Outreach Counselor will work with our local feeder high schools who have Black Student Unions. This counselor will provide specialized counseling in smaller settings and will provide students with comprehensive student education plans. During this process, we will also collaborate with the Financial Aid Department so that all students can complete their FAFSA. Upon completion of their FAFSA, the Outreach Counselor will check to make sure that there are no outstanding documentation that needs to be provided and if there are documents that need to be submitted will provide effective case management and the Financial Aid Department will provide a liaison to work on these students documentation in order to package and award our students for their upcoming academic year. The Outreach Counselor will work with our Public Information Office to create a unique Welcome Packet for our Black and/or African American students to include the culturally relevant and necessary documents to set them up for success as they enter Fresno City College. The Outreach Counselor will routinely go back to our feeder high schools to assist our students in registering for the fall and/or summer semesters.
- Outreach Counselor will also teach COUN-53 in the summer to help guide our Black and/or African American students in navigating college successfully. The counselor will also enroll students into Jump Start in Math and JumpStart in English to prepare them for transfer-level English and Math. Programming for our students will include campus tours, culturally relevant workshops and navigation of campus resources.
- Admissions & Records: utilize Admissions & Records to provide student application data to identify those students who identify as Black and/or African American who did not go through the process of onboarding from our feeder high schools. We can also use application data to capture the following Black and/or African American students: returning students and reverse transfers. These

students will get connected to our Black Student Success Counselor/Coordinator and/or Transfer Center.

- For those students who have been selected for the Umoja program, they will continue to recruit the way in which they have been doing, provide a summer bridge program to their students and have overlapping services with the Outreach Counselor to provide the most impact, increase in social capita and social connectedness for our Black and/or African American students.
- Collaborate with IR to develop a more meaningful process to capture all black and African American students.
- Develop/create/implement a professional development series in conjunction with discipline faculty and Director of Equity to deconstruct white narratives in faculty curriculum. Connect with Office of Instruction to overlay professional development for faculty to attend these professional development opportunities.
- Meet with Public Information Office (PIO) to begin branding Black Serving Institution (BSI) designation on campus and increase marketing for our Black and/or African American students.
- Provide multiple-flex day presentation on BSI and educate faculty continuously on Fresno City College's 5-year plan academic and equity goals.

Goal 2: Stay Strong

The college is committed to sustaining a welcoming, affirming, validating and belonging environment for students, with a heightened focus on racially-minoritized and marginalized populations to ensure they stay on the path to reach their educational goals in a timely manner.

1. Increase enrollment by 30% in courses that support student engagement through civic, social, global, and cultural activities (e.g., ethnic studies, cooperative work experiences, etc.).
2. Increase student voice by providing multiple opportunities for input and feedback in relevant decision-making processes.
3. Increase internship opportunities, particularly to non-profits and community- based organizations (CBOs) which serve underrepresented communities.
4. Increase fall to fall persistence of first-time students by 10%.

Under Goal 2: Stay Strong, Fresno City College will also provide additional activities to ensure that we meet these Strategic Goals:

- Welcome Black Week for fall and spring semesters to showcase to Fresno City College and the surrounding community about black excellence. Welcome Black Week will also correspond with the California Community College Chancellor's Office dedicated week of the spring semester.

- Transfer Center to host Transfer Day in the fall semester and HBCU Caravans for both fall and spring semesters.
- Transfer center and Articulation Officer will provide ongoing training to Black Student Success Counselor/Coordinator, Umoja Counselor/Coordinator, Outreach Counselor, and all Adjunct Counselors associated with the BSI designation which will cover degree/certificate completion, general education pattern and transfer requirements.
- UC Merced and CSU, Fresno provide classroom presentations and recruit for these transfer institutions.
- Umoja will provide campus visits to CSUs and UCs. Umoja will begin to transition students from their first-year program to Black Student Success Counselor/Coordinator
- Provide year-long programming/ workshops to connect our Black and/or African American students to services, such as internships, community partners and mentorships.
- Provide FAFSA workshops and Scholarship workshops for second year of college.
- Collaborate with Institutional Research (IR) to track and monitor students' successful completion, units, and create a BSI data dashboard.
- On board new faculty who want to teach in the Black Honors College, begin providing professional development trainings to deconstruct white narratives, have a shared purpose in curricula to embed social justice, political engagement and culturally relevant authors and topics.

Goal 3: Finish Strong

The college is committed to providing students with the connections and opportunities to achieve their educational goals and advance the economic, social, and cultural development of our students and region.

1. Decrease the average number of units accumulated by all associate degree earners to 79.
2. Increase the number of students transferred to a four-year institution to 3,183.
3. Increase the percentage of CTE students who are employed in a job closely related to their field of study to 76%.

Under Goal 3: Finish Strong, Fresno City College will also provide additional activities to ensure that we meet these Strategic Goals:

- Black and/or African American students will attend Transfer Center Application Workshops where they will successfully submit their university applications, apply for graduation for their degree or certificate, and request to send official transcripts to their transfer institutions.
- Transfer Center will work internally to provide financial assistance for the submission of applications to the CSUs, UCs and HBCUs application sites.

- Transfer Center will provide case management services to our Black and/or African American students for them to officially complete the transfer process.
- Transfer Center will provide Scholarship and funding your baccalaureate degree workshops which will be presented by partnering with our UC, CSU and Private local universities.
- For those interested in attending UC Merced or CSU- Fresno, they will provide guided tours and on-boarding at their respective campuses outside of the larger orientation days for transfer students. These smaller orientation days are meant to be culturally relevant for our Black and/or African American students.
- Implement Through the Gate- this is a program that is founded in research and will target our Black and/or African American students who are high unit earners but have yet to successfully complete transfer level English, Math, Critical Thinking or Communication.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

Fresno City College is in the middle of writing the 2025-2028 Student Equity Plan. The process of writing this document was heavily data driven and collaborative across all constituency groups. The Student Equity & Success Committee held multiple working meetings where we collaborated across each metric to develop a comprehensive Student Equity Plan that encompasses improving outcomes for our Black and/or African American students. It was of the utmost importance to include measurable, data driven goals across each benchmark and then to provide realistic strategies in achieving those objectives.

Fresno City College's five-year academic equity goals for our Black and/or African American students include but are not limited to the following:

Successful Enrollment

5-Year Target Outcomes	Activities
Quantitative: Increase enrollment of Black and/or African American students by 4.8%	<ul style="list-style-type: none"> • FCC will identify community spaces in West Fresno for outreach and onboarding events • FCC will convene a taskforce to identify and/or develop a locally and more meaningful successful enrollment metric.

	<ul style="list-style-type: none"> FCC will coordinate with High School Black Student Unions to increase the percentage of successful enrollment by providing support and onboarding services earlier in their high school journey.
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Completed Transfer Math and English

5-Year Target Outcomes	Activities
Quantitative: Increase Black and/or African American students' completion rate of both transfer-level Math and English by 5.2%	<ul style="list-style-type: none"> Recruit Black and/or African American students to participate in Jumpstart Participation in Summer Bridge Program Provide embedded tutoring in transfer-level Math and English

Persistence: First Primary Term to Secondary Term

5-Year Target Outcomes	Activities
Quantitative: Increase Black and/or African American students' persistence rates by 13%	<ul style="list-style-type: none"> Through our academic goals stated above, we will work collaboratively with Umoja and Black Student Success Counselor/Coordinator to ensure that our students are being supported comprehensively. Review current student barriers to success and increase support to mitigate those barriers such as Basic Needs and internal policies such as Academic Probation.

Transfer

5-Year Target Outcomes	Activities
Quantitative: Increase Black and/or African American students' transfer rates by 2%	<ul style="list-style-type: none"> Establish a learning community, Through the Gate, to support students who have high unit completion but have yet to pass transfer-level English, Math, Communication and Critical Thinking.

	<ul style="list-style-type: none"> • Establish clear transfer processes with our partner universities in the region. • Establish formal partnerships with HBCUs
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Completion

5-Year Target Outcomes	Activities
Quantitative: Increase Black and/or African American students' completion rates by 2%	<ul style="list-style-type: none"> • Work collaboratively with Guided Pathways to ensure degrees are attainable, accessible and that we strengthen our case management efforts. • Help to connect degree/certificate completion with career connections

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

As California's first Community College, we pride ourselves in being innovative in how we serve our Black and/or African American students. We understand that our Black and/or African American students, especially our male students, are facing an academic epidemic. Through targeted participation in key organizations and through the creation of affiliations/groups/activities, we hope to create a campus environment that is culturally inclusive both in name and practice.

Fresno City College has institutional membership in the Umoja Community as a representative of region 1. Under the umbrella of the Umoja Community, we have two targeted Black and/or African American student support programs: (1) IIDILE- which is designed to enhance the African American student experience and assist students in transferring to four-year universities and (2) SYMBAA, which is specific to the African American male journey in accessing mentorships, graduating with an AA/AS and transferring to a four-year university. Students who participate in the Umoja Community receive counseling services, student education planning, career development, mentorships, culturally appropriate activities such as Porch Talks, Sista Circle and Barbershop Talks that focus on specific issues related to Black males and Black females. These programs also assist our Black and/or African American students with connecting them to transfer institutions such as UC Merced, UC Riverside, CSU Fresno, CSU Sacramento, CSU Dominguez Hills and other local Private Universities. Most importantly, The Umoja Community and the Transfer Center collaborate twice annually to host the HBCU Caravan that is sponsored by the California Community College Chancellor's Office, and through the National College Resources Foundation. Fresno City College will work with our Pan-African Student Union (PASU), Associate Dean of Athletics and other key instructional and non-instructional faculty to submit an

application to establish a student charter for A2MEND. A2MEND will target our male Black and/or African American students around mentoring, academic achievement and related psycho-social issues that are unique to their lived experiences.

The Umoja Community also provides our Black and/or African American students with community outreach events such as volunteering with Saint Rest Baptist Church, the Poverello House for our unhoused population and connecting our students to professional mentors in the career fields that our students are pursuing. In our dedicated Black Student Resource Center and BSR website, we also invite Black and/or African American leaders in the community to provide workshops to our students to enhance their professional development.

Fresno City College has also developed formal partnership agreements with our closest geographical universities to streamline the transfer process for our Black and/or African American students to obtain a baccalaureate degree. We have formal partnerships with UC Merced, and we connect our Black and/or African American students to field trips, application assistance and UC Merced specific programs as: Black Scholars Resource Center, A.F.R.O Hall and Black Academic Success and Engagement (BASE) Office. Our second formal partnership is with CSU Fresno, and we continue to provide our Black and/or African American students with access to a Fresno State counselor, application assistance and connection to services when they arrive to Fresno State such as, Black Student Success Initiative, Black Student Union, Barbershop Talks and Harambee Hangouts. Fresno State also comes to Fresno City College to help with our Barbershop Talks that are specific to Black and/or African American males.

Harambee is the Swahili word that translates to, "let's all pull together." Through this principle, Fresno City College and CSU, Fresno will create a pathway where all our Black and/or African American students feel supported, seen and they have a safe space where they can be their authentic selves. The Harambee program is a service of our Extended Opportunity Program and Services (EOPS) Department. We can increase capacity by ensuring that our current Harambee EOPS students also receive EOPS when they transfer to CSU, Fresno.


As part of on-going institutional efforts to ensure that all our Black and/or African American student population is fully supported, Fresno City College has hired a Black Student Success Counselor/Coordinator. This position works collaboratively to ensure that we can increase African American students' retention, psycho, social and emotional support. This position will be heavily involved in our 5-year plan to improve retention, time to degree/certificate completion, and graduation. Fresno City College has also hired a Full time Outreach Counselor to help increase the on boarding of our Black and/or African American students from high school, financial aid needs and enrolled in their first semester. As stated previously, this position will be impactful to increasing our Black and/or African American student population.

Fresno City College has the Leon S. Peters Honors Program where our Faculty Coordinator has been approved for Sabbatical Leave to conduct research on effectively creating a Black Honors College. The Black Honors College will support Black


and/or African American students who want to engage in curricula that is culturally relevant and provides a high degree of expectations and course rigor. Faculty who will teach in the Black Honors College will also convene as a group to deconstruct white narratives in their course syllabi and improve learning outcomes through the lens of critical consciousness, social agency, political engagement and racial/ethnic identity. The Black Honors College will work collaboratively with the Transfer Center Counselor/Coordinator to create formal agreements to streamline acceptance into certain UCs and CSUs for impacted/restricted majors, such as Business, Engineering or Computer Science.

Fresno City College welcomes the designation of being a Black Serving Institution (BSI). We understand the importance of serving our Black and/or African American students in name and in practice. The BSI designation will solidify our campus wide commitment to ensuring that our students are supported holistically, comprehensively from application to transfer, ensuring that their financial needs are being addressed and mitigated, and provide our students with representation in all spaces on campus. We will also prioritize faculty development by creating learning modules through our Center for Teaching and Learning that addresses critical consciousness, resources and guidance on how to best serve our Black and/or African American students.

Community College applicants submit the following for the previous three academic years:

(A) The number of degree and certificate programs completed by all students, and by Black and or African American students. 

	2023 Reporting Year	2022 Reporting Year	2021 Reporting Year
All Students	2,918	2,386	2,390
Black and/or African American Students	134	117	111

(B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. 

	2023 Reporting Year (150%)	2022 Reporting Year (150%)	2021 Reporting Year (150%)
All Students	426	589	498
Black and/or African American Students	10	13	13

(C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities. 

	2023 Reporting Year	2022 Reporting Year	2021 Reporting Year
All Students	5%	5%	6%
Black and/or African American Students	10%	9%	10%

Resources

1. Zinsheteyn, M. Huck, M. & Watts, J. (2023) Why Cal State struggles to graduate Black Students and what could be done. Cal Matters: <https://calmatters.org/education/2022/08/black-students-retention-csu/>
2. Wiggins, Y. (2025). Black students are a minority within a minority in the CSU system | Opinion. The Tribune: <https://www.sanluisobispo.com/opinion/article305404696.html>
3. Black Student Success Workgroup. (2023). Advancing Black Student Success and Elevating Black Excellence in the CSU a Call to Action. The California State University Office of the Chancellor. <https://www.calstate.edu/impact-of-the-csu/diversity/Documents/CSU-Black-Student-Success-Workgroup-Report-2023.pdf>
4. California State University, Dominguez Hills (2025). 2025 Fact Sheet: <https://www.csudh.edu/Assets/csudh-sites/about/docs/CSUDH-Facts.pdf>
5. Postsecondary education: Designation of California Black-Serving Institutions. (2024). California-2023-SB1348-Chaptered: <https://legiscan.com/CA/text/SB1348/id/3022821/California-2023-SB1348-Chaptered.html>
6. Fresno City College. [2023-2025 Student Equity Plan Executive Summary](#)
7. Fresno City College. (2024). [Navigating the Transfer Journey: Insights from Fresno City College Students.](#)
8. Fresno City College. (2015). [Factors That Affect African American Student Academic Success at FCC.](#)
9. Fresno City College. (2017). [Factors That Affect LGBTQ Student Academic Success at FCC.](#)
10. Parks, G. (2024) 2023-123 California's Systems of Public Higher Education. [Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degrees.](#) California State Auditor.
11. Harris III, F. & King, T (2025). [Ensuring College Access and Success for Black Students in Higher Education.](#) The Campaign for College Opportunity.